Where the Red Fern Grows
Introduction

Thank you for downloading this sample of Where the Red Fern Grows Book Unit. Over the years this unit has been added to and changed as new teaching standards have been introduced. The comprehension questions began as knowledge level multiple choice questions. Later higher level thinking questions such as sequencing, main idea, plot development, summary, drawing conclusions, inference, predicting, theme, understanding vocabulary, interpreting literary devices, etc. were added. Now with the Common Core Standards, I have also added constructive response questions. Most of these questions have graphic organizers to help students plan a response. These questions also require students to verify answers with the text. I hope these questions will help your students be prepared for their assessment. See page 194 below for the username and password to access these quizzes online in an interactive format.

This unit includes a series of lessons on subject/verb agreement as well as combining sentences and correcting run-on sentences. Please visit my website at

http://bookunitsteacher.com/reading_redfern/redfern.htm where you will find PowerPoint Presentations to help teach these lessons.

Finally, enjoy a few craft and/or food activities. You will find a good selection of activities beginning on page 164.

Again, thank you for purchasing this unit. I hope you and your students enjoy this terrific book!

Gay Miller

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Interest Level Grades 4 – 6
Reading Level
Grade level Equivalent: 6.4
Lexile Measure®: 700L
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*Write directions for making corn meal pancakes or Puppy Chow.*
### Where the Red Fern Grows ~ Chapters 1 - 2

1. **How did the man break up the dog fight?**
   - a) He yelled and scolded the dogs.
   - b) He started swinging his coat.
   - c) He threw rocks into the middle of the fight.
   - d) He shook a stick at the dogs.

2. **Why did the man feel the need to take care of the hurt dog?**
   - a) Seeing the dog brought back memories of a dog the man had as a young boy.
   - b) The man worked for the city, and it was his duty to care for the dog.
   - c) The man had a kind heart and hated to see any animal bested by others.

3. **What did the man have on his mantel?**
   - a) an old clock
   - b) green candles
   - c) a trophy
   - d) two cups

4. **Who is telling this story?**
   - a) Billy
   - b) Grandpa
   - c) Papa
   - d) a coon dog

5. **What is the setting of this book?**
   - a) the Rocky Mountains of Colorado
   - b) the Catskills on the Delaware River in New York
   - c) the Blue Ridge Mountains in western North Carolina
   - d) the Ozark Mountains on the Illinois River in northeastern Oklahoma

6. **Why could Billy NOT have a dog?**
   - a) The type of dog Billy wanted costs a lot of money.
   - b) Billy's parents did not want a dog.
   - c) Billy's sister had an allergy to dogs.
   - d) Billy's family could not afford to feed a dog.

7. **Papa bought Billy _____________ to help him get over the hurt of not getting the hound dogs he wanted.**
   - a) candy
   - b) traps
   - c) a bike
   - d) a cat

8. **What was the first animal Billy caught in his traps?**
   - a) a rat
   - b) a squirrel
   - c) a cat
   - d) a skunk

9. **What animal could Billy NOT catch?**
   - a) a raccoon
   - b) a rabbit
   - c) an opossum
   - d) a skunk

10. **Which question does this part of the story answer?**
    - a) How did Billy get the two cups?
    - b) What were the names of Billy's sisters?
    - c) Will Billy be satisfied with the traps?
    - d) Who owned the hound that Billy heard howling each night as he went to bed?

11. **Although the hound had no way of knowing it, he had stirred memories, and what priceless treasures they were. Memories of my boyhood days, an old K. C. Baking Powder can, and two little red hounds.**
    - This passage implies ____________.
    - a) Billy will save enough money to buy the coon hounds he longs to own.
    - b) The man Billy will keep the hound that he rescues from the dog fight.
    - c) Billy finds treasures that make him rich enough to buy some coon dogs.
    - d) Billy will help his mother bake biscuits with some baking powder.

12. **What is the main conflict in Chapter 2?**
    - a) Billy has to work too hard on the farm to have time to do the things he wants to do.
    - b) Billy is having trouble catching the rats in the barn.
    - c) Billy is always catching the cat in his trap.
    - d) Billy wants coon dogs, but his family is too poor to buy them for him.
Chapter 1 begins . . .

When I left my office that beautiful Spring day, I had no idea what was in store for me. . .

We immediately know the narrator of the story is an adult leaving work for the day.

Chapter 2 begins . . .

I suppose there’s a time in practically every young boy’s life when he’s affected by the wonderful disease of puppy love. I don’t mean the kind a boy has for the pretty little girl that lives down the road. I mean the real kind, the kind that has four small feet and a wiggly tail, and sharp little teeth that can gnaw on a boy’s finger; the kind a boy can romp and play with, even eat and sleep with.

