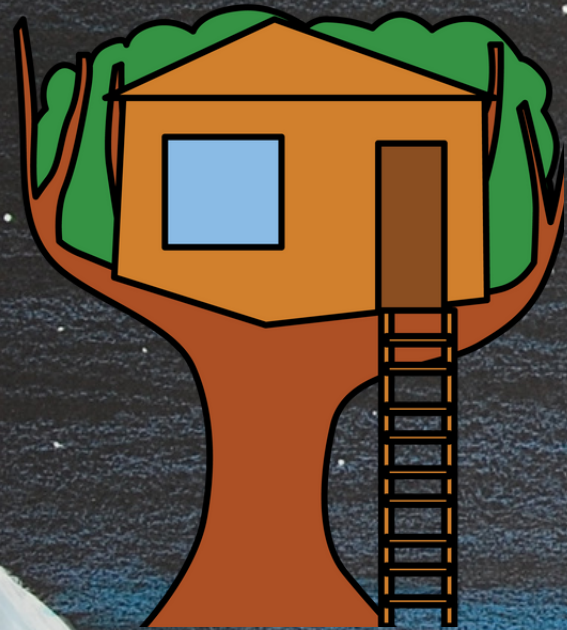


# Tonight on the Titanic

Magic Tree House #17



**11 activities**

**15 questions**



Special Needs for Special Kids





These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers** (like my little guy). They were the best thing I ever did, and my students LOVED them.

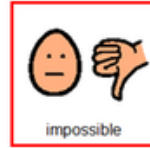


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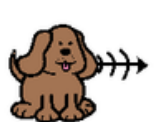








This novel unit has **11 different activities**. There is an activity for each chapter that is NOT comprehension based. So, even if your students do not pay attention, they can still complete the activity.

Some things are likely to happen. They are possible.  
 Some things will never happen, they are impossible.  
 People thought it was impossible for the Titanic to sink.



For example, people thought it was impossible for the Titanic to sink. Students will sort things that they think would be possible or impossible. Leads to some great discussions!!

Decide if the following is something that is possible or impossible, and put in the correct column on the previous page.

 pigs flying	 win the lottery	 White Christmas	 talking dog
 bears hibernate	 money grows on a tree	 finding a unicorn	 Titanic sinks
 visit a castle	 raining meatballs	 licking your elbow	 be a race car driver

## Suggestions for Use

- I made this unit to go along with the book, *Tonight on the Titanic* that you would be reading it aloud to your class at a rate of about 1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 6) to use while reading and discussing the story.
- Benefits of reading out loud, even to classes made up of severely affected students:
  - Teaches students to sit quietly even when there isn't something for them to do. This is such an important life skill. We all have to spend time sitting and listening to someone we are not that interested in at some point.
  - Parents will LOVE you. Not only will they be excited their child is being exposed to age appropriate material, but you are teaching them how to sit quietly, which will hopefully transfer to home as well.
  - Even with your lowest level learners, you will have 1 or 2 that will truly enjoy the story.
  - It can be a calming experience to sit and listen to the teacher read in a methodical way.

## Suggestions for Use

- For students who need more structure, place the number of post-it notes in front of him/her that corresponds to the number of pages you intend to read. Remove a post-it as you finish each page. The visual will help lessen their anxiety.
- You will find 1 activity for each chapter. You will still have plenty to choose from and find those that fit best with your students.
- Differentiation:
  - For any activity, you can quickly differentiate for your lower level learners by using a color coding technique.
  - If sorting, outline each sorting category a certain color and then outline the corresponding pictures the same color.
  - Becomes a matching task.
- This unit includes 15 comprehension questions. There is a chart to show which chapter each question comes from. Each question is a multiple-choice question with three answer choices that uses pictures.
- An answer key is included.

