**Where the Red Fern Grows Unit Outline**

**Objectives**

Students will…

* Read, reread, and analyze the text of *Where the Red Fern Grows*
* Identify the elements of a story within the novel
* Respond to their reading by discussing the novel with classmates and by writing 5-part paragraphs according to the EIW curriculum
* Examine how the theme of perseverance is developed throughout this novel
* Compare/contrast Little Ann and Old Dan
* Analyze characters within the novel
* Define and incorporate new vocabulary words into sentences and novel discussion
* Identify or select synonyms and antonyms for vocabulary words
* Read, Reflect, and Respond (read, clarify, and summarize) to the novel by participating in literature circles in which they will discuss questions from each chapter with their classmates
* Support their answers to discussion questions by providing evidence from *Where the Red Fern Grows* (page number, quotation, summary, etc.)

\*\*\* Each day, do a quick check to see who finished their comprehension questions/assignments and put a star in the gradebook for those who have completed their HW (worth 5 pts)

\*\*\*Lit Circle requirements-Each person from each group must respond to a question during the unit (I will check off who has responded to a question and who has not=10 pt. assignment)

\*\*\*Vocab score- At the end of the unit, students will turn in their packets and I will enter a separate score for vocabulary sections completed, at the end of the unit, students will have a 40pt. test on 20 of the words from the novel/packet

**Audiobook Outline:**

If you would like to listen to the audio version as you read, go to the following website and follow the chapter start/end times below:

[**https://www.youtube.com/watch?v=as\_wr0J0lCQ**](https://www.youtube.com/watch?v=as_wr0J0lCQ)

