

Parental Involvement

Middle School Literacy Novel Units

The North Dakota State Parent Information Resource Center (NDPIRC) and the North Dakota Department of Public Instruction are pleased to provide schools with a CD of Parental Involvement Middle School Literacy Novel Units.

Literacy is fundamental for learning in school and is the foundation for succeeding in life. The Title I and Special Education units are proud to sponsor this project in collaboration with NDPIRC.

During the summer of 2010, NDPIRC contracted with three North Dakota educators to create Parental Involvement Middle School Literacy Novel Units for grades 6-8. Each CD is filled with numerous grade level activities and ideas for promoting literacy in the home. We would like to acknowledge and commend the three exemplary educators who helped create this resource for North Dakota school personnel.

- ◆ Bethany Higdem, Wahpeton
- ◆ Danette Brown, Minot
- ◆ Rebecca Pitkin, Dickinson

Every middle school in the state of North Dakota is receiving one CD with Parental Involvement Middle School Literacy Novel Units to share among all staff in the building. The American Recovery and Reinvestment Act (ARRA), signed by President Obama in February 2009, provides a significant amount of additional funds for local school districts. These funds create an unprecedented opportunity for educators to implement innovative strategies in schools that improve education for at-risk students and close the achievement gaps. Schools are encouraged to use their Title I and Special Education ARRA funds to make duplicate copies of the literacy activities on the CD for grades 6-8.

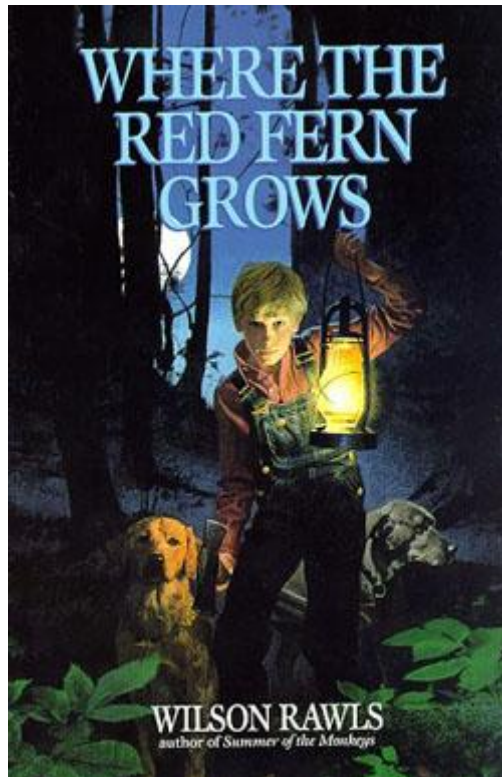
If you have any questions regarding this project, please contact either the Department of Public Instruction or NDPIRC.

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Where the Red Fern Grows

By Wilson Rawls



Online Resources

Vocabulary and Chapter Quizzes

http://library.thinkquest.org/CR0211900/fern/where_the_red_fern_grows.htm?tqskip1=1

Vocabulary Game <http://www.quia.com/jw/39161.html>

Online Quiz <http://www.funtrivia.com/trivia-quiz/ForChildren/Where-the-Red-Fern-Grows-11576.html>

Title of Novel: Where the Red Fern Grows

Title and Purpose of Activity: Life during the Depression

Parent Engagement Strategy: Together, the parent and child will locate where the novel takes place on a map. Together they will prepare questions for an interview, conduct the interview together, and discuss what times were like when they were a child.

Rationale for Activity: In the activity your child will learn about the setting of Where the Red Fern Grows. Understanding and learning about the setting assists the reader in comprehending and analyzing the selection as well as formulating questions and seeking answers.

Standards/Benchmark Targeted:

7.1.1. Generate and evaluate questions relevant to research topic

7.1.2. Use a variety of sources, such as computer catalogs, magazines, and newspapers, to access information

Book Title: Where the Red Fern Grows

Author: Wilson Rawls

Materials: map, attached graphic organizer, pencil, computer (optional)

Directions for use: This novel takes place in the Ozark Mountains, covering southern Missouri, western Arkansas, and eastern Oklahoma. The Ozarks cover 50,000 square miles, surrounded by the Mississippi, Missouri, Osage, Neosho, and Arkansas Rivers. Look at a map and locate where the Ozark Mountains would be located.

