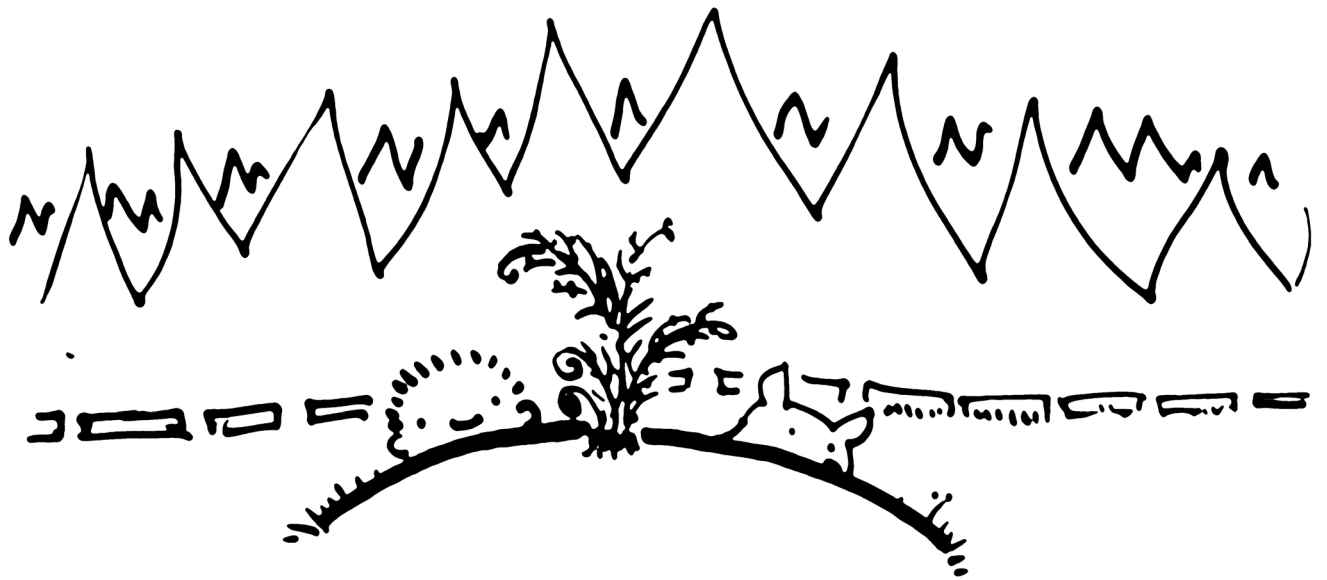


Where the Red Fern Grows

Reading Guide

by David Kohl

For the book by Wilson Rawls



LOGOS PRESS
Elementary Literature Series

Suggestions For Use

This literature guide is designed to be completed by a fifth grade student over the course of one semester. Students may certainly read more than the five books contained in this guide if they are so inclined. Five required books would be a reasonable goal for a school semester, but a lot depends on how much time - if any - you spend on projects, how much time daily you devote to reading, and what else you do in your reading program. For best results, parents may read and discuss the books and the questions with their students.

Books on the fifth grade literature list vary greatly in degree of difficulty. Your students may find some books harder to grasp than others.

Questions fall into three basic levels: literal, inferential, and evaluative; or, as someone put it, “on the lines”, “between the lines”, and “beyond the lines”. Some literal level questions have one right answer, but most questions have more possibilities.

Our typical reading period is about an hour long. First someone reads aloud to the class for 15 minutes from a book not on the literature list. It could be related to something we are studying in history, or it could be just for fun. For the remaining 45 minutes students read and answer the comprehension questions. If they finish early, they read a book of their choice.

Some editions of some books have no chapter numbers, so you may have to number them yourself.

A typical weekly cycle includes four days of new assignments; the fifth day is a catch-up day for students who need the extra time, or a free reading day for those who don't.

I require thorough, accurate answers in complete sentences, and I grade on content - which should include style - and mechanics. The questions should be thought of as more short essay than short answer.

Here are the four vocabulary steps used throughout this guide:

Vocabulary: The Four Steps

- A. Find the vocabulary word; write it in context.
- B. Guess the meaning from context; write it.
- C. Write the dictionary definition next.
- D. Finally, use the word in a sentence of your own.

Enjoy your books!

David Kohl
Moscow, ID
January 2002

Where the Red Fern Grows

by Wilson Rawls

Name _____

Date _____

Chapters 1 - 2

1. What did the old hound dog remind the author of?

2. Why can't Billy's parents get him the dogs he wants?

3. How did Mamma and Billy get Samie the cat out of the trap?

4. Why is Billy losing weight and losing sleep?

5. Do the four vocabulary steps with **inspections**.

- A. _____
 - B. _____
 - C. _____
 - D. _____
-

Answer Key

Where the Red Fern Grows

Chapters 1 - 2

1. What did the old hound dog remind the author of?

The dog reminded the author of two hounds he had had as a boy.

2. Why can't Billy's parents get him the dogs he wants?

His parents cannot afford the dogs.

3. How did Mamma and Billy get Samie the cat out of the trap?

Mama told Billy to get the forked stick. Mama put the fork over Samie's neck and pinned him down. Billy put his foot on the spring and opened the trap.

4. Why is Billy losing weight and losing sleep?

Billy heard hunting dogs baying. Dogs were on his mind so much that he couldn't sleep even when he couldn't hear a dog.

5. (Vocabulary)