I was ten years old when I first became infected with this terrible disease.

At this point we realize that we are about to hear a tale about the older man’s boyhood.

Why do you think the author began *Where the Red Fern Grows* with Billy as an older man, and then wrote the story as a flashback? Use details from the text to explain your answer.

What is the the narrator's feelings as he remembers the hounds?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is the significance of the trophies on the mantle?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is the mood of the story?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

**CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**CCSS.ELA-Literacy.RL.6.3** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Chapter 1 begins . . .

When I left my office that beautiful Spring day, I had no idea what was in store for me. . .

We immediately know the narrator of the story is an adult leaving work for the day.

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I suppose there’s a time in practically every young boy’s life when he’s affected by the wonderful disease of puppy love. I don’t mean the kind a boy has for the pretty little girl that lives down the road. I mean the real kind, the kind that has four small feet and a wiggly tail, and sharp little teeth that can gnaw on a boy’s finger; the kind a boy can romp and play with, even eat and sleep with.

I was ten years old when I first became infected with this terrible disease.

At this point we realize that we are about to hear a tale about the older man’s boyhood.

Why do you think the author began Where the Red Fern Grows with Billy as an older man, and then wrote the story as a flashback? Use details from the text to explain your answer.

What is the narrator's feelings as he remembers the hounds?

Immediately the reader knows s/he is going to read a sentimental story about a boy and his dogs.

What is the significance of the trophies on the mantle?

We also know that these dogs are special in more ways than just a boy’s pet because of the trophies.

What is the mood of the story?

The trophies are a trigger to the narrator’s memory of his hounds. Due to this the reader knows in some way the hounds are connected to these trophies, probably earning them.

CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-Literacy.RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Language Arts

Sentence Writing Unit

Visit my website for the following for PowerPoints for Where the Red Fern Grows.


Understanding Sentences
Subject/Verb Agreement
Subject/Verb Agreement Part 2
Correct Uses of the Verb BE
The Verbs DO & HAVE
Troublesome Words
Lesson 1 - Understanding Sentences

In this lesson you will learn to rewrite sentence fragments into complete sentences. A sentence is a group of words that has a complete thought. A sentence can stand alone with no other sentences around it and make sense.

Which group of words contains a complete thought?

1. I found some slick little trails out in the garden down under some tall hollyhocks.
2. Once I decided to make friends with him.
3. Thinking they were game trails.
4. Mama had another talk with Papa.

The main parts of a sentence are the subject and the predicate. The subject tells who does the action, and the predicate contains the verb and tells what the action is.

Tell which part of the sentence (subject or predicate) is missing in each group of words below.

1. A whole bucketful of tears.
3. Bawling and yelling for Mama.
4. Had a talk with him.

All sentences begin with capital letters and end with punctuation - period, question mark, or exclamation point.

If you have a group of words that does not contain a complete thought or is missing the subject, verb, or both then you have a sentence fragment.
Understanding sentence fragment errors may help you avoid making them. Here are some common mistakes:

- A detached phrase - a group of words that adds information to a sentence and does not have a subject or a predicate
  - His long tail was swishing. This way and that. (sentence fragment - phrase)
  - Oh, he came in once in a while. All long and lean. (sentence fragment - phrase)

- A detached clause - a group of words that adds information to a sentence and does have a subject and a predicate
  - She said he was going to have to say something to me. Because if I caught that cat one more time. (sentence fragment - clause)
  - He was lying all sprawled out in the sunshine. With all four paws bandaged and sticking straight up. (sentence fragment - clause)

- Separating an appositive
  - I want dogs. Coon hounds. (sentence fragment - separated appositive)
  - The first thing I caught was Samie. Our house cat. (sentence fragment - separated appositive)

- Dividing up a compound predicate
  - He spit and yowled. And dared anyone to get close to him. (sentence fragment - divided predicate)
  - She put the forked end over Samie's neck. And pinned him to the ground. (sentence fragment - divided predicate)
Practice

Part A - One group of words in each pair is a fragment. Determine which group is the fragment and rewrite it to form a complete sentence.

1. The ones that fascinated me the most.
2. He follows me around all day long.
   
   
   
4. I figured out a way to help.
   
   
   
5. With me that night.
6. One would be enough.
   
   
   
7. Allotted to my mother because of the Cherokee blood that flowed in her veins.
8. I saw the hurt in his eyes.
   
   
   
9. Like someone was squeezing water out of my heart.
10. I hugged him and told him what a wonderful papa he was.
Part B - Multiple Choice

11. Choose the sentence that is written correctly.
   a. If Santa Claus himself had come down out of the mountains. Reindeer and all. I would not have been more pleased.
   b. If Santa Claus himself had come down out of the mountains, reindeer and all, I would not have been more pleased.
   c. If Santa Claus himself had come down out of the mountains.
   d. If Santa Claus himself had come down out of the mountains. I would not have been more pleased.

