

# *Old Yeller Novel Unit*



*Preview*

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*For Special Ed*

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## Suggestions for Use

- I made this unit to go along with the book, *Old Yeller* by Fred Gipson.
- 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. 7-8) 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.

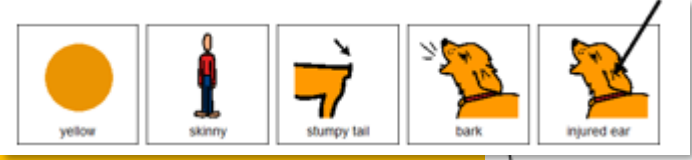
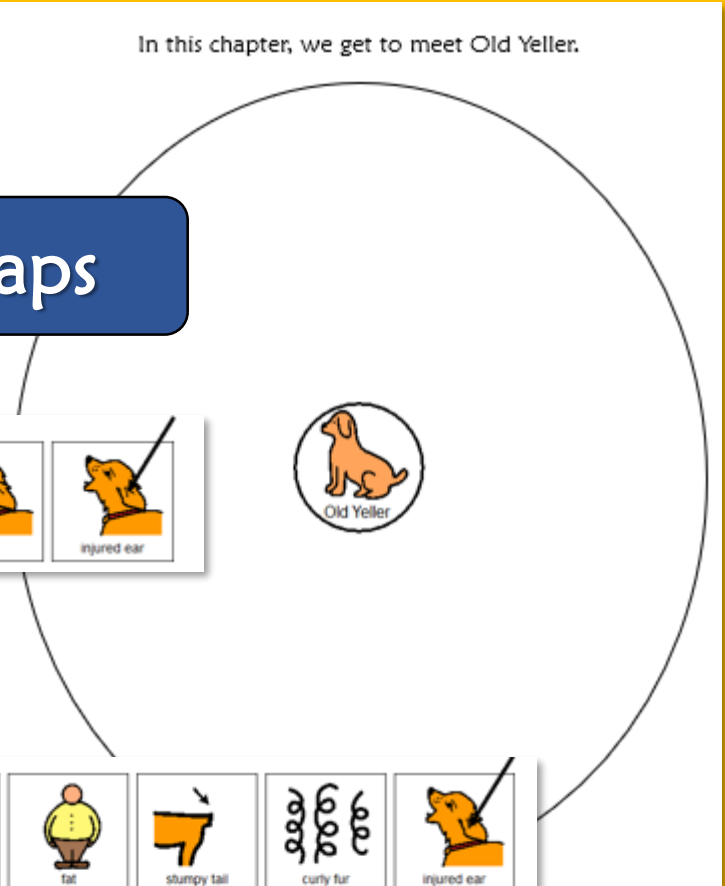
## Suggestions for Use

- 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 and the love of listening to a story.
- *I have started adding an option to use when you want students to have to choose between correct and incorrect answers in some of the activities. I am still including an errorless version as well. Hopefully, this will address even more learning levels in your class!*



# Story Board

# Circle maps



# Errorless option



Today, when you are hungry you can just go to the grocery store. But, Travis and his family have to grow or hunt to get their food. Have you ever thought about where your food comes from?

 pig	 cow	 chicken

# Sorting Activities



# Activities also in BW

STEM Challenge. Have students use the following list of materials to try and create a stretcher to pull Old Yeller behind Jumper.

**Materials:**

- Felt or some piece of fabric to use for stretcher
- String or yarn
- Straws, craft sticks, or small diameter dowels
- Scissors, glue, tape
- It would be great to have a plastic horse to use as Jumper, but not necessary. You could really use anything, even a stuffed animals like I did, to represent the mule.
- Small plastic dog or other object to use as Old Yeller.

**Objective:**

- Using the materials
  1. Large enough to hold a stretcher
  2. Is able to support the weight of the stretcher
- Be sure the stretcher is attached to the Jumper along.