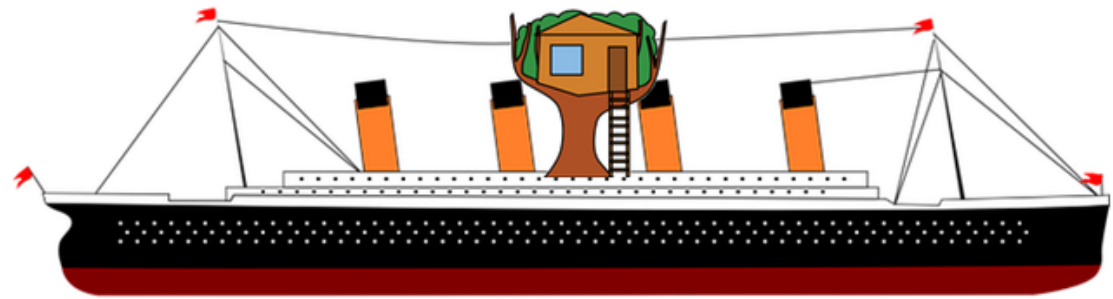
Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students in grades K-5 with one adult assistant in the room with me.



Color version

# Tonight on the Titanic Magic Tree House #17 for Special Education

By  
Christa Joy  
Special Needs for Special Kids

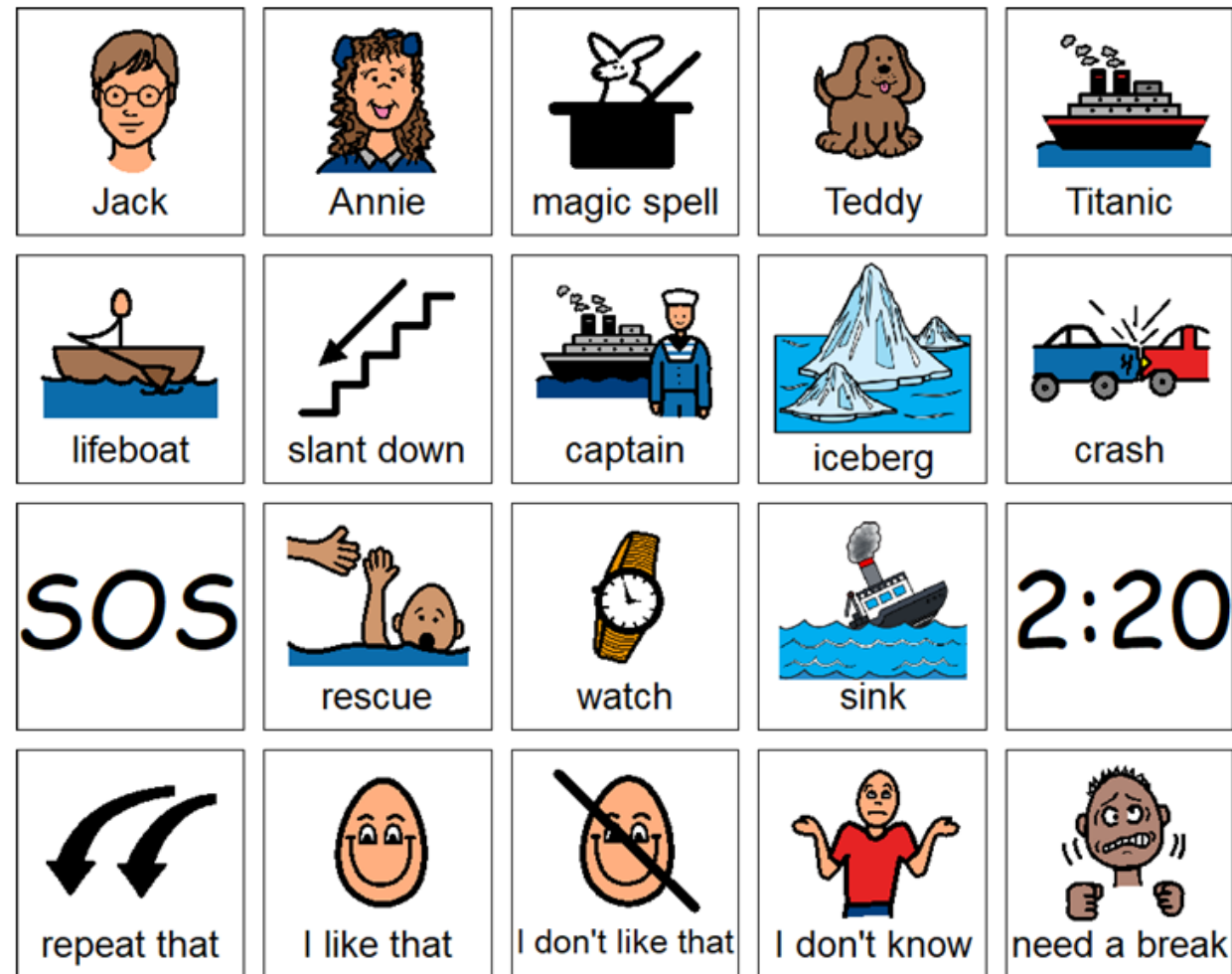


*This entire novel unit comes  
in 2 separate files. One is  
completely in color and one is  
completely in black and  
white.*