Where the Red Fern Grows took place during the Dust Bowl and Great Depression. The Dust Bowl was a combination of destructive wind and dust caused by a huge drought drying up the land. The Great Depression started when the stock market crashed in the 1930's. Many people lost their jobs and homes.

Learn more about life during the depression by preparing questions and interviewing someone who remembers the Great Depression or search the Internet to learn about the depression. Interview your parent to learn about what life was like when they were a child.

Think about what it was like growing up during the depression. Utilizing the graphic organizer to compare and contrast what life was like for children during the depression, when your parent was a child, and nowadays.

Compare and Contrast

What life was like during the Depression	What life was like when your parent was a child	Life nowadays

Title of Novel: Where the Red Fern Grows

Title and Purpose of Activity: Synonym Memory

Parent Engagement Strategy: Together the parent and child will play the game memory with vocabulary words.

Rationale for Activity: Various researchers have linked vocabulary knowledge to reading comprehension. When you understand the meaning of the words you read it increases the chance of comprehending the whole picture. One way to build vocabulary is through the use of synonyms.

Standards/Benchmark Targeted:

7.2.11. Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text.

Book Title: Where the Red Fern Grows

Author: Wilson Rawls

Materials: attached cards, scissors

Directions for use: Read through the attached bold vocabulary words and discuss their meanings. Cut apart the cards on the dotted lines. Lay the cards face down in two piles: one of vocabulary words and one of their synonyms. Choose who is going to play first, you are looking for a vocabulary word and a synonym for that word. Flip over one card from each pile. If the player finds a match they keep those cards and go again. If a match is not found it is now the next players turn. Play until all the cards are gone. Whoever has the most matches wins the game.

Spellbound

Fascinated

Belligerent

Aggressive

Eddy

Twist

Feat

Effort

Predicament

Dilemma

Ceased

Stopped

Stunted

Undersized

Pelts

Furs

Maneuver

Turn

Leering

Sly

Title of Novel: Where the Red Fern Grows

Title and Purpose of Activity: Superstitions

Parent Engagement Strategy: Together the parent and child will discuss superstitions and search the internet learning about various superstitions. They will work on the skill of foreshadowing by making predictions of what will happen in the story based on the clues given.

Rationale for Activity: This activity focuses on the literary technique of foreshadowing the skill of making predictions. Making logical predictions are important is being a successful reader. Making predictions provides the reader with motivation to continue reading the story to validate their prediction.

Standards/Benchmark Targeted:

7.2.7. Identify literary elements; i.e., foreshadowing, point of view, plot development, protagonist, antagonist, and theme.

7.2.3. Generate and revise predictions to aid comprehension and understanding of the meaning of texts.

Book Title: Where the Red Fern Grows

Author: Wilson Rawls

Materials: pencil, paper, internet

Directions for use: On the way to the contest, Billy hears two screech owls. Why is Billy concerned about this? (*a sign of bad luck*)

Together talk about any superstition you believe in. Why do you believe in this superstition? Is there an event that has happened that holds this superstition true?

Search superstitions on the internet, read about all the crazy superstitions out there.

Foreshadowing is using hints or clues to suggest what might happen later in the story. Each person will write a prediction on a piece of paper, not showing the other person, answering the question: How does the event of hearing the two screech owls foreshadow events in the story? Predict what you think is going to happen.

Finish reading, discuss your prediction.

Note to Parent: Shortly after Billy hears the two screech owls both of his dogs die.

Title of Novel: Where the Red Fern Grows

Title and Purpose of Activity: Summarize

Parent Engagement Strategy: Together the parent and child will read chapters 16, 17, and 18 and write a brief summary of each of those chapters.

Rationale for Activity: To comprehend meaning the reader needs to apply techniques in order to have a better understanding of what they are reading. Summarizing is one of the best techniques students can use as it helps them find meaning in what they are reading.

