



**Comprehension and Analysis.** Answer the questions in complete sentences.

- How does Billy decide what names to give his puppies?
- What are 2 challenges that Billy faces in these chapters? what does he do in order to face these challenges?
- Why is Billy so nervous to arrive back home? Provide textual evidence for your answer.

these chapters, Billy gets new puppies. what do you think he should do when raising new puppies?

#1: \_\_\_\_\_

#2: \_\_\_\_\_

#3: \_\_\_\_\_

#4: \_\_\_\_\_

#5: \_\_\_\_\_

#6: \_\_\_\_\_

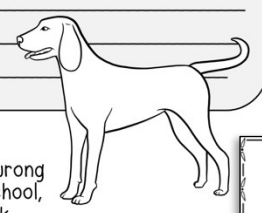
### Chapters 5-6

❖ **Quickwrite.** What is it like where you live? Is it rural, suburban, in a city, or something else? What do you think you will prefer when you grow up, and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



❖ **Vocabulary.** Fill in the blanks.

- My mom could tell that something was wrong with me when she picked me up from school, and she gave me a \_\_\_\_\_ look.
- I gathered up all the courage I could \_\_\_\_\_ and then walked to the front of the room to give my oral presentation.
- With \_\_\_\_\_ effort, the boy finally finished his paragraph and was so proud to turn it in to his teacher.
- My older sister was \_\_\_\_\_ when I told her about the kids who had been mean to me at my bus stop.

❖ **True or False.** Mark T for True and F for False.

- The stationmaster is very kind to Billy. \_\_\_\_\_
- One pup is a boy and the other is a girl. \_\_\_\_\_
- Billy and his pups spend a night in a cave, where they hear a wolf howling all night. \_\_\_\_\_
- Billy's mom is so angry at him that she gives him no dinner. \_\_\_\_\_
- Billy names the puppies Ann and Andy. \_\_\_\_\_

❖ **Lessons Learned.** What is one thing that Billy learns or realizes in these chapters? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

muster  
outraged  
querying  
painstaking

**squalling**  
(verb) crying noisily and continuously

**dumbfounded**  
(adjective) astonished; amazed

**aromatic**  
(adjective) fragrant

Name \_\_\_\_\_

### LEARNING FROM a Character

Think about some parts in the story where Billy shows a good trait and explain how he showed it. Then, write a paragraph about what you can learn through Billy's good traits.

Billy

TRAIT	TRAIT	TRAIT
HOW DID HE SHOW IT?	HOW DID HE SHOW IT?	HOW DID HE SHOW IT?
_____	_____	_____
_____	_____	_____

WHAT CAN YOU LEARN THROUGH BILLY'S GOOD TRAITS?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Save time and relieve stress with my No Prep Novel Study!



# Features Vocabulary & Comprehension for every 2 chapters!

Consistent format allows for predictability and student confidence.

Quickwrite prompts relate the text to the student.

Vocabulary words chosen for you.

Variety of question types: True/False, Sequencing, Fill-in-the-Blank, and Written Response.

## Chapters 3-4

- ❖ **Quickwrite:** Write about an important adult in your life. Why is this person important to you, and how does he/she help you?

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- ❖ **Vocabulary:** Fill in the blanks.

1. I was completely \_\_\_\_\_ when all my friends and family jumped out of their hiding places screaming, "SURPRISE!"
2. We watched our cat \_\_\_\_\_ stealthily around the yard, stalking an unsuspecting mouse.
3. My little brother \_\_\_\_\_ quickly out of my room when I discovered him snooping around in there.
4. What the unkind girl at school had said \_\_\_\_\_ in my mind and bothered me so much that I finally decided to talk to my mom about it.



festered  
prowl  
scampered  
dumbfounded

- ❖ **True or False:** Mark T for True and F for False.

1. Billy saves up \$100. \_\_\_\_\_
2. Billy's grandpa helps him order 2 dogs. \_\_\_\_\_
3. Billy leaves without telling his parents. \_\_\_\_\_
4. Billy goes down a slide for the first time. \_\_\_\_\_
5. Billy doesn't share with his sisters. \_\_\_\_\_

- ❖ **Character Analysis:** Compare and contrast yourself with Name at least 2 similarities and 2 differences.

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- ❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. What inspires Billy to start working to earn money? What work does he do to earn money? What goal does he have and how long does it take him to hit the goal?

