

Special Ed

Where the Red Fern Grows



40 activities

**5 questions/
chapter**



Special Needs for Special Kids



These novel units are something I created and started using in my classroom. I had students with significant challenges and most were **non-readers**. They were the best thing I ever did, and my students LOVED them.

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This novel unit has **40 different activities**. One or more are available for each chapter, so you can choose the best ones for your students.

Each time you finish a chapter, there will be one or more activities your students can do.

The activity will relate to something that occurred in the chapter.

These are cut-and-paste activities that are supported with pictures.

Optional: Quiz students' comprehension by having them answer 5 multiple-choice questions about that chapter.

1. What did Billy want more than anything?



2. How many dogs did Billy want?



3. What did Papa bring home for Billy?



4. What did Billy keep catching in his trap?



5. What was the one thing Billy really wanted to trap?



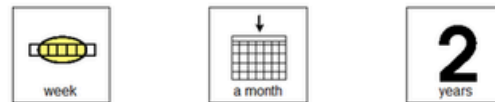
1. What did Billy find left behind at the fisherman's camp?



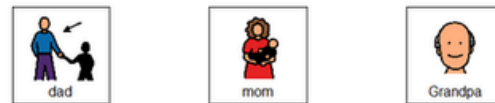
2. What did Billy find an ad for in the magazine?



3. How long did it take Billy to save \$50?



4. Who agreed to help Billy send in the order for his dogs?



5. What did Grandpa give Billy to celebrate?



This unit does come with comprehension questions. There are 5 questions for every chapter. Each question has 3 picture choices, both in color and black and white.

Answer key included!!

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. 7) 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. 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.
- You will find activity for most chapters. You will still have plenty to choose from and find those that fit best with your students.
- 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.
- There are comprehension questions to accompany this unit. There are 5 questions for every chapter with 3 picture answer choices. You will find these (in color and B&W) in a separate file.

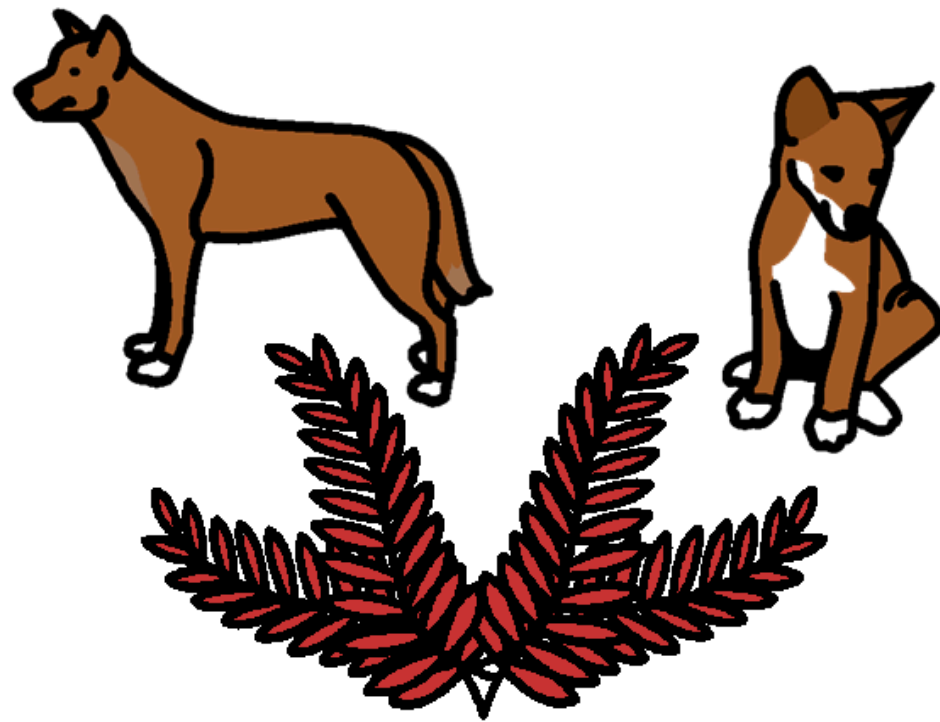
Suggestions on how I found this activity worked best in my classroom are provided. I typically had 6-8 students with one adult assistant in the room with me.

Color version

Where the Red Fern Grows

Novel Unit for Special Education

By
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Special Needs for Special Kids



Christa Joy, Special Needs for Special Kids
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This entire novel unit comes in 2 separate files. One is completely in color and one is completely in black and white.

Story Board : to use while reading and for class discussions. Laminate and make 1 copy for each student.