This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

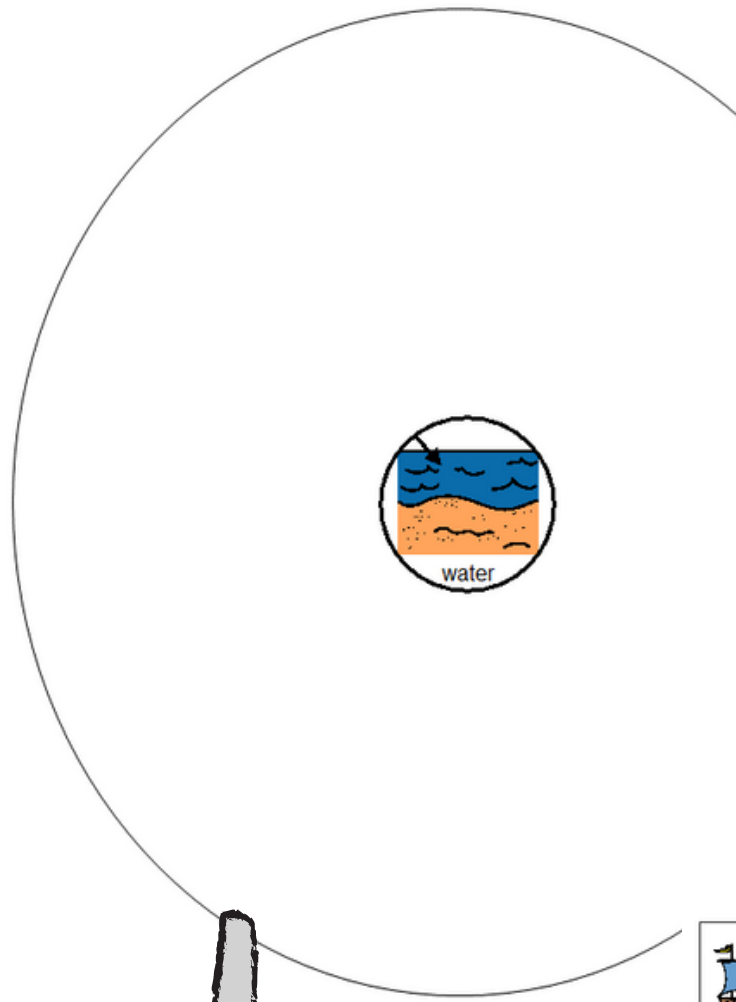
Tips on how to use in the unit!!



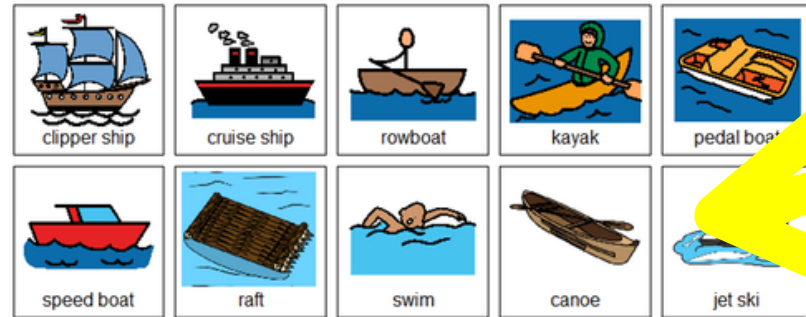
Story Board : to use in group reading and for class discussions. Laminate and make 1 copy for each student.



How are some ways you can travel on water?



Place the following in the circle map on the previous page showing ways you can travel on water.