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2. How does Billy's grandfather react when Billy shows him the \$50 he earned? What does this tell you about their relationship?

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3. Describe Billy's experience in Tahlequah. Why do so many people stare and laugh at him?

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---

4. Imagine you want to earn \$50. How would you earn it and how long would it take?

---

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---

Answer keys included

# Includes 17 Activities to deepen student understanding.

Focuses include: Plot, Theme, Character Analysis, Setting, Figurative Language, and more!

Name \_\_\_\_\_

### Learning Log for Chapters: \_\_\_\_\_

- ❖ **Main Idea:** Give these chapters new names.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- ❖ **Details:** Write two details from the chapters you just read.
- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- ❖ **Character Analysis:** Choose a character. Write about one thing they said or did in these chapters that you agreed or disagreed with. Justify your answer.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Name \_\_\_\_\_

### My BOOK Review

would you recommend this book? write about the book, and explain why you like or dislike it. Include a title, a picture, and text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

### Figurative LANGUAGE

**PERSONIFICATION**-when human-like qualities or actions are given to non-human things.  
**IDIOM**-an expression with a non-literal meaning.  
**SIMILE**-a comparison between two things using the words "like" or "as."  
**METAPHOR**-a comparison between two things not using the words "like" or "as."  
**HYPERBOLE**-an exaggeration.

**DIRECTIONS:** In the boxes below, write quotes from *Where the Red Fern Grows* that contain figurative language. Underline the part(s) of each quote that is figurative. In the analysis column, name the type of figurative language, justify your answer, and explain what the author is trying to portray. Then, sketch a picture of the figurative language.

Quote #1: \_\_\_\_\_

Analysis	Sketch
Type of figurative language: _____	
I know this because _____	

Name \_\_\_\_\_

### Where the Red Fern Grows: Setting Notes

Use this page to take notes about the settings in the story. Then, illustrate each setting in the space provided.

<b>1. The Ozarks</b> (Chapter 2)  Illustration: _____	<b>2. Grandpa's Store</b> (Chapters 3-4)  Illustration: _____
<b>3. Tahlequah</b> (Chapter 4)  Illustration: _____	<b>4. In a Sparrow Hawk Mountain Cave</b> (Chapter 5)  Illustration: _____

Name \_\_\_\_\_

### The Character's PROBLEM

In the story, Billy encounters many problems. Choose one of the problems in the story. Write about the problem in the spaces below.

what is the character's problem?  _____ _____ _____	With what emotions does the character react to the problem?  _____ _____ _____
Is the problem resolved? If so, how? If not, why not?  _____ _____ _____	What does the character do to try to solve the problem?  _____ _____ _____

Illustration: In the box, draw chapters.

Name \_\_\_\_\_

### Cause and Effect

Cut out each box below. On another piece of paper, glue each event next to its matching effect.

Story Events	Effects
<b>Event:</b> Billy's father comes home with three small steel traps for him.	<b>Effect:</b> Billy meets the friendly town marshal who helps him.
<b>Event:</b> Billy sees an ad for coon hound pups in an abandoned magazine.	<b>Effect:</b> Billy accidentally catches Samie, their house cat, who is traumatized.
<b>Event:</b> Grandpa tells Billy that he has to wait a whole week to get a ride so he can pick up his dogs.	<b>Effect:</b> Billy uses his first dead coon to train his dogs all through summer and into fall.
<b>Event:</b> While he is in town, a group of boys surround Billy and start to fight him.	<b>Effect:</b> Billy builds up the fire in the cave, and yells and throws rocks to protect himself and his dogs.
<b>Event:</b> Billy hears a mountain lion screaming in the night.	<b>Effect:</b> The Pritchards want to make a \$2 bet with Billy, and Billy's grandpa pushes him to agree to it.
<b>Event:</b> Billy finally traps his first coon with Grandpa's help.	<b>Effect:</b> Billy is determined to chop down the big tree but it takes him days to do it.
<b>Event:</b> Billy realizes that Dan and Ann have treed the coon in the big sycamore.	<b>Effect:</b> Billy decides to walk to Tahlequah to pick up his dogs.
<b>Event:</b> Grandpa brags to everybody about Billy and his hunting coonhounds.	<b>Effect:</b> Billy works for 2 years to save up \$50, so he can buy two coon hound pups.