Standards/Benchmark Targeted:

7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts.

Book Title: Where the Red Fern Grows

Author: Wilson Rawls

Materials: attached sheet, pencil

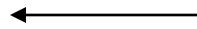
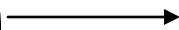
Directions for use: A summary is a short statement that tells the main idea of a story. Summarizing involves putting the main idea in your own words.

Utilizing the graphic organizer attached, write a one to two sentence summary of chapters 16, 17, and 18.

Summarizing

For chapters 16 through 18, the parent and child will each write one sentence summarizing that chapter.

**Chapter
16**



**Chapter
17**

**Chapter
18**



Title of Novel: Where the Red Fern Grows

Title and Purpose of Activity: Sequential Order

Parent Engagement Strategy: Together the parent and child will put events of the story in sequential order to retell the novel Where the Red Fern Grows.

Rationale for Activity: Knowing the sequence of events that took place in story helps you understand and recall the main events of the story.

Standards/Benchmark Targeted:

7.2.4. Use prior knowledge and experiences to aid text comprehension

Book Title: Where the Red Fern Grows

Author: Wilson Rawls

Materials: attached sheet, scissors, pencil

Directions for use: The attached sheet lists events of the story in sequential order. With a pencil number the events on the back of the slips of paper so you know the order they belong in. Cut the slips of paper apart and mix them up. Together place the events in the order they occurred, retelling the novel Where the Red Fern Grows.

Number these events on the back of the paper and cut apart the main events for Where the Red Fern Grows. Mix up the slips of paper. Put the main events back in sequential order retelling the story.

The story flashes back to the time when Billy was 10 years old and wanted to have two coon hounds, but his parents refused to buy him the dogs.

Billy's father buys him some steel traps.

Billy finds a magazine by the river. In it he sees a page of dogs for sale, including coon hounds for \$25 each.

Billy walks to Tahlequah to buy the coon hounds.

An older boy pulls the ear of one of Billy's puppies and the boys start to fight. The marshal steps in to stop the fighting. He buys Billy a soda.

Billy names the coon hounds Dan and Ann.

Billy takes his dogs out for the hunting season.

Billy and his dogs have caught their first coon.

Billy and Ann rescue Dan from under the ground where he has chased a raccoon.

Ann falls into the freezing water and Billy pulls her to safety.

Rubin and Rainie Pritchard make a bet with Billy that he can't catch an old and smart raccoon that lives in their part of the country

Rubin is accidentally killed after tripping and falling on the axe.

Billy hears about the championship coon hunt.

Billy hears two owls cry and remembers the superstition that it is bad luck.

Ann wins the competition for the best looking dog.

A blizzard starts making the hunt dangerous.

Billy is given the prize of more than \$300 for the championship coon hunt contest. He is also given a golden cup.

Dan is killed by the mountain lion.

Ann becomes ill and dies on Dan's grave.

Billy finds a red fern growing between Dan and Ann's grave.

Title of Novel: Where the Red Fern Grows

Title and Purpose of Activity: Visualization

Parent Engagement Strategy: Together the parent and child will practice visualization by reading a section of the novel and drawing out the image described. They will discuss differences in their visualizations.

Rationale for Activity: Visualization strengthens reading comprehension skills. A more thorough understanding of the text is gained when a mental image is created. While reading if the reader visualizes, the reader's recall of the reading material will improve.

Standards/Benchmark Targeted:

7.2.2. Use graphic organizers; summarizing; paraphrasing; and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts.

Book Title: Where the Red Fern Grows

Author: Wilson Rawls

Materials: novel, paper, and colors

Directions for use: Billy has worked for two years to achieve his goal of getting two coon hounds. He walks about forty miles to pick up two coon hounds in Tahlequah. On page 43 of the novel the two coon hounds are described.

The parent will read this section aloud while their child listens and creates a mental image in their head of one of the dogs. Draw this image of the dog onto the paper, showing all the details you can remember from the passage. Then switch roles. The child will now read the section aloud while their parent listens and creates a mental image of the other coon hound. The parent will now draw out their image showing all the details of the dog they can remember. Go back and reread the section comparing it to your drawings.

