

*Where the Red Fern Grows*  
Novel Unit  
For Special Education

Preview



Almost  
150  
pages

By  
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## *Suggestions for Use*

- I made this unit to go along with the book, *Where the Red Fern Grows* by Wilson Rawls.
- The thought is that you would be reading it aloud to your class at a rate of about ½-1 chapter per day.
- Be sure to give each student their own copy of the story board (pg. 8-9) 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.

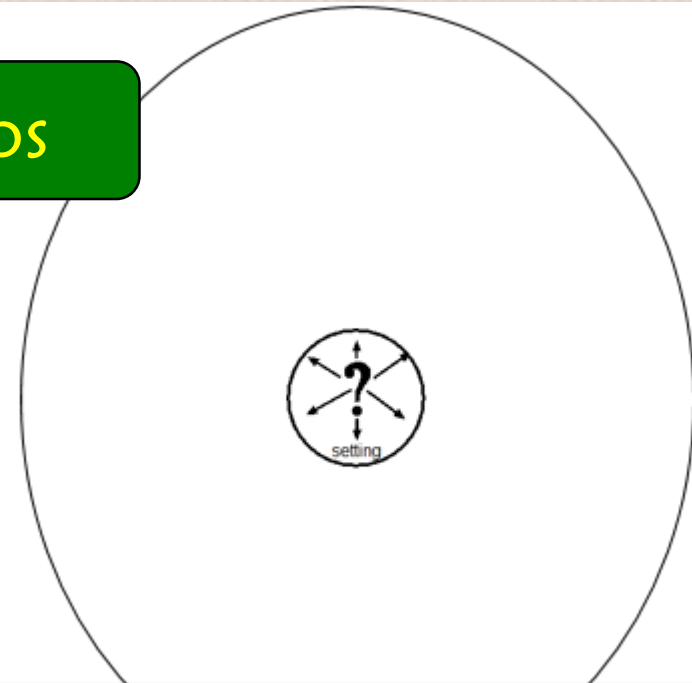
## *Suggestions for Use*

- 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.
- As you finish each chapter, there is an activity for your students to complete.
- 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.
- I purposefully did not include an assessment in this unit, because I did not feel that would be the goal of reading a higher level novel over such an extended period of time. Instead, you should be focused on shaping and teaching the behavior of sitting.
- Finally, I always ended reading the novel by showing the students the video with popcorn as a treat for finishing the story!!

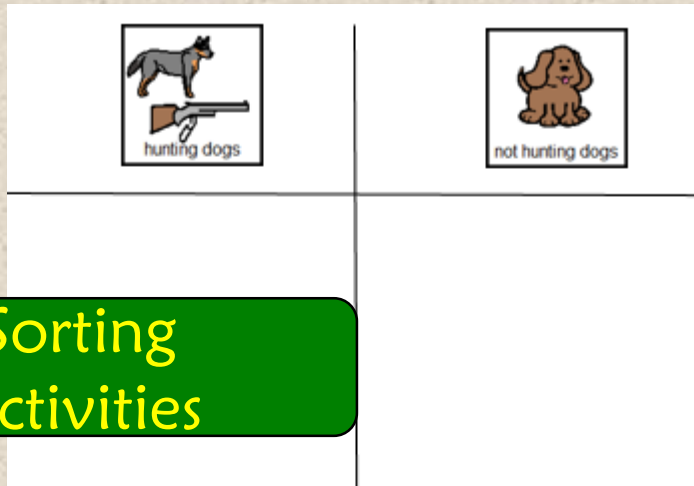
# Story Board



# Circle maps

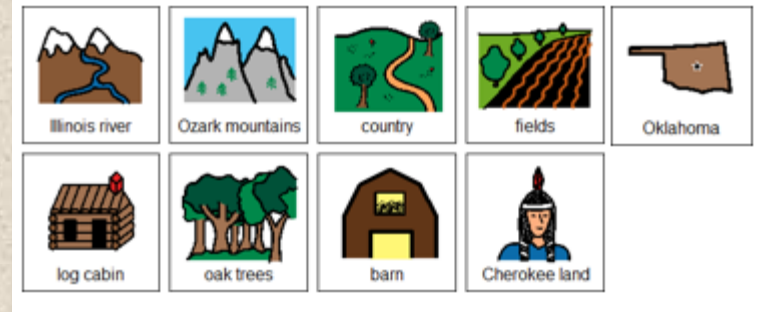


# Sorting Activities

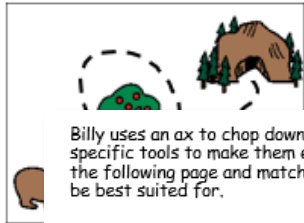
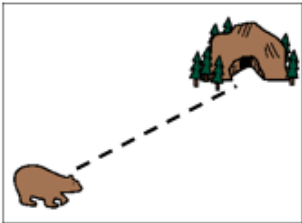
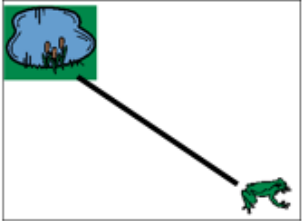
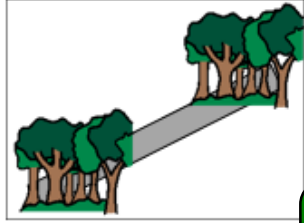


## Hunting Dogs

There are many different kinds of dogs. Some dogs are big and some dogs are small. They can be black, brown, white, grey, and yellow. But did you know dogs do different jobs? Some dogs are used for hunting. What makes a good hunting dog? They have long legs to run faster. They have long ears to hear better. They have large noses with wide nostrils. They have strong wide feet to dig deeper. Some popular hunting dogs are:



Billy travels to Tahlequah to pick up his dogs. He decides to go through the forest rather than following the road because it is shorter. He says it is only 20 miles "as the crow flies" or if you go a straight path. Look at the following sets of examples. Circle the path that shows "as the crow flies."