Chapter #/Time

1. 0:0-10:00
2. 10:00-25:27
3. 25:27-39:17
4. 39:17- 55:00
5. 55:00- 1:15:08
6. 1:15:08-1:26:45
7. 1:26:45-1:51:38
8. 1:51:38-2:17:55
9. 2:17:55-2:44:15
10. 2:44:15-3:05:45
11. 3:05:45-3:26:30
12. 3:26:30-3:48:45
13. 3:48:45-4:15:30
14. 4:15:30-4:42:20
15. 4:42:20-5:05:45
16. 5:05:45-5:26:20
17. 5:26:20-5:45:08
18. 5:45:08-6:07:40
19. 6:07:40-6:47:37
20. 6:47:37-6:56:23
21. Chapters 1-2
	1. Introduce the Book
		1. Pass out book
		2. Smart Board file, intro, Map Activity (Locate the setting for the book - Ozark Foothills on the Illinois River in Northeast Oklahoma)
		3. Mention that the story starts with a man on his way home from work. He sees a dog fight, then takes care of the injured dog. This reminds him of his childhood.
		4. After Chapter 1 the entire book is a flashback. A flashback is recalling events that happened in the past. Flashbacks are usually used to give the reader background information. In *Where the Red Fern Grows* Rawls uses the flashback so he can tell the story from a distance.
	2. Read Chapter 1 - 2 (Pages 11-23) Audiobook is approximately 26 minutes in length.
		1. Before reading:
			1. Fill out protagonist chart in packet (red binder, teacherspayteachers)
			2. Vocabulary
		2. <https://www.youtube.com/watch?v=as_wr0J0lCQ>
		3. While listening, feel free to follow along or stop and jot down answers for Ch. 2 in your packet!
	3. HW: Make a comic strip of the first chapter on p. 12 of packet! Include a beginning, middle, and end! Work on discussion questions for Ch. 2 in packet
22. Chapter 3
	1. Identify elements of story: Setting? Characters? Problem? Rising Action?
	2. Review Ch. 1-2 (comprehension questions from black binder)
	3. Vocabulary Word of the Day -
	festered - To be or become an increasing source of irritation or poisoning; irritate; make bitter; aggravate
	(Page 17 - Every time I'd see a coon track down in our fields, or along the riverbanks, the old sore would get all festered up and start hurting again.)
	4. Packet p. 13 – Predict what will happen next
	5. Read Chapter 3 (Pages 24-30)
	6. Audiobook is approximately 14 minutes in length.
	7. Lit Circles
		1. Introduce Job Cards-in small groups, answer the following three questions about chapter 3:
			1. What is Billy’s plan to get his coonhounds? Do you think it will work? Why or why not?
			2. Why do you think Billy’s grandfather helps him get the hounds?
			3. What might it feel like to work for two years to achieve your dream?
		2. Each group discusses questions and writes down their answers in their notebooks
		3. I draw a popsicle stick for each picture and the “summarizer” in that person’s group has to answer the question
	8. HW: Make sure packet is up to date! Do Vocabulary Cross word (p. 13) Ch. 1-3, quiz tomorrow
	9. Craft Activity? - Billy decided to save his money by selling items to the fishermen, trapping, and collecting berries to sell in his grandpa's store. He needed a place to keep the money safe. Billy decided on an Old K. C. Baking Power can. Try making a bank to save your money. 
	10. Quiz on Ch. 1-3
	11. Vocabulary: provisions - A stock of necessary supplies, especially food; rations; necessities
	12. Page 43 "As I turned around to face the mob, I doubled up my fist, and took a Jack Dempsey stance."
	Tell the students a little about Jack Dempsey.
		1. born in Manassa, Colorado on June 24, 1895
		2. professional heavyweight boxer
		3. retired in 1940 with an astounding record of 60-7-8
		4. In 2003, Dempsey was named the seventh best puncher of all time in boxing history by Ring Magazine.
	13. Read Chapter 4
		1. Because this section requires a lot of reading, have students listen to the audiotape and draw coon dogs (one sheet of paper, folded in half). Here is a pattern with step-by-step instructions: <http://www.canadianliving.com/CanadianLiving/client/en/Crafts/DetailNews.asp?idNews=3265&idSM=63>
		See the step-by-step instructions with images.
		2. Draw examples on the board for students to see
	14. HW: Complete pre-reading questions and vocab for Ch. 5 on p. 18-19 in packet
	15. Review (comprehension questions from black binder)
	16. Quiz: Chapter 4
	17. Listen to Ch. 5
		1. In small groups, answer “Cloze Call” questions for Ch. 5 on p. 19-20 of packet
	18. HW: Read Ch. 5 and complete pre-reading section in packet
23. Chapter 5
	1. Review
		1. Comprehension questions from black binder
	2. Writing Activity: “KWO Comparing Old Dan and Little Ann” (handout)
		1. Compare the two dogs Billy buys. (Page 43 & 44 - I noticed the boy dog was much larger than the girl dog, He was a deeper red in color. His chest was broad and solid. His puppy muscles knotted and rippled under the velvety skin. He was different in every way. He would go closer to the fire. I saw right away he was bold and aggressive......The girl pup was small and timid. Her legs and body were short. Her head was small and delicate. She must have been a runt in the litter. I didn't have to look twice to see that what she lacked in power, she made up in brains. She was a much smarter dog than the boy dog, more sure of herself, more cautious. I knew when the trail became tough, she would be the one to unravel it.)
		2. After making the chart (together) write a paragraph describing the differences between the boy dog and the girl dog.
		3. 5 sentences (use keyword outline/use 2 DU, conclude by restating the topic sentence in different words)

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| --- | --- |
| Boy Dog LargerDeeper red in colorChest broad and solidMuscles knottedBold and Aggressive | Girl Dog SmallerShort legs and bodySmall head and DelicateTimidSmarterSure of HerselfMore Cautious |