Name \_\_\_\_\_

### Where the Red Fern Grows: Characters

In each of the 3 charts below, list a chosen character's name. Draw a picture of him/her. Write a description of him/her. Then, list 3 traits for the character. Justify the traits with evidence that supports the traits you list. The evidence may be quotes from the book, or they may simply be reasons in your own words.

CHARACTER NAME	DESCRIPTION	TRAITS
Picture: _____		1. Evidence: _____
		2. Evidence: _____
		3. Evidence: _____

CHARACTER NAME	DESCRIPTION	TRAITS
Picture: _____		1. Evidence: _____
		2. Evidence: _____
		3. Evidence: _____

CHARACTER NAME	DESCRIPTION	TRAITS
Picture: _____		1. Evidence: _____
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Name \_\_\_\_\_

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		3. Evidence: _____

CHARACTER NAME	DESCRIPTION	TRAITS
Picture: _____		1. Evidence: _____
		2. Evidence: _____
		3. Evidence: _____

Name \_\_\_\_\_

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		3. Evidence: _____

CHARACTER NAME	DESCRIPTION	TRAITS
Picture: _____		1. Evidence: _____
		2. Evidence: _____
		3. Evidence: _____

CHARACTER NAME	DESCRIPTION	TRAITS
Picture: _____		1. Evidence: _____
		2. Evidence: _____
		3. Evidence: _____



# Vocabulary *focus*

4 words chosen for every 2 chapters.

Black-and-white Flashcards

2 Vocabulary Reviews

Word: **squalling**

Word: **coaxing**

Word: **aromatic**

Word: **pestering**

Definition: crying noisily and continuously

Definition: (verb) crying noisily and continuously

Definition: (adjective) fragrant

Definition: (verb) gnawed at one's mind, causing bitterness

Full-color Word Wall cards

**squalling**  
(verb) crying noisily and continuously



**coaxing**  
(verb) persuading



**aromatic**  
(adjective) fragrant



**pestering**  
(verb) annoying and bothering



**festered**  
(verb) gnawed at one's mind, causing bitterness



**prowl**  
(verb) move stealthily



**scampered**  
(verb) raced or sprinted



**dumbfounded**  
(adjective) astonished; amazed



Name \_\_\_\_\_

*Vocabulary Words and Definitions*

CHAPTERS	PAGE #	WORD	DEFINITION
2	2	squalling	crying noisily and continuously
2	2	coaxing	persuading
8		aromatic	fragrant
			annoying and bothering
			gnawed at one's mind
			move stealthily
			raced or sprinted
			astonished; amazed
			Summon up; gather
			angered
			asking
			careful and attentive
			naughty in a playful way
			brutal
			perseverance; determination
			jolted
			quickly
			force and power
			casually
			difficult situations
			craftiness
			difficult situation
			temperament and mood
			resentfully and reluctantly
			overjoyed
			eager and in suspense
			bragged
			taking no notice of

Vocabulary List comes with and without definitions

Name \_\_\_\_\_

*Where the Red Fern Grows: Chapters 1-10*

Vocabulary Review #1

squalling	coaxing	aromatic	pestering	festered	prowl	scampered
dumbfounded	muster	outraged	querying	painstaking	mischievous	vicious
persistence	jarred	hastily	momentum	nonchalantly	predicaments	

1. Using a dictionary, or your notes, complete the table below.

Word	Definition
coaxing	
prowl	
painstaking	
predicaments	

2. Complete the graphic organizer below for the word in the middle.

Synonyms	Antonyms
dumbfounded	
Part of Speech	Illustration

3. Write a sentence containing the word momentum below. Then, illustrate your sentence.

\_\_\_\_\_

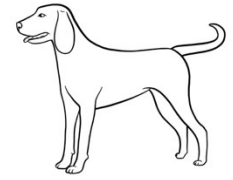
\_\_\_\_\_

4. Choose the best synonym for aromatic below.

- mechanical
- fragrant
- mysterious
- inappropriate

5. Choose the best antonym for hastily below.

- quickly
- sensibly



\_\_\_\_\_ completes the following sentence.

\_\_\_\_\_er slowly wrote her name for the first time and was very \_\_\_\_\_ as finished.

\_\_\_\_\_ent that you have experienced.

\_\_\_\_\_ something or someone might scamper.

\_\_\_\_\_ce with a reasonable answer.

\_\_\_\_\_lary words in one single sentence below. Use more if you \_\_\_\_\_



# Extra Goodies!

Student Packet Covers provided for each section of the novel study.