# Activities

Billy uses an ax to chop down the tree. Certain jobs require specific tools to make them easier. Cut out the pictures on the following page and match them to the task they would be best suited for.

cut wood	<input type="checkbox"/>	catch a fish	<input type="checkbox"/>
paint a fence	<input type="checkbox"/>	cut grass	<input type="checkbox"/>
cut paper	<input type="checkbox"/>	dig a hole	<input type="checkbox"/>
chop tree	<input type="checkbox"/>	clean a carpet	<input type="checkbox"/>
pound in a nail	<input type="checkbox"/>	eat soup	<input type="checkbox"/>

Billy wants to earn some money to try and buy 2 hound dogs. There are lots of different ways he is collecting money. Using the information below, see how much money Billy could earn in each situation.

20 ¢ 	10 ¢ 	15 ¢ 	5 ¢ 
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25 ¢ 	5 ¢ 	15 ¢ 
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	<input type="text"/> ¢		<input type="text"/> ¢
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	<input type="text"/> ¢		<input type="text"/> ¢
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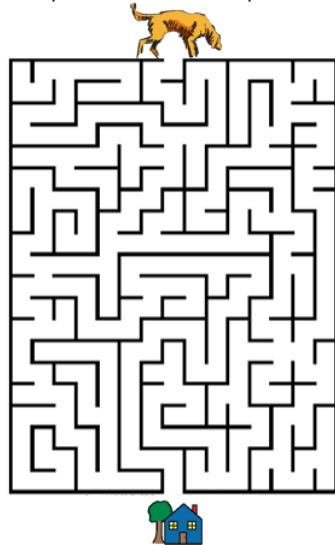
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25 ¢ 	5 ¢ 	15 ¢ 
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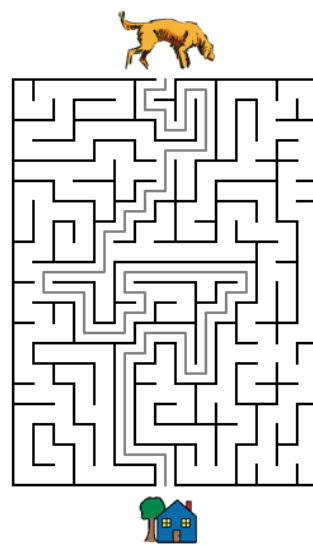
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Help Buddie find his way home.



Trace Buddie's way home.



# Differentiated

# The Ghost Coon

Old Dan and Little Ann hunt down the ghost coon. By the end of this chapter, Billy has not yet seen the ghost coon. What do you think this ghost coon is like?

1. I think the ghost coon is:



2. I think the ghost coon is:



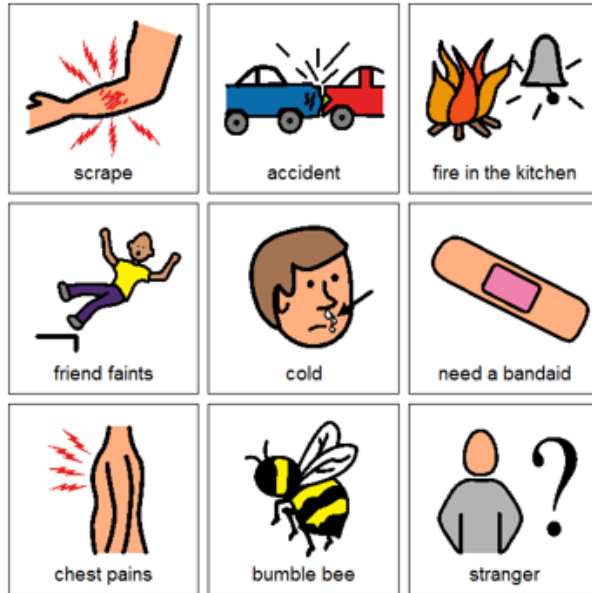
3. I think the ghost coon is:



4. I think Little Ann and Old Dan:



Billy could not call 911 when Rubin fell on the ax, but we are able to call 911 in an emergency. Look at the following pictures, color the box in RED if you think you should call 911.



And so much more!!


Fill out the following entry form for the Championship Coon Hunt.

Owner: \_\_\_\_\_

Home: \_\_\_\_\_

Dogs entered in hunt:  
\_\_\_\_\_  
\_\_\_\_\_

Number of coons caught: \_\_\_\_\_



- This short booklet helps students understand when it feels like to lose a pet.
- Cut pages apart and staple together. Students can color in the pictures.

### Losing a Pet



Many of us are lucky to own a pet.



Some people have dogs.



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