

# Where the Red Fern Grows

Wilson Rawls



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# WHERE THE RED FERN GROWS

by  
Wilson Rawls

## Student Packet

Written by  
Gloria Levine, M.A.

**Contains masters for:**

- 2 Prereading Activities
- 7 Vocabulary Activities
- 1 Study Guide
- 2 Critical Thinking Activities
- 2 Literary Analysis Activities
- 1 Research Project
- 5 Writing Activities
- 2 Comprehension Quizzes
- 2 Unit Exams

**PLUS**

- Detailed Answer Key
- Scoring Rubric

### Note

The text used to prepare this guide was the Bantam Starfire softcover published by Bantam Books by arrangement with Doubleday, © 1961 by Woodrow Wilson Rawls and © 1961 by The Curtis Publishing Co. Pages references may differ if other editions are used.

**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)



Name \_\_\_\_\_

8. What is Grandma like? Is your grandmother anything like her?
  - \* Have you ever taken part in a pet show or other contest? How did you feel as you prepared for it?
  - \* Do you think Billy's dogs will do well in the contest?

**Chapter 15:**

1. What special treatment does Grandpa give the dogs? Why don't they walk? What do they get to eat?
2. What special treatment does Billy get when they go to eat dinner?
3. What does Billy hear as he tries to sleep? How can you tell that he is somewhat superstitious? Are his father and grandfather?
4. How do Billy's dogs contrast with the dogs he first sees at the camp?
5. Into what contest does Billy enter Little Ann? How does he prepare her? What is the outcome?
6. What are the rules of the hunt? What equipment is each hunter allowed?
7. Who decides where Billy's dogs will hunt on their assigned night? How is that decision reached?
8. When Grandma prepares to have, why does Billy run out of the tent and lie down with his dogs?
  - \* Have you ever seen pets share their food the way the dogs in the story do?
  - \* Do you remember the first time your parents let you do something "grown-up"—like taste coffee?
  - \* Have any of your relatives ever stretched the truth while bragging about you—the way Grandpa does?
  - \* How many raccoons do you think Billy's dogs will tree when it is their turn?

**Chapter 16:**

1. Why do hunters "whoop" to their dogs?
2. What causes the "loud roar" (p. 185) that drowns out the voices of Billy's dogs?
3. The judge tells Billy that he's "never seen anything like that" (p. 189) in his forty years of judging coon hunts. What is it that has impressed him so much?
4. Why does Papa start talking about his mules when the hunter mentions the two big walker hounds who have won four gold cups?

Name \_\_\_\_\_

**Where the Red Fern Grows**

**Activity #4: Vocabulary**

**Chapters 5-7**

(Analogies)

snickered 38  
anvil 45  
submerged 59  
persistence 67

stance 40  
querying 51  
squall 62  
leverage 67

grit 41  
shucks 53  
lunge 62  
frazzle 68

ventured 44  
hampering 53  
lope 63

**Directions:** An analogy is a comparison.

*Examples:* NO is to YES as OFF is to ON. (Both pairs of words are opposites.)

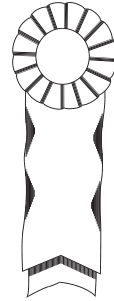
HILL is to MOUNTAIN as STREAM is to RIVER. (A HILL is a small MOUNTAIN; a STREAM is a small RIVER.)

Use words from the vocabulary box to complete the analogies, below. Using the analogies as models, create analogies for five more of the vocabulary words and give them to a partner to complete.

1. AFLOAT is to ON as \_\_\_\_\_ is to UNDER.
2. AXE is to STUMP as HAMMER is to \_\_\_\_\_.
3. FACILITATING is to SPEED UP as \_\_\_\_\_ is to SLOW DOWN.
4. LILY-LIVERS is to COWARDICE as \_\_\_\_\_ is to DETERMINATION.
5. PEP is to ENERGETIC as \_\_\_\_\_ is to WEARY.
6. \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_.
7. \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_.
8. \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_.
9. \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_.
10. \_\_\_\_\_ is to \_\_\_\_\_ as \_\_\_\_\_ is to \_\_\_\_\_.

Name \_\_\_\_\_

1. Billy's dogs won two prize cups and a jackpot of \$300. Describe a time you won an award or did something you were proud of.



2. For a while, Billy can't stand the sight of the ax because of the bad memories it stirs up. Describe an object that brings back bad memories for you. Sketch it in the box at the right.



Name \_\_\_\_\_

**Directions:** Old Dan and Little Ann have different personalities and behaviors. In the boxes below each dog, write each of the eight descriptions under the one you think it best describes.



Old Dan



Little Ann


**Descriptions**

the runt of the litter

the bolder pup

the smarter dog

afraid of gunshots

lost the will to live

scarred face and ears

got stuck in a muskrat den

refused to hunt without the other