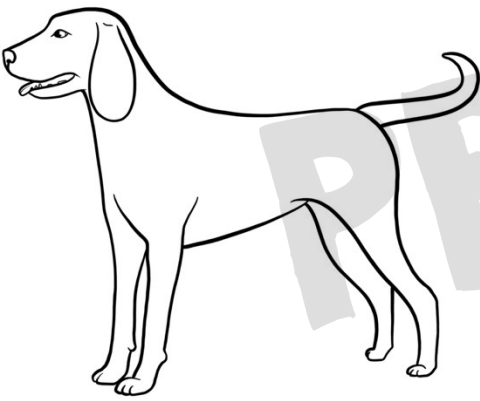
Student Reference Bookmarks highlight essential book info.

End-of-the-book Project Choices!

STUDENT CHAPTER PACKET

## Where the Red Fern Grows

By Wilson Rawls



Name \_\_\_\_\_

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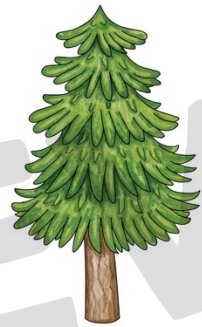
WHERE THE RED FERN GROWS  
By Wilson Rawls  
Reference Bookmark

**Plot**  
A young boy saves up for two long years, so he can buy two coonhound hunting dogs.

**Setting**  
The story takes place in the Ozark Mountains during the Great Depression.

**Characters**

- Billy-a young boy and the protagonist of the story.
- Grandpa-Billy's biggest supporter.
- Old Dan-Billy's male hound dog.
- Little Ann-Billy's female hound dog.



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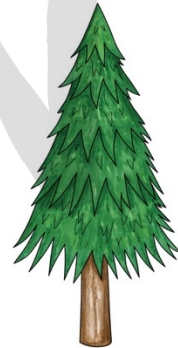
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Name \_\_\_\_\_

## Culminating Project CHOICES

boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one project that add up to at least \_\_\_\_\_ stars. Color in the stars of the project(s) you choose.

<p><b>Theme Posters</b> ☆</p> <p>Create a series of thematic posters. Each poster should communicate a lesson that can be learned about the story. Add fitting text and illustrations.</p>	<p><b>Playwright</b> ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p>	<p><b>Related Research</b> ☆☆</p> <p>Choose an interesting topic that is related to the story (such as the Ozarks or hounds). Research it, and then present what you learned in any format you want, like a Power Point presentation, an informational poster, or a brochure.</p>
<p><b>Game On</b> ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any materials needed to play the game. You will present your game to the class. Your classmates may even play it!</p>	<p><b>Alternate Ending</b> ☆</p> <p>Do you wish that <u>Where the Red Fern Grows</u> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p>	<p><b>Poem</b> ☆</p> <p>Write a poem about anything from the book. It can be about an event that happened, a character, the setting, or anything else related to the story!</p>
<p><b>3D Characters</b> ☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p>	<p><b>Paper Bag Book</b> ☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p>	<p><b>Puppet Show</b> ☆☆☆</p> <p>Create puppets that depict the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made of any material you choose. Be sure to turn in a written manuscript of your play.</p>

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# Detailed Teacher Instructions & Plans.

Everything is laid out for you!

Big picture snapshot!

Standards are named for you!