HW: Read Ch. 6

* 1. Review
		1. Discuss comprehension questions together from Ch. 6 (black binder questions)
	2. Lit Circles:
		1. What is special about the way Billy finally names his puppies? (where did you find this information, support with evidence) What does this scene tell you about Billy’s beliefs?
		2. Why do you think Billy is so happy to buy gifts for his family? (Support your answer with evidence from the novel)
		3. Why do Billy’s parents want to move to town? (Support answer with p. number where you found your information) Would you rather live in a small village or a big city? Explain your reasons.
	3. Listen to audio of Ch. 7 (24 min.) and answer “T/F” questions on p. 24 of packet
	4. HW: Read Ch. 7 and complete “Before you read” and vocabulary in packet, p. 23
1. Perseverance Lesson
	1. Quiz Ch. 5-7
	2. Class Discussion (10-15 min)
		1. What does perseverance mean? Define for students if necessary.
		2. How important is perseverance?
		3. When has perseverance benefitted you in your life?
		4. Discuss Paul’s perseverance in ministry
		5. James 1:2-4, 12 and Romans 5:3-5
		6. How does Billy demonstrate perseverance? What is the author trying to tell readers about perseverance in this book so far?
	3. Journal: Write about a time that you persevered in order to reach a goal (sports, saving money, working out, getting a job, etc.)
	4. HW: Read Ch. 8, finish comprehension questions in packet
	5. Multiple Choice Quiz Ch. 8
	6. Discuss Ch. 8
		1. Class discussion: What do you associate with the country? The city? Which do you prefer? Why?
		2. How do these two settings differ? How are they the same? How does Billy’s character change in a new setting? What do we discover about him from reading Ch. 8?
	7. Do pre-reading of Ch. 9 in packet, listen to audio
	8. HW: finish reading Ch. 9 and vocabulary in packet
2. 1. Lit Circle:
		1. What does Billy’s grandfather suggest the boy do to keep the coon in the tree while he goes home to rest? Provide evidence from novel (quote or page number)
		2. Why does Billy’s grandfather believe the price of coonskins will increase? (Please support your answer with a page number/evidence from the story)
		3. Why does Billy think the sycamore tree falling is an example of divine intervention? (Support answer with evidence from novel)
	2. KWO-Character Traits of Billy (handout)

**Directions:** Make a Character Map to describe Billy. Include four traits of the character, what the character does, what the character looks like, and what the character’s interests are. Next, write a 5-part paragraph with at least 2 DU describing Billy’s character in the novel. Your Character Map may look something like this: 

