



Lesson Plan Summary

Magic Tree House #5: Night of the Ninjas

A Special Education Edition

This lesson is used in a 1st to 3rd grade Special Education class with Mild/Moderate Developmentally Delayed Students

<p>DURING THIS BOOK STUDY, EACH STUDENT WILL:</p> <ul style="list-style-type: none">• Read and discuss chapter 2 of <u>Night of the Ninjas</u>• Discuss Jack and Annie's discovery and interaction with Peanut, the mouse.• List physical characteristics and actions of Peanut, the mouse. (real mouse)• Look at the picture of a cartoon mouse and list the physical traits.• List what they know about a cartoon mouse's behavior.• Fill out a Venn diagram	<p>COMMON CORE STANDARDS ADDRESSED:</p> <p>READING:</p> <p>KEY IDEAS AND DETAILS:</p> <ul style="list-style-type: none">• With prompting and support, identify characters, settings, and major events in a story. <p>INTEGRATION OF KNOWLEDGE AND IDEAS:</p> <ul style="list-style-type: none">• With prompting and support, compare and contrast the adventures and experiences of characters in stories <p>RANGE OF READING AND LEVEL OF TEXT COMPLEXITY:</p> <ul style="list-style-type: none">• Activate prior knowledge related to information and events in a text. <p>WRITING:</p> <p>RESEARCH TO BUILD AND PRESENT KNOWLEDGE:</p> <ul style="list-style-type: none">• With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
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A Compare and Contrast of a Real Life Mouse and a Cartoon Mouse

Materials: *(in accompanying materials)*

- One picture of a real mouse that looks like peanut
- One picture of a cartoon mouse
- Worksheets to list characteristics
- Venn diagram
- Answer Key (suggested)

Steps:

1. Read chapter 2 of Ninjas at Night.
2. Talk about what Jack and Annie see in the tree house. If students don't talk about Peanut, the mouse, make a point to bring him up.
3. Once students have started to talk about Peanut, the mouse, move the conversation to things they know about mice. *What do you think he looks like? Where does he live? What does he eat?* (If students are non verbal use yes no questions or give them pictures to use to answer)
4. *Now we are going to look at a picture of a mouse. Tell me what you see.* Make a list on the board of everything the students tell you about the picture of the mouse.
5. Give out worksheet number 1 with the picture of the mouse on it. Students will copy, trace, or glue the words from the list.
6. Repeat step 5 and 6 with a second picture.
7. Ask students if all mice are exactly the same. *Let's talk about how the mice are different.*
8. Make a list of everything they found that is different.
9. *Now we are going to fill in our Venn diagram.* Have the students write, trace, or glue the words on to the Venn diagram depending on the students' individual needs.

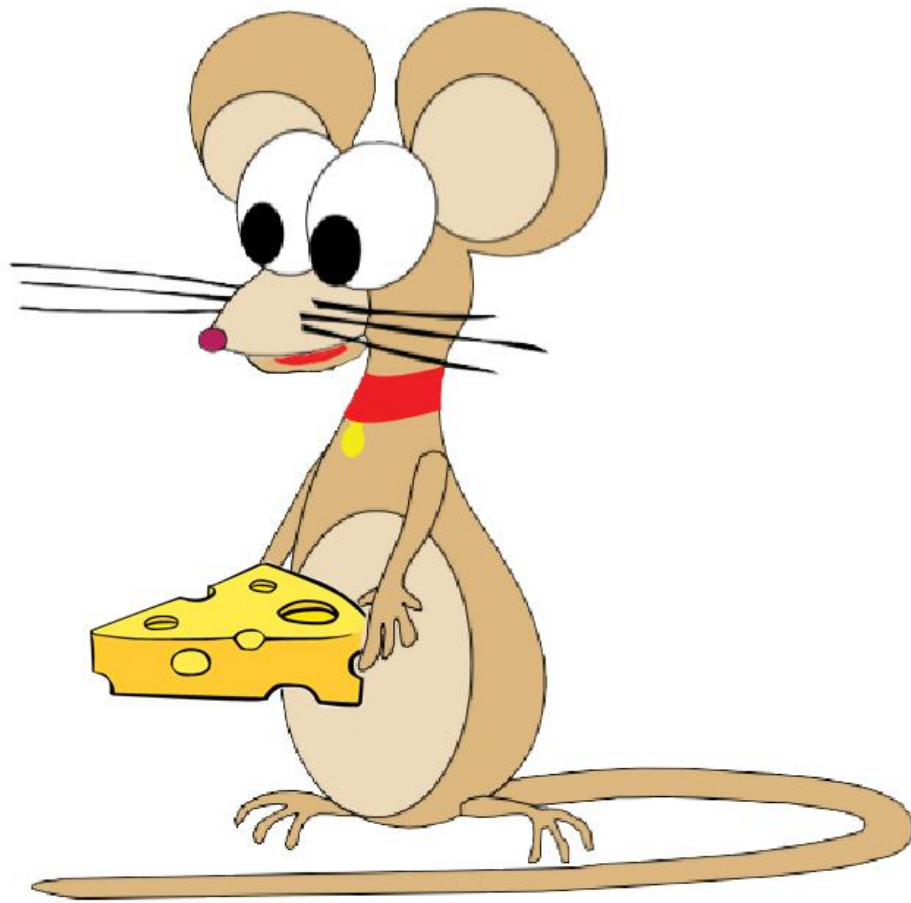
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Picture 1