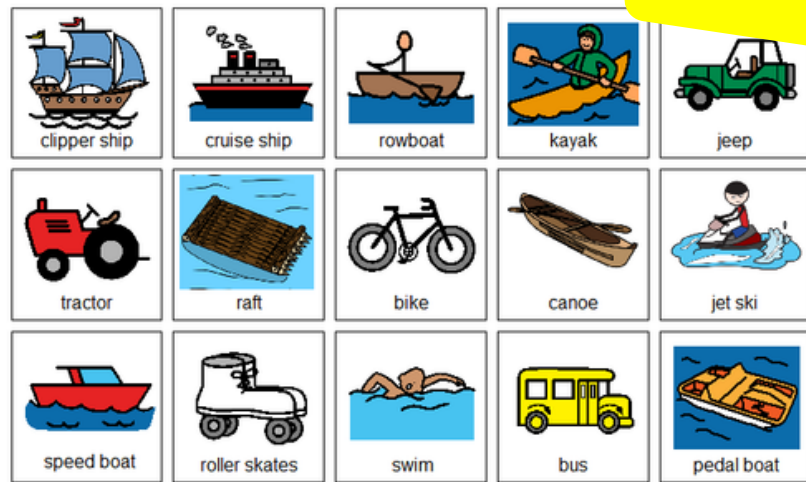


errorless

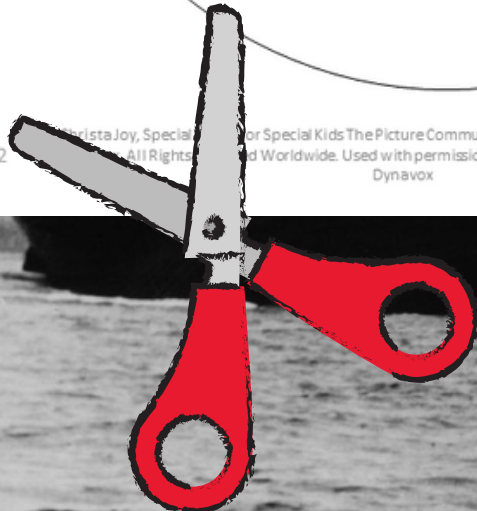
There is a circle map what has 2 options:

An errorless option with only correct answers

Place the following in the circle map on the previous page **ONLY IF** they are ways you could travel on water.



An option that has wrong answers mixed in students will need to set aside.












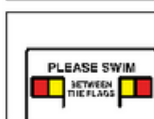








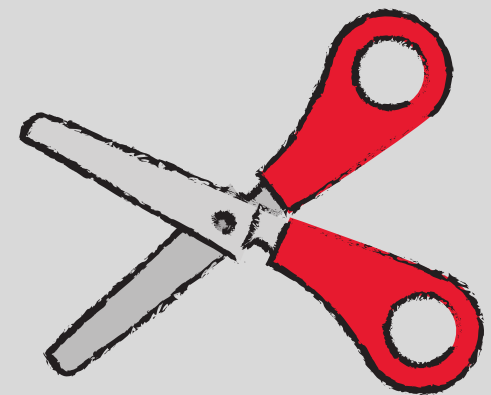
There are important things to remember in order to stay safe around the water. Sort the pictures on the next page into those that are and are not safe things to do around water.



Sort pictures into correct column on previous page. If you are not sure, place it on the middle line.

 life jacket	 swim alone	 yelling	 tell an adult where you are
 fighting	 don't listen to lifeguard	 lifeguard	 push people into water
 floaties	 eat a big meal just before swimming	 swim in clothes	 swim between flags
 swimming class	 go too deep	 stay with a friend	 take breaks

There are sorting activities.  
You can quickly differentiate these activities with some color-coding.



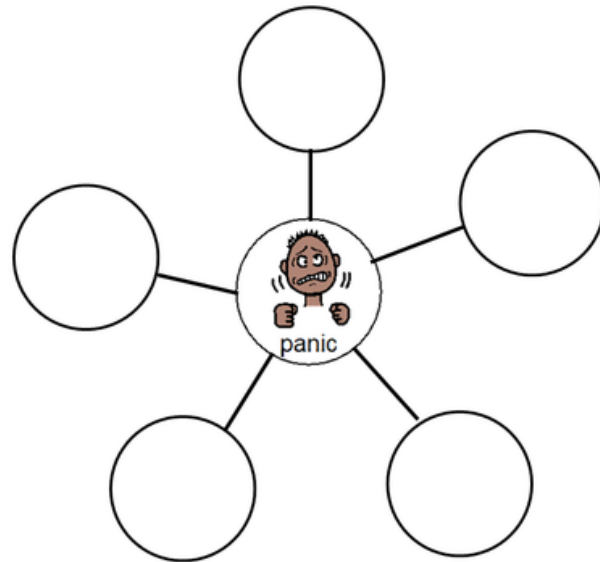


The Titanic sinks at 2:20. Look at each time and figure out how much time is left before the ship will sink.

