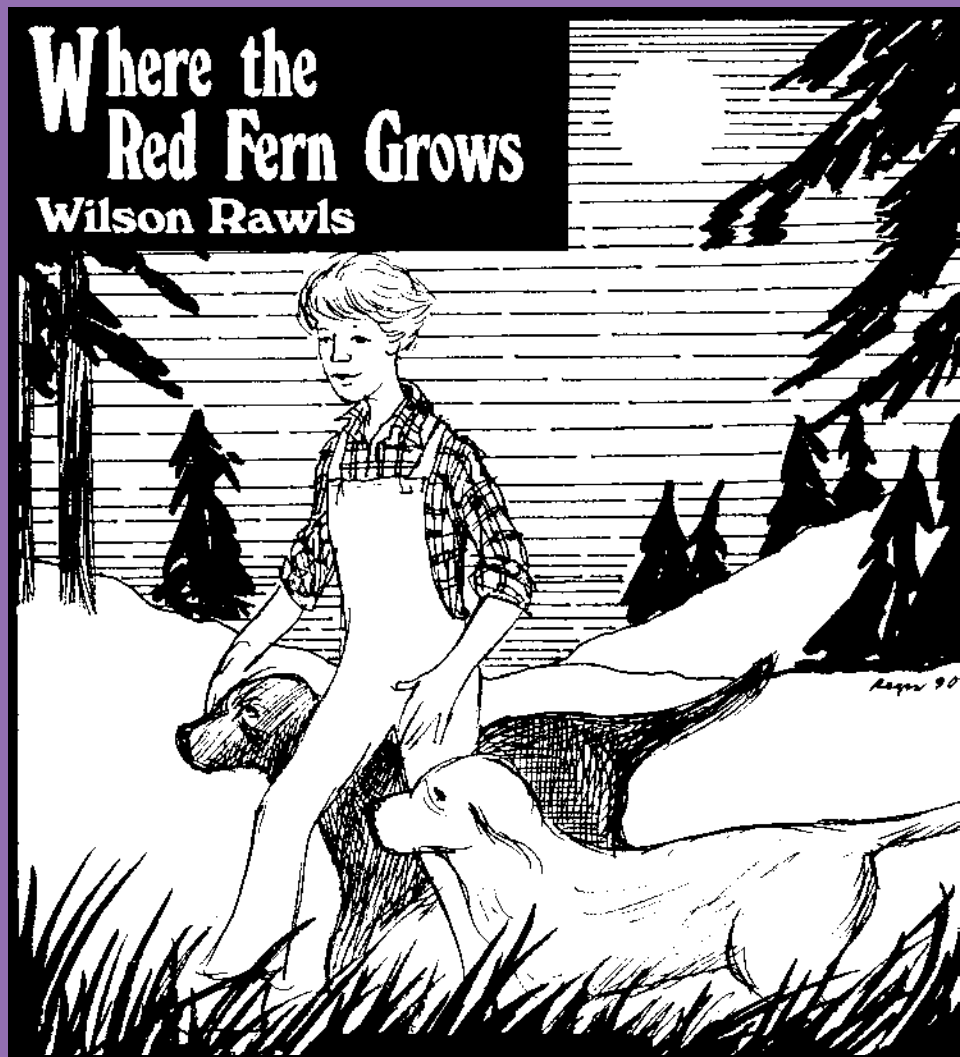


Novel•Ties



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Where the Red Fern Grows*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

CHAPTER 1

Vocabulary: Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|---------------|------------------------------------|
| 1. sanitation | a. cry with feeble, whining sounds |
| 2. gratitude | b. persuade; urge |
| 3. coax | c. in a state of rest or sleep |
| 4. dormant | d. satisfy; extinguish |
| 5. whimper | e. pertaining to cleanliness |
| 6. quench | f. thankfulness; appreciation |

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1. Billy used every argument he could to _____ his family into letting him have a dog.
2. A cold glass of lemonade will _____ your thirst on a hot summer day.
3. The _____ truck arrives early each morning to collect the garbage.
4. After being _____ for many decades, the volcano erupted, causing destruction of property and many deaths.
5. We heard the injured dog _____ as he limped to his master.
6. The driver expressed his _____ to the stranger who gave him directions.

Questions:

1. Why did the man observing the dog fight become involved in the situation?
2. The narrator said, "I raised one of his paws. There I read the story." What does the word "read" mean in this context? How was the man able to "read" a story into what he saw on the dog's paw?
3. How did the man feel when he saw the condition of the hound?
4. Why was the man overcome by a strange feeling when the hound left his home in the darkness?

CHAPTERS 2, 3

Vocabulary: Use the context to figure out the best definition for the underlined word in each of the following sentences. Circle the letter of the meaning you choose.

1. An abundance of crops was grown on the fertile land.
a. productive b. swampy c. barren d. rocky
2. We grieved when our grandfather died.
a. prayed b. slept c. left d. mourned
3. The boy had to sacrifice watching television for two weeks as punishment for disobeying his father.
a. increase b. relinquish c. enjoy d. continue
4. There was such a commotion in the classroom that the principal appeared.
a. surprise b. debate c. production d. disturbance
5. They put a muzzle on the dog because they were afraid it would bite the children.
a. bed cover b. long leash c. mouth covering d. guard rail
6. The urgency in her voice indicated the seriousness of the problem.
a. insistence b. anger c. hilarity d. loudness
7. The captain did not abandon the ship until each of his passengers was safely aboard a life raft.
a. destroy b. leave c. repair d. guide
8. My friends were dumbfounded when they learned they had won the lottery.
a. angry b. annoyed c. joyous d. astonished

Questions:

1. What was Billy's terrible "disease" when he was ten years old? Why do you think he called this a disease?
2. Why didn't Billy want Old Man Hatfield's collie?
3. Why couldn't Billy have the dogs he wanted?
4. How did the discovery of the magazine change Billy's life?
5. How did Billy earn money? How long did it take him to earn enough money for the dogs?
6. How did Grandpa react when Billy gave him the money?