Picture 2

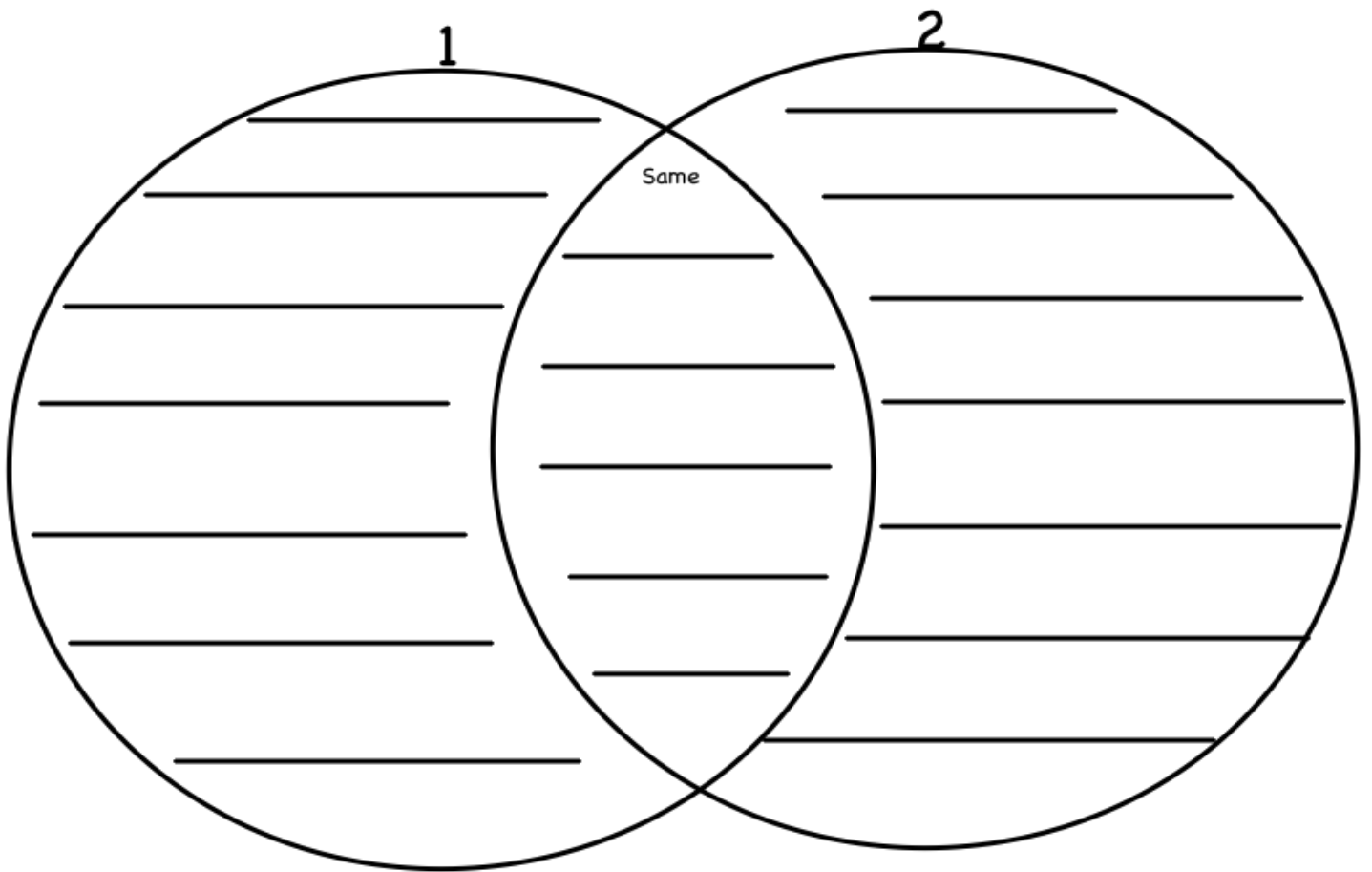


Worksheet 1



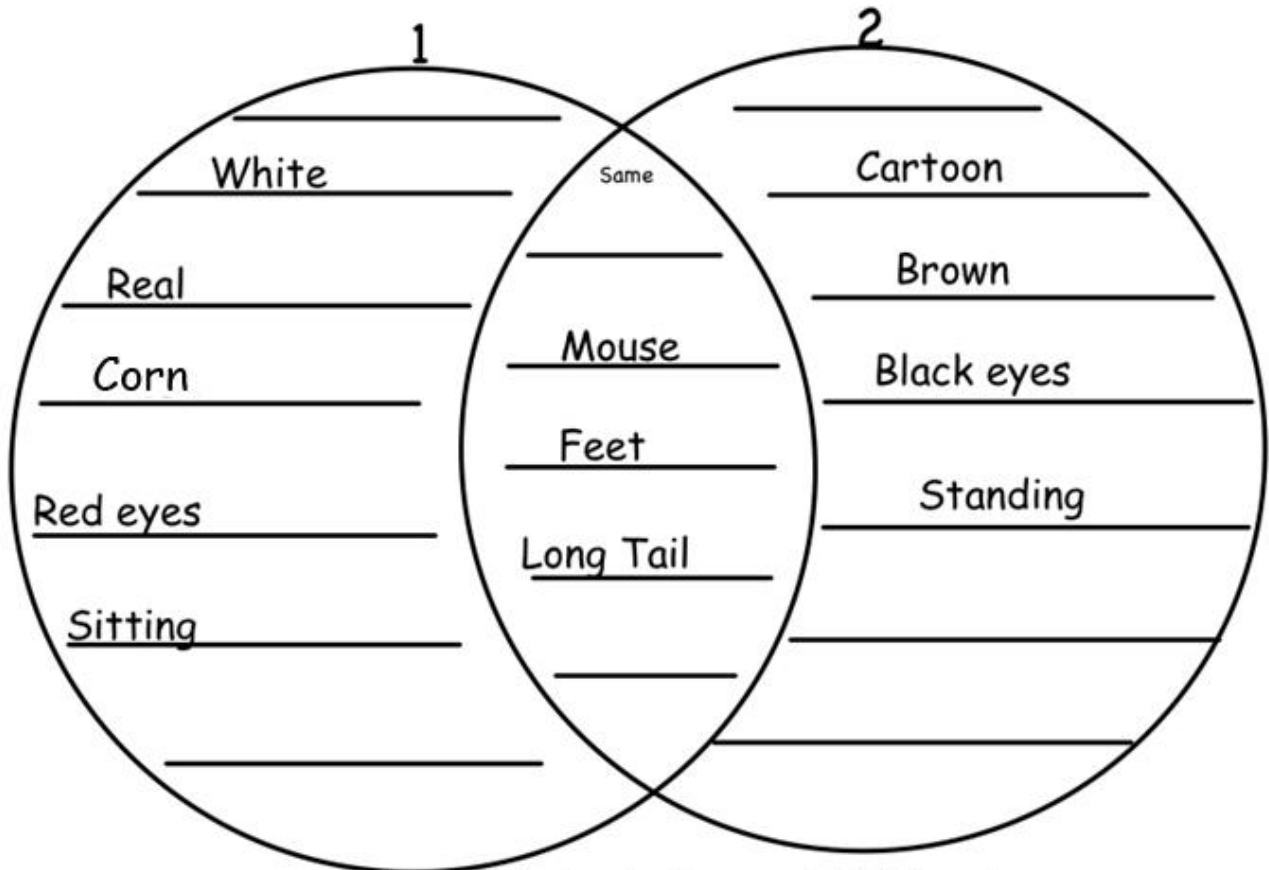
Worksheet 2





I have used colored overhead transparencies that I have cut into circles to make the Venn diagram more visual for students.

Sample answer key:



I have used colored overhead transparencies that I have cut into circles to make the Venn diagram more visual for students.