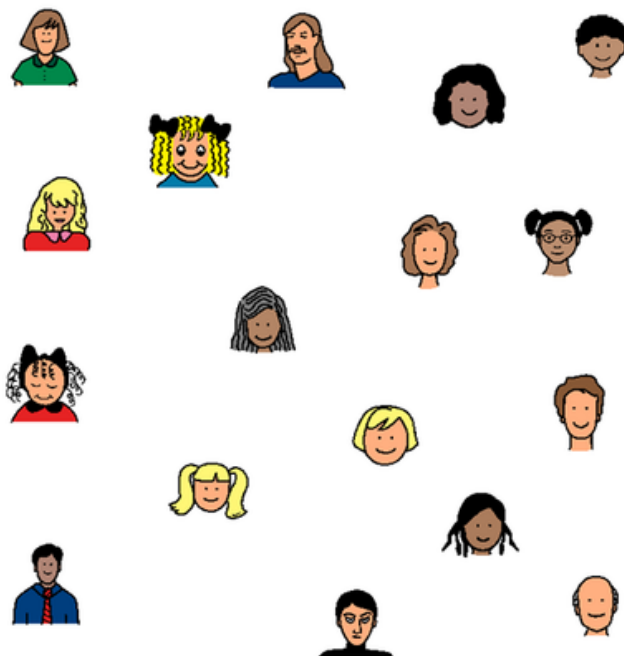
1:20	<input type="text"/> hours	10:20	<input type="text"/> hours
11:20	<input type="text"/> hours	12:20	<input type="text"/> hours
8:20	<input type="text"/> hours	6:20	<input type="text"/> hours
2:10	<input type="text"/> minutes	2:00	<input type="text"/> minutes
1:50	<input type="text"/> minutes		

CH 7  
Christa Joy, Si  
The Picture Communication Symbols  
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The passengers start to panic as it is obvious the ship is sinking. What does it mean to panic?



Only women and children were allowed on the lifeboats because there were not enough for everyone. Circle all the women and children below.



eds for Special Kids  
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There are lots of activities to choose from so you can pick the best ones for your students, or do them all!!





# My trip in the magic treehouse

I looked in a book about  and made a wish.

When I opened my eyes, I saw a .

I went down the ladder to check out the .

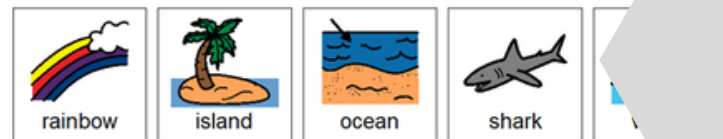
Everyone was busy .

When it was time to go back home, I felt .

CH 10

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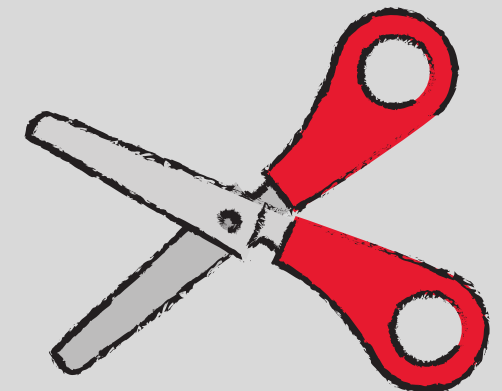
24



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25

All of the Magic Tree House units end with a writing prompt. These are errorless activities. Students will write a story about their trip in the treehouse. Different pictures are used for each novel.





1. What woke Jack and Annie up?



2. Who or what was waiting in the tree house for Jack and Annie?



3. How many things do Jack and Annie need to find to break the spell?



4. Where did the tree house land?



5. What did the ship run into?



6. What did Jack and Annie notice about the floor of the ship?



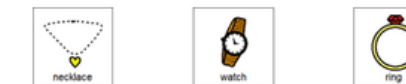
7. Who did Jack and Annie rescue?