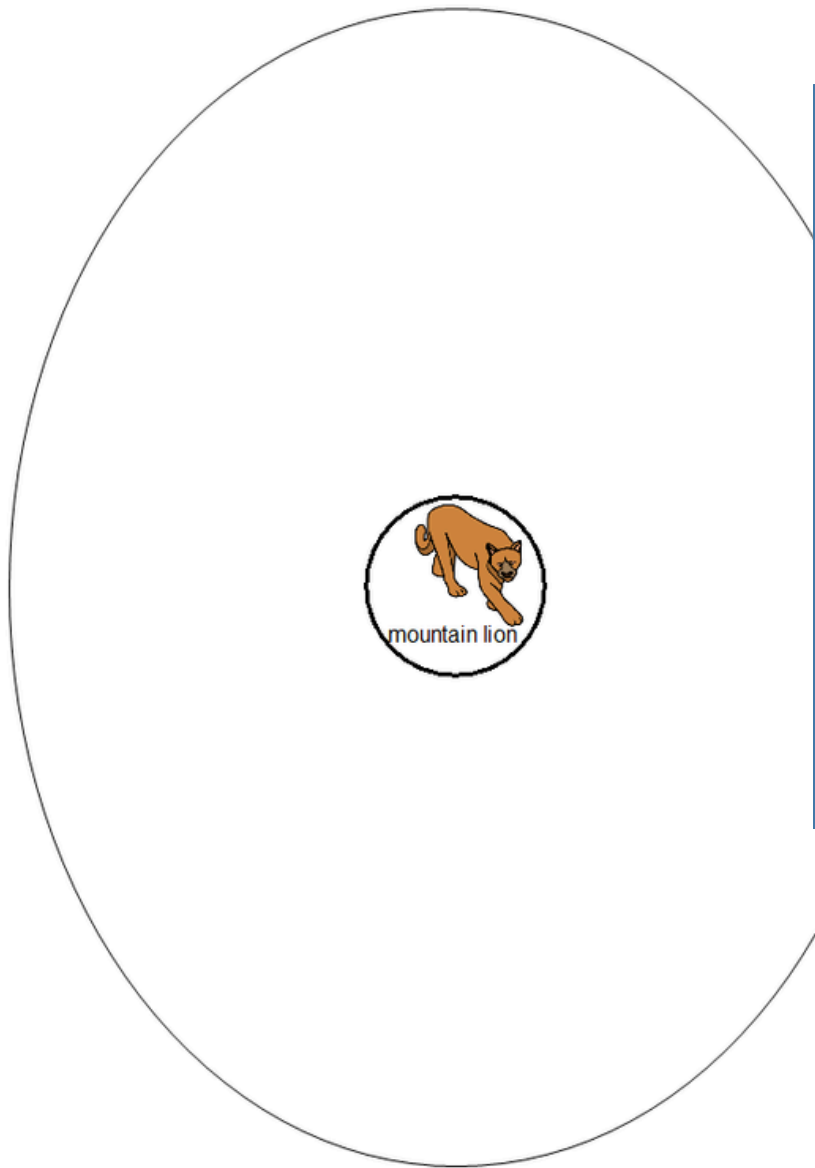


This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to **assist with participation and engagement** in group discussions.

Tips on how to use in the unit!!

ERRORLESS VERSION



 United States	 eat deer	 eat rabbits
 poor smell	 see and hear well	 scream
 cubs	 cougar	

 eat berries	 eat deer	 eat rabbits
 poor smell	 see and hear well	 scream
 cubs	 cougar	 live in ocean
 United States	 feathers	 make a good pet

There are circle maps in this unit. Circle maps are a great way for students to see the big idea.

**WRONG ANSWERS
MIXED IN**



There are sorting activities.

Directions on how to add color coding for differentiation are included.

CH 1

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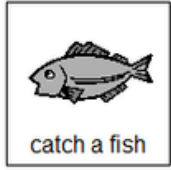

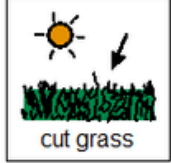

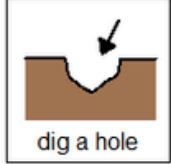
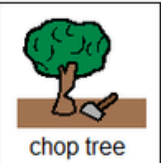





Sort the following pictures into those you think are good hunting dogs and those that are not. If you are not sure, place it on the middle line.




CH 1

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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.