## WHERE THE RED FERN GROWS: Unit Map

Chapters in Student Chapter Packet	Vocabulary words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities
1-2	<ul style="list-style-type: none"> <li>squalling</li> <li>coaxing</li> <li>aromatic</li> <li>pestering</li> </ul>	Vocabulary Review #1: Chapters 1-10	Assessment #1: Chapters 1-10	<p>To use with Chapters 2-12:</p> <ul style="list-style-type: none"> <li>Cause and Effect</li> </ul> <p>To use after Chapters 2-18:</p> <ul style="list-style-type: none"> <li>Where the Red Fern Grows: Setting Notes</li> </ul>	<p>To use with any chapter:</p> <ul style="list-style-type: none"> <li>Ask and Answer Questions</li> <li>Comic Strip</li> <li>Summarizing the Plot</li> <li>Scene Snapshot</li> <li>The Character's Problem</li> <li>Setting: The Five Senses</li> <li>A Different Point of View</li> <li>Learning Log</li> </ul>
3-4	<ul style="list-style-type: none"> <li>festered</li> <li>proul</li> <li>scampered</li> <li>dumbfounded</li> </ul>				
5-6	<ul style="list-style-type: none"> <li>muster</li> <li>outraged</li> <li>querying</li> <li>painstaking</li> </ul>				
7-8	<ul style="list-style-type: none"> <li>mischievous</li> <li>vicious</li> <li>persistence</li> <li>jarred</li> </ul>				
9-10	<ul style="list-style-type: none"> <li>hastily</li> <li>momentum</li> <li>nonchalantly</li> <li>predicaments</li> </ul>				
11-12	<ul style="list-style-type: none"> <li>cunning</li> <li>plight</li> <li>disposition</li> <li>begrudgingly</li> </ul>	Vocabulary Review #2: Chapters 11-20	Assessment #2: Chapters 11-20	<p>To use throughout the novel:</p> <ul style="list-style-type: none"> <li>Where the Red Fern Grows: Characters</li> <li>Setting Anchor posters (in color and b/w)</li> <li>Figurative Language</li> <li>Write about the Character</li> </ul>	
13-14	<ul style="list-style-type: none"> <li>jubilant</li> <li>expectant</li> <li>gloated</li> <li>heedless</li> </ul>				
15-16	<ul style="list-style-type: none"> <li>monotonous</li> <li>marveled</li> <li>gingerly</li> <li>faltered</li> </ul>				
17-18	<ul style="list-style-type: none"> <li>trudged</li> <li>despair</li> <li>gawking</li> <li>haggard</li> </ul>				
19-20	<ul style="list-style-type: none"> <li>petrified</li> <li>berserk</li> <li>lithe</li> <li>ghastly</li> </ul>				
					<p>To use after finishing the novel:</p> <ul style="list-style-type: none"> <li>Where the Red Fern Grows: Themes</li> <li>Learning from a Character</li> <li>My Book Cover</li> <li>My Book Review</li> <li>Culminating Project Choices with Grading Sheet</li> </ul>

## Table of Contents

Resource	Pages
Unit Map with Notes	3-4
Student Reference Bookmarks	5-6
Vocabulary Words with Definitions	7-8
Vocabulary Words without Definitions	9-10
Vocabulary Words with Definitions and NO page numbers	11-12
Vocabulary Words without Definitions and NO page numbers	13-14
Table of Contents: Student Chapter Packet	15
Student Chapter Packet and Answer Keys	16-47
Table of Contents: Vocabulary Packet	48
Vocabulary Packet and Answer Keys	49-72
Table of Contents: Reading Response Activities	73
Activity Packet Cover Page	74-102
Table of Contents: Assessments	103
Assessments and Answer Keys	104-112
Terms of Use	113
Artist Credit	114

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## TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapters
		4	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	75	Ask and Answer Questions	any
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	76	Where the Red Fern Grows: Themes	Use after finishing the novel.
		77	Learning from a Character • Answer key provided on pg. 98	Use after finishing the novel.
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	78	Comic Strip	any
		79	Cause and Effect • Answer key provided on pg. 99	2-12
		80	Summarizing the Plot	any
		81	Scene Snapshot	any
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	82	The Character's Problem • Answer key provided on pg. 100	any
		83	Where the Red Fern Grows: Characters • Answer key provided on pg. 101	Use throughout the novel.
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	84	Setting Anchor posters (in color and b/w)	Use throughout the novel.
		86	Where the Red Fern Grows: Setting Notes • Answer key provided on pg. 102	2-18
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	87	Setting: The Five Senses	any
		88-89	Figurative Language	Use throughout the novel.
		90-91	Write about the Character	Use throughout the novel.
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	92	A Different Point of View	any
Text and Visuals or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	93	My Book Cover	Use after finishing the novel.
Reading Comprehension	RL 3.10/RL 4.10/RL 5.10/RL 6.10	94	Learning Log	any
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	95	My Book Review	Use after finishing the novel.
		96-97	Culminating Project Choices with Grading Sheet	Use after finishing the novel.
		98-102	<p>Answer Keys provided for:</p> <ul style="list-style-type: none"> <li>Learning from a Character-pg. 98</li> <li>Cause and Effect-pg. 99</li> <li>The Character's Problem-pg. 100</li> <li>Where the Red Fern Grows: Characters-pg. 101</li> <li>Where the Red Fern Grows: Setting Notes-pg. 102</li> </ul>	



# Two Assessments included.

Assessment #1: Chapters 1-10 | Assessment #2: Chapters 11-20

Name \_\_\_\_\_ Date \_\_\_\_\_

## WHERE THE RED FERN GROWS

### Assessment #1: Chapters 1-10

#### ❖ Part 1: Vocabulary Matching

Match the words with their definitions by writing the correct letters on the lines.