# Activities

## Student Recording Sheet

**Team Members**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Stretcher material used**

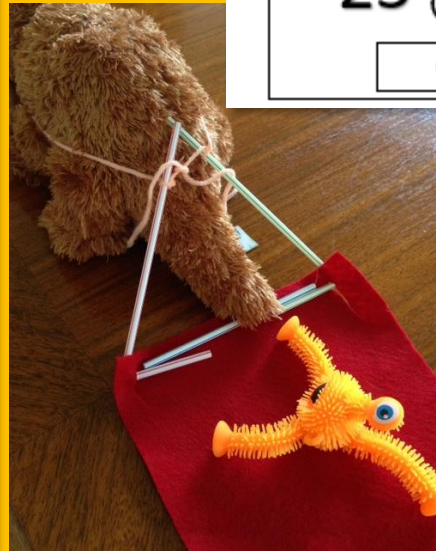
**Jumper**

**Old Yeller**



**Other materials chosen:**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



Travis is hunting squirrels with Little Arliss and Old Yeller. Figure out how many dinners they can have with the squirrels they catch.

5  = 1 



5   
 

10   
 

20   
 



40   
 



25   
 

0   
 



Differentiated



Travis is hunting squirrels with Little Arliss and Old Yeller. Figure out how many dinners they can have with the squirrels they catch.



3  = 1 

3   
 

12   
 

18   
 

9   
 

6   
 

24   
 


# And so much more!!

- 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.

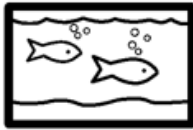


Some people have dogs.



Page 4

Some people have other pets like fish, birds or other small animals.



Page 5

Most of us really love our pets.



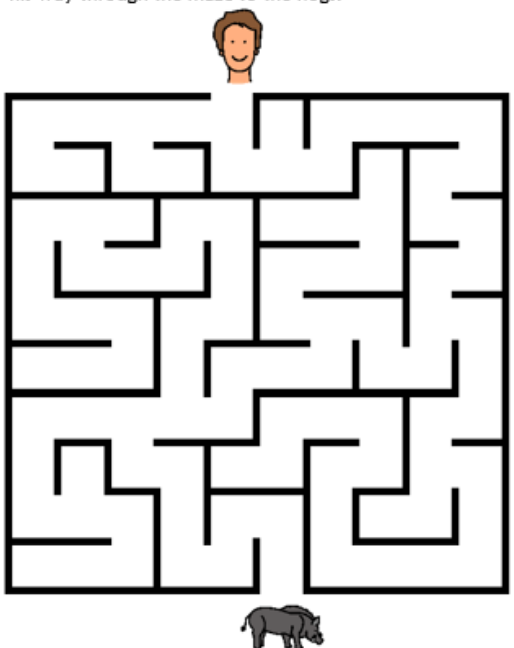
Page 6

We do everything we can to take good care of them.



Page 7

Finding the hogs was not an easy job. Help Travis find his way through the maze to the hogs.



Complete the map below with facts about Rabies.



 lives in brain	 vaccine	 wild animals	 cannot drink
 in saliva	 animal bite	 no cure	 die

## What is Hydrophobia?

Hydrophobia is another name for a virus called Rabies. Rabies is a virus that lives in the brain and has no cure. It is spread through the saliva of animals that have the virus. Because it lives in the brain, it makes animals act odd, and they will lose the fear they have of people. That is why if you see a wild animals acting weird and comes near you, you should run away and not try to touch it.

The word hydrophobia became popular because the virus makes it impossible for an animal to swallow, so they cannot drink and often foam at the mouth. In addition, they get panicked and act crazy because they cannot swallow water even through they are incredibly thirsty.

Luckily, there is a vaccine for Rabies. It is a law that all pets be vaccinated against the virus every three years. In addition, people who work with animals, like veterinarians, often get the vaccine as well. There is no cure for rabies, so it is very important you get your pets vaccinated.