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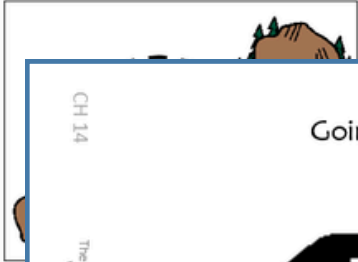
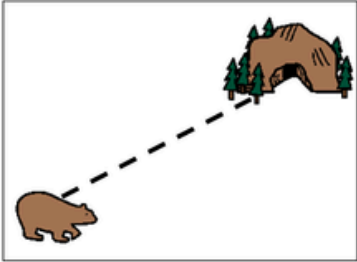
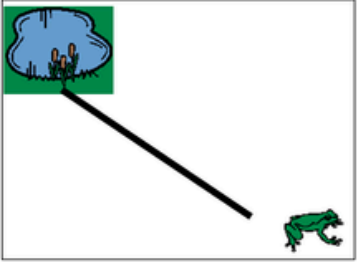
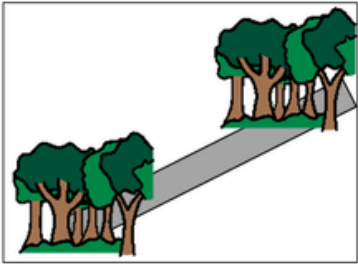
Match the tools to the task on the previous page.

			
vacuum cleaner	axe	hammer	shovel
			
scissors	saw	spoon	paintbrush
			
lawn mower	fishing pole		

There are matching activities.

Directions for adding color coding for differentiation are included, or there is a second version.

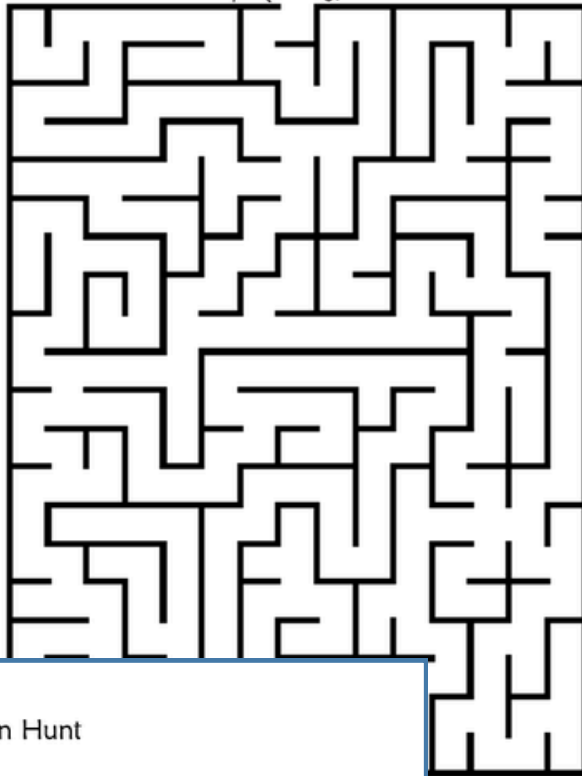
Billy travels to Tahlequah to pick up his dogs. He decides to go through the forest rather than following the road because it is shorter. He says it is only 20 miles "as the crow flies" or if you go a straight path. Look at the following sets of examples. Circle the path that shows "as the crow flies."



CH 4

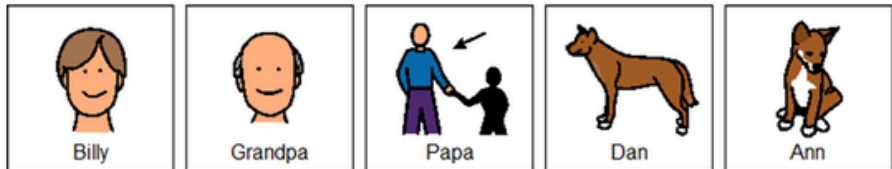
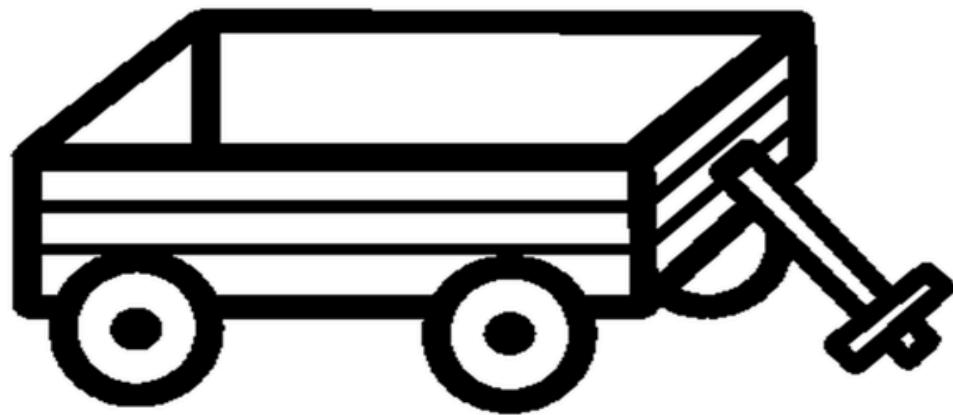
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Help Buddie find his way home.



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CH 14
Going to the Championship Coon Hunt



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Because there are so many activities, you can choose the ones that fit your students the best.