- |                     |                               |
|---------------------|-------------------------------|
| 1. momentum ___     | A. fragrant                   |
| 2. aromatic ___     | B. casually                   |
| 3. prowl ___        | C. summon up; gather together |
| 4. muster ___       | D. careful and attentive      |
| 5. nonchalantly ___ | E. force and power            |
| 6. painstaking ___  | F. move stealthily            |

#### ❖ Part 2: Vocabulary Fill-in-the-Blank

Choose the word that best completes each sentence below.

7. I was \_\_\_\_\_ when I found out that the other kids were being unkind to my little brother just because he was the new kid in class.
- outraged
  - aromatic
  - pestering
  - festered
8. I felt very stressed out because of all the \_\_\_\_\_ that seemed to be coming at me all at once.
- vicious
  - prowl
  - predicaments
  - aromatic

#### ❖ Part 3: Vocabulary Sentences

Write two sentences below, each containing one of the following words.

squalling aromatic dumbfounded persistence jarred

9. \_\_\_\_\_
10. \_\_\_\_\_

#### ❖ Part 4: Comprehension Multiple Choice

Choose the best answer for each question below.

11. Which description correctly describes the setting of the story?
- In the 1920s, in the Appalachian Mountains
  - In the 1920s, in the Ozarks
  - In the 1860s, in California
  - In the 1950s, on the East Coast
12. How does Billy perceive his childhood?
- He dislikes his childhood.
  - He has wonderful memories of his childhood.
  - He was often bored as a child.
  - His parents were not very caring towards him.
13. Choose the best words to describe Billy.
- Outdoorsy and determined
  - Mysterious and sullen
  - Soft and lazy
  - Passionate and intelligent
14. Choose the best answers that describe Billy's relationship with his grandfather. You may choose more than one answer.
- They are very close.
  - His grandfather is so proud of him.
  - His grandfather wishes Billy would be a better rule-follower.
  - His grandfather favors Billy's sisters over him.
15. Which of the following does not happen in these chapters?
- Billy works and saves up money for two years.
  - Billy's grandfather scolds him for sneaking around.
  - Billy's parents tell him multiple times that they can't afford to buy him hounds.
  - Billy walks to Tahlequah all by himself.
16. Why does Billy dislike Tahlequah?
- The stationmaster refuses to give him his dogs.
  - The marshal gets very mad at Billy.
  - It is too far away.
  - The townspeople make fun of him.