1. KWO and final copy
	1. Read Ch. 10 for homework
2. 1. Finish comprehension questions in packet for Ch. 9-10 (do a few together) p. 27-29 in packet
	2. Discuss homophones
		1. Rewrite “homonyms” on p. 28 to “homophones”
			1. Lions to Lions video
				1. <http://pbskids.org/video/?category=Between%20the%20Lions&pid=jlxn0UPSPVhu8rltZelQOprWACkv_V5W>
	3. Discuss Personification
		1. We use this all the time in poetry!!!
	4. Begin Ch. 11 and fill out “Before you read” on p. 31 of packet
	5. HW: Ch. 11 and vocabulary on p. 31-32
3. 1. Lit. Circles
		1. How does Billy rescue Little Ann after her accident? What does this tell you about Billy’s character? (Support with evidence)
		2. Would you have rescued Little Ann if you had been in Billy’s shoes? Why or why not? (Support with evidence)
		3. How can you tell that Billy is very religious? (Support with evidence)
	2. “Exit Slip”- Multiple Choice Quiz Ch. 11, begin reading Ch. 12 when finished
	3. HW: Read Ch. 12 and fill out packet
4. 1. Vocab Crossword Review from Ch. 1-12
		1. Give students a list of 30 vocab words from Ch. 1-12
		2. Let them choose 20 words to create a vocab crossword on the following website: <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp?campaign=flyout_teachers_puzzle_crisscross>
		3. HW: Finish or save to flashdrive and print 2 copies for tomorrow!
	2. HW: Read Ch. 13 and fill out pre-reading and vocabulary
	3. Turn in 2 copies of crossword puzzle
		1. 1 copy for me to grade
		2. 1 copy to exchange with a partner and complete
	4. Lit. Circle for Ch. 13
		1. Do you agree with Billy’s decision not to kill the ghost coon? Why or why not? (Support your answer with evidence from the text or your own personal experiences)
		2. Explain how Rubin gets killed. How did his death make you feel? (Where did you find your answer? Support with evidence from the text)
		3. How can you tell that Billy is compassionate, kind, and respectful? (Support your answer with evidence from the text)
	5. HW: Study vocab words from Ch. 1-12 in packet!
5. Mid-Unit Vocab Test from Ch. 1-12
	1. Read Ch. 14 in small groups
		1. Lit. Circle for Ch. 14
			1. Who does Billy’s grandfather hold partly responsible for Rubin’s death?
			2. Who do you think is more excited about the championship coon hunt, Billy or Grandpa? Why? (support with evidence)
			3. What clues from Chapter 1 suggest that Billy will win the championship hunt? (support your answer with evidence)
			4. What does Billy finally notice about his mother as the family discusses the hunting competition over dinner?
	2. Read Ch. 15 and do “Before you read” journal
6. 1. Correct Vocab Test
	2. Take Multiple Choice Quiz on Ch. 15 (in lit. circle groups, everyone in your group gets same score)
	3. Finish Lit. Circle questions for Ch. 14
	4. HW: Read Ch. 16-17
7. 1. Vocab for Ch. 16, p. 41-42 in packet (just write down definition, don’t worry about sentence)
	2. Q. 4-8 on p. 43-44
	3. Activities A and C
		1. A-Nouns, Verbs, and Adjectives from chapter
		2. C-Conflict
			1. Smart board (three types of conflict) –fill out sheet on smart notebook file for students to complete
	4. HW: Read Ch. 18, Skip “Before you read”, do vocabulary (p. 47-48)
8. 1. Quiz on Ch. 17-18
		1. T/F on p. 48 in packet
	2. Lit. Circle for Ch. 18
		1. How do you think Billy feels when he sees Little Ann and Old Dan covered in ice? (Support your answer with evidence from novel or personal experience)
		2. Mr. Kyle says, “You can read every day where a dog saved the life of a drowning child, or lay down his life for his master. Some people call this loyalty. I don’t. I may be wrong, but I call it love—the deepest kind of love.” Do you think the dogs are showing loyalty or love? Explain your answer.
		3. What do you think Mama and Papa will do with the three hundred dollars that Billy wins? (Support your answer with evidence)
	3. HW: Activity B on p. 49 in packet
9. 1. Read Ch. 19 in class/audiobook?
	2. Fill out packet
	3. HW: Read Ch. 20
10. 1. Journal (Choose one of the following and write 3-5 sentences):
		1. Why do you think Old Dan attacks the mountain lion?
		2. Imagine you were Billy. If you could relive the scene with the mountain lion, what would you do differently? What would you do the same?
		3. Old Dan and Little Ann die within a short time of each other. How did their deaths make you feel?
	2. Class Discussion
		1. Discuss journal answers with small groups, maybe share a coupe with whole class
		2. What is the legend of the red fern?
		3. How can you tell that Billy has come to accept the death of his beloved dogs?
	3. Lesson on Theme
		1. The theme of a literary work is its main idea. It is a general statement about life. The quotation you just read suggests the main themes of *Where the Red Fern Grows*: determination, sacrifice, love, perseverance.
			1. Read description of each from WTRFG packet (Scholastic one from K. Morneau)
	4. HW: Study your packet and quizzes for final test review! E.C. points will be awarded to the winning team of Jeopardy to use on their final test! SO STUDY HARD TONIGHT and TOMORROW!
11. Jeopardy Review for Final Test
12. Final Test (including vocabulary)
	1. Reward? Puppy Chow Party!
13. Movie Day!
	1. Venn Diagram (compare and contrast movie from book)
14. Movie Day!
	1. Complete Venn Diagram
	2. Exit Slip-“What did you like better? The book or the movie? Why? Which parts of the book do you wish they would have included in the movie? Justify your answer with a concluding sentence.”
	3. 5-part paragraph writing