More practice on visualizing. The child will write a short paragraph with detailed descriptors of a person. The parent will read the paragraph aloud while they both create a mental image of the person in their head. The parent and child will each draw out the image of the person. Discuss the differences in the visualization as shown on the drawings.

Title of Novel: Where the Red Fern Grows

Title and Purpose of Activity: Nocturnal Animals

Parent Engagement Strategy: Together the parent and child will discuss the vocabulary word nocturnal. Then they will unscramble ten words to learn animals that are nocturnal, just like the raccoons Billy is hunting.

Rationale for Activity: There is a strong link between vocabulary development and comprehension. To assist in comprehension, readers must understand the vocabulary in the selection. In this section, the term nocturnal is vital to comprehending the storyline.

Standards/Benchmark Targeted:

7.2.11. Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text.

Book Title: Where the Red Fern Grows

Author: Wilson Rawls

Materials: attached unscramble sheet, highlighter, and pencil

Directions for use: What do you think the word nocturnal means?

Billy needs to hunt raccoons at night because they are nocturnal. Now discuss what you think the word nocturnal means? Why would Billy need to hunt at night?

Nocturnal animals are more active at night than during the day. Unscramble the list below to find out ten other animals that are also nocturnal.

On the back of the paper write the word nocturnal. Together write down five to ten words that you think of when you hear the word nocturnal.

Nocturnal Animal Scramble

Billy needs to hunt at night because raccoons are nocturnal. Unscramble the words below to learn ten other animals that are nocturnal.

1. ered _____

2. garedb _____

3. breeav _____

4. ytcooet _____

5. dmaarioll _____

6. lseeaw _____

7. akaol _____

8. kukns _____

9. fowl _____

10. srohrienco _____

7th Grade Supply List

Bud, Not Buddy

- Ch 1-2: paper, pencil, internet (optional)
- Ch 3-5: pencil, attached sheet
- Ch 6-7: paper, colors
- Ch 8-9: Riding the Rails documentary (optional)
- Ch 10-11: pencil, attached sheet
- Ch 12-14: paper, colors
- Ch 15-17: paper, pencil, internet
- Ch 18-19: pencil, attached sheet

Hatchet

- Before Novel: index cards, pencil, colors
- All Chapters: attached sheet, pencil
- Ch 1-3: paper, colors, and internet (optional)
- Ch 4-6: shoestring
- Ch 7-9: pencil, attached sheet
- Ch 10-12: pencil, attached sheet
- Ch 13-16: pencil, attached sheet
- Ch 17-18: number cube, game pieces, attaches game board and cards
- Ch 19: pencil, highlighter, attached sheet
- Post novel: poster board, magazines, glue, scissors, colors

Holes

- Ch 1-2: paper, pencil, colors, internet
- Ch 3-4: note cards, paper, markers
- Ch 5-7: newspaper/magazines, highlighter, paper, internet (optional)
- Ch 8-10: paper, markers
- Ch 11-14: internet
- Ch 15-20: bingo dauber, scissors, attached bingo card
- Ch 21-25: peaches, 3 lbs sugar, 1 quart vinegar, cinnamon bark, water, pot, jar
- Ch 26-30: paper, pencil
- Ch 31-35: paper, markers, internet (optional)
- Ch 36-40: paper, pencil, attached sheet
- Ch 41-46: index cards, pencil
- Ch 47-50: pencil, markers, attached sheet

Lottery Rose

- All chapters: pencil, attached sheet
- Ch 1-4: attached sheet, pencil
- Ch 5-9: paper, pencil
- Ch 10-14: paper, pencil

Where the Red Fern Grows

- Ch 1-3: US map, attached graphic organizer, pencil, computer (optional)
- Ch 4-6: novel, paper, colors
- Ch 7-9: highlighter, pencil, attached sheet
- Ch 10-12: scissors, attached cards
- Ch 13-15: paper, pencil, internet
- Ch 16-18: pencil, attached sheet
- Ch 19-20: scissors, pencil, attached sheet