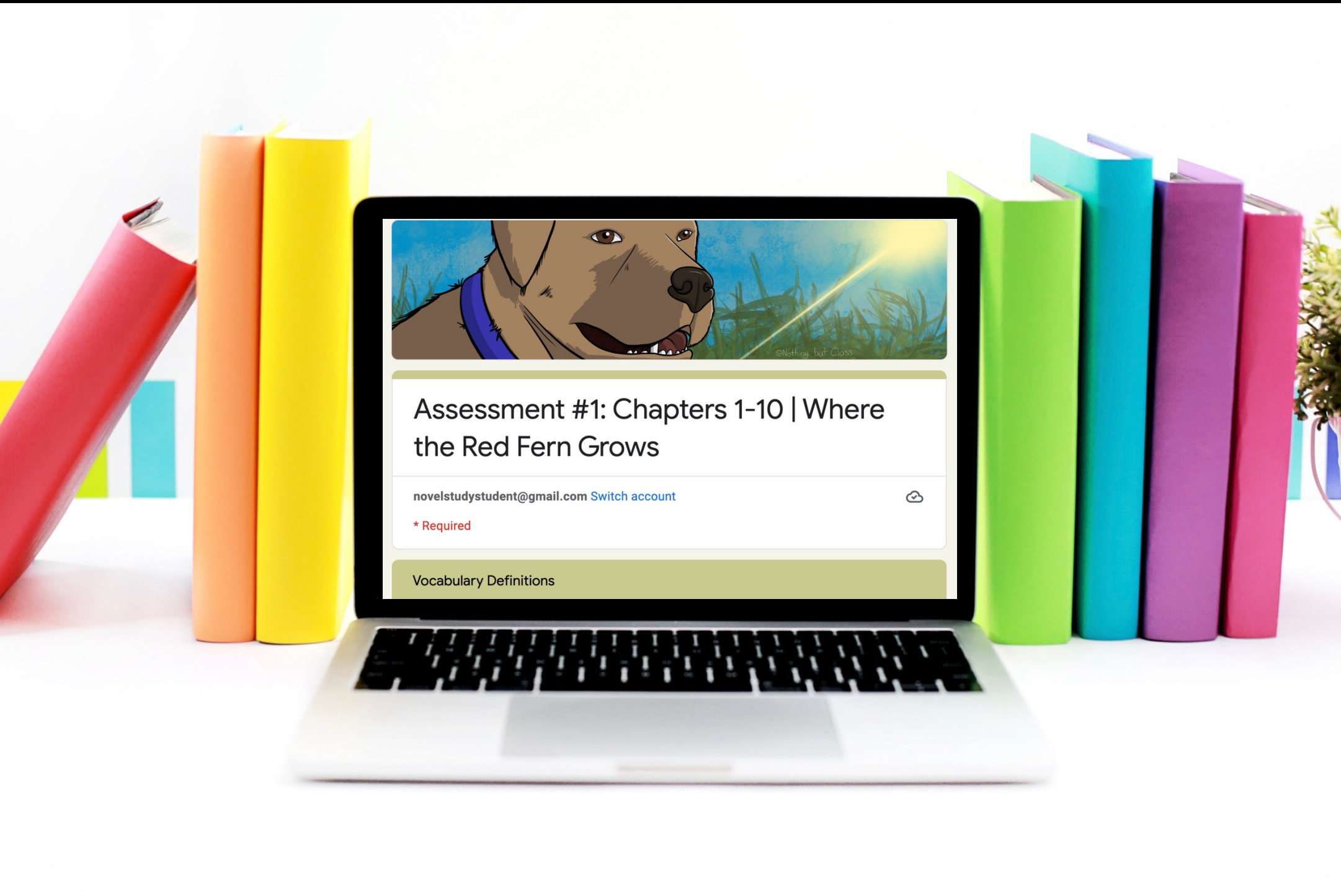
#### ❖ Part 5: Comprehension & Analysis Written Response

Answer the following questions in complete sentences.

17. Explain 3 circumstances from the story that support the following statement: *Billy perseveres even through difficult situations.*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
18. Explain all the obstacles that Billy must break through in order to obtain his dogs.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
19. Write about a major problem that occurs in these chapters. Explain if it was resolved. Then, explain why it was or was not resolved.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
20. What is the difficulty that Billy faces when Dan and Ann treed their first coon? In detail, explain how Billy solves this problem.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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I do not know where to even start with how much I loved this unit! It has absolutely everything you could need with very little prep. The chapter by chapter worksheets vary in the skills that are used and the assessments are a great variety of skills. I have purchased many novel units over the years and this was by far my very favorite with the most options of materials that were ready to use. It was the most expensive unit I have ever purchased but it was worth it! I will definitely be purchasing more units from Nothing but Class!

-Sarah P.

FANTASTIC resource! This novel study offers a simple but meaningful format, divides the book into very manageable portions, and includes all levels of thinking, from vocabulary study to higher-order analysis. LOVE IT!

-Shirley Y.

I LOVE this novel study unit. Not only did it help take the stress of prepping a novel study, it also helped my students (and me) pace ourselves through the book and strengthen our comprehension as we read. I love all the different standards touched in each of the different chapter sections. It was great for both teaching the skills, and reviewing the skills. I will use this every time I teach this study!

-Shelby M.



I have used many of the novel study resources from Nothing but Class and they are very well put together. Just the right amount of work for my 4th graders this year and the chapter worksheets have a nice variety of questions covering many key skills, particularly connecting text to self and providing text evidence to support answers.

-Elizabeth F.

This was truly the best resource I have ever purchased on TPT. It had everything we needed to do a class novel study on Holes - comprehension questions, robust vocabulary, writing prompts, and standards based practice (similes, sensory details, setting, characterization, etc.). My students loved doing the "pre-write" section before we read the book together. I will use this resource for years to come! I am going to be purchasing a few other novel studies from this author so that my students can do them during distance learning.

-Tessa V.

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