8. Did the passengers seem worried?



9. What did Lucy give to Jack and Annie as a thank you?



10. Who ended up on the life boat by accident?



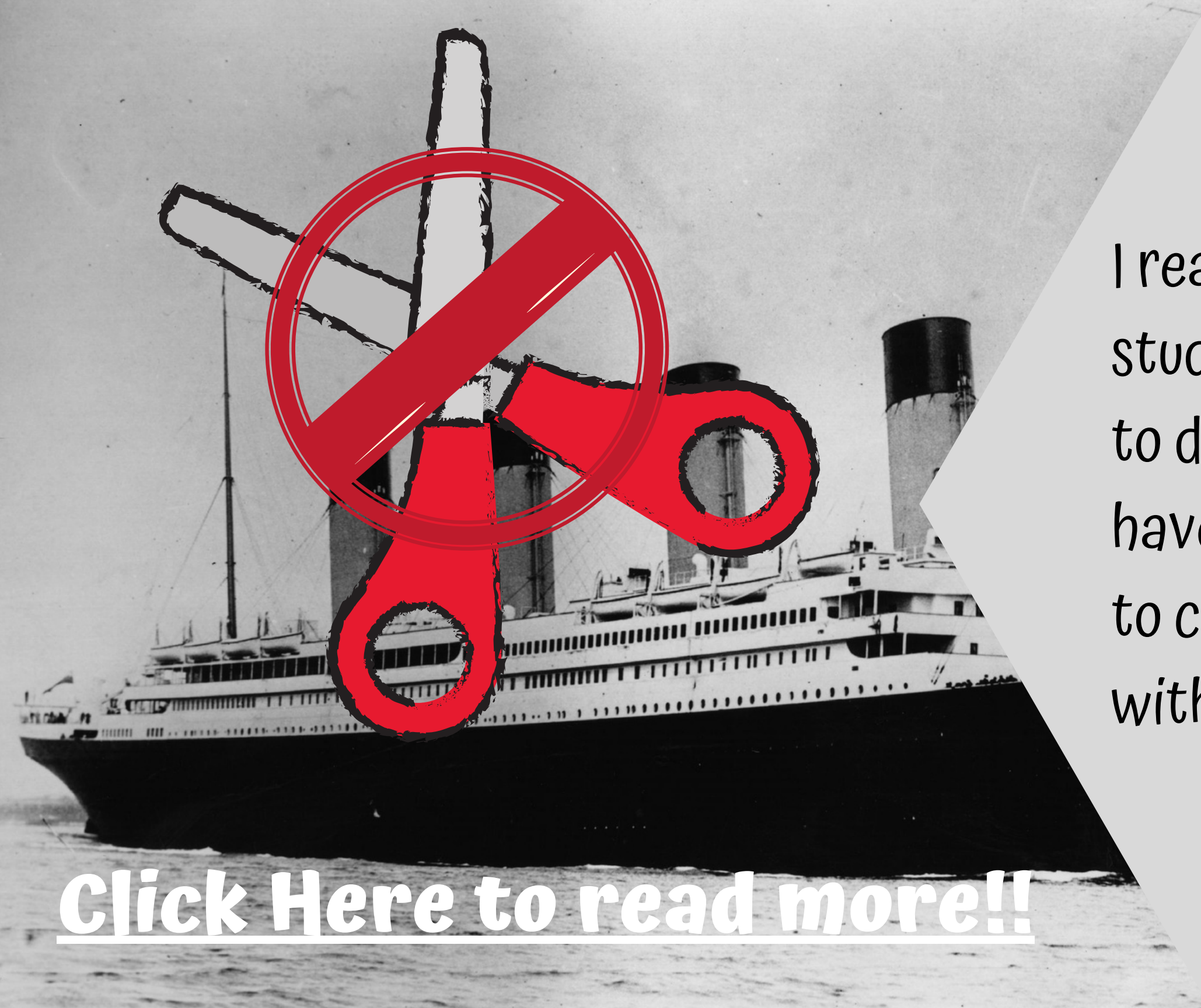
Chapter references for each question

Question	Chapter
1	1
2	1
3	1
4	2
5	3
6	4
7	5
8	6
9	7
10	7
11	8
12	9
13	9
14	10
15	10

Finally this unit does come with 15 comprehension questions.

There is a guide that references which chapter each question came from.

Answer key included!!



*I realize there will be some students out there unable to do cutting activities. I have a blog post with ways to complete activities without a pair of scissors!!*

**[Click Here to read more!!](#)**