12. Read this sentence.

   He showed me how to set them by mashing the spring down with my foot, and how to work the trigger.

   What is the correct way to write this sentence?

   a. He showed me how to set them by mashing the spring down with my foot. And how to work the trigger.
   b. He showed me how to set them. By mashing the spring down with my foot, and how to work the trigger.
   c. How to set them by mashing the spring down with my foot and how to work the trigger.
   d. Best as is.

13. Which sentence is written correctly?

   a. I figured something drastic must have happened in his life. As it is very unusual for a hound to be traveling all alone.
   b. As it is very unusual for a hound to be traveling all alone.
   c. I figured something drastic must have happened in his life, as it is very unusual for a hound to be traveling all alone.
   d. For a hound to be traveling all alone.

14. Which of the following is NOT a complete sentence?

   a. My sisters yelled their fool heads off, all the time saying, "Poor Samie! Poor Samie!"
   b. He would gobble down his milk and then scoot for the timber.
   c. In neat little rows I tacked the hides on the smokehouse wall.
   d. When the hunting season opened that fall.

15. Choose the sentence that is written correctly.

   a. The newness wore off. And I was right back where I started from.
   b. Down in the canebrakes back of our fields and trap.
   c. I was firmly convinced that a smart old coon had deliberately poked that stick in my trap.
   d. Only this time it was worse. Much worse.

16. Which of the following is NOT a complete sentence?

   a. I was a hunter from the time I could walk.
   b. It made me feel all empty inside, and I cried a little too.
   c. I offered to get him a dog. But he doesn't want just any kind of dog.
   d. I had overheard this conversation from another room.
17. Read this sentence.

By the little wrinkles that bunched up on her forehead. I could tell that Mama wasn't satisfied.

What is the correct way to write this sentence?

a. By the little wrinkles. That bunched up on her forehead, I could tell that Mama wasn't satisfied.

b. By the little wrinkles that bunched up on her forehead, I could tell that Mama wasn't satisfied.

c. By the little wrinkles. That bunched up on her forehead. I could tell that Mama wasn't satisfied.

d. Best as is.

18. Which sentence is written correctly?

a. To him it made no difference how long the road or how tough or rocky.

b. His old red feet would keep jogging along. On and on. Mile after mile.

c. After my friend had disappeared in the darkness.

d. Memories of my boyhood days, an old K. C. Baking Powder can, and two little red hounds.

Part C - There are three sentence fragments in the paragraph below. Draw a line through the fragments. Write a complete sentence for each fragment on the lines below.

When the hunting season opened that fall, something happened that was almost more than I could stand. Lying in bed one night. I was trying to figure out a way I could get some dogs when I heard the deep baying of a coon hound. I got up and opened my window. The deep bark. The deep voice rang loud and clear in the frosty night. Now and then I could hear the hunter. Whooping to him.

19. __________________________________________________________

20. __________________________________________________________

21. __________________________________________________________

CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

The following standards, marked with an asterisk (*) in the main Standards document, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.
Activities
Make a Dog Bank

Both banks were made with powdered drink mix containers. In the photo above Crystal Light containers were used, and below the Great Value drink mix brand from Wal-Mart was used.

Student decorated the containers with the following:

- wiggle eyes/wooden beads
- pom poms
- Fun Foam for tongue
- Construction paper ears
- Details were drawn with Sharpie markers
- Below ribbon was used as dog collars with dog tags made from Fun Foam.
Comprehension Quizzes
Chapters 1 – 2

1. (b)  
2. (a)  
3. (d)  
4. (a)  
5. (d)  
6. (a)  
7. (b)  
8. (c)  
9. (a)  
10. (c)  
11. (a)  
12. (d)

English Lessons
Lesson 1

Part A (Sentence Fragments – Corrections will vary.)
- The ones that fascinated me the most.  
- Begging for hounds.  
- With me that night.  
- Allotted to my mother because of the Cherokee blood that flowed in her veins.  
- Like someone was squeezing water out of my heart.

Part B

11. B  
12. C  
13. C  
14. D  
15. C  
16. C  
17. B  
18. A

Part C (Sentence Fragments – Corrections will vary.)

When the hunting season opened that fall, something happened that was almost more than I could stand. **Lying in bed one night,** I was trying to figure out a way I could get some dogs when I heard the deep baying of a coon hound. I got up and opened my window. **The deep bark.** The deep voice rang loud and clear in the frosty night. **Now and then I could hear the hunter, Whooping to him.**
Here is how to find the interactive quizzes:

http://bookunitsteacher.com/onlineredfern/fern.htm

Username: redfern
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