

Big Idea Language of the Discipline Rules

A CRITICAL THINKING

RESOURCE FOR...

Where the Red Fern Grows

Engage your students like never before with critical thinking questions for each chapter of the book.

Unanswered Questions Patterns Ethics

Trends Across Disciplines Details

Multiple Perspectives Relate Over Time

Big Idea Language of the Discipline

Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!

This critical thinking resource is a unique novel study guide for Wilson Rawls's, *Where the Red Fern Grows*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Unanswered Questions Multiple Perspectives Across Disciplines Relate Over Time Details Ethics Rules Trends Patterns

Helping teachers thrive in the classroom

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Melissa Tallman
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DETAILS

Revisit the detailed description the narrator gives about the cups on his mantel. Are these details important? Why or why not?

RELATE
OVER TIME

What era do you think Chapter 1 takes place in? What other references to time are made in this chapter?

Core Question

Think about all the information you have collected above. What conclusions can you draw about the narrator?

BIG IDEA

The chapters in this book are only numbered. If you were to give a title to this chapter, what would it be? Explain your answer.

PATTERNS

Chapter 1 ends with "Piece by piece the story unfolded." What predictions can you make about the story this man begins to recall?

RULES

What are the methods that Billy's family uses to help him with the "terrible disease" he was "infected" with?

LANGUAGE OF
THE DISCIPLINE

There are a lot of unfamiliar words in Chapter 2. Which ones do you think are important to know? What are their meanings?

Core Question

Explain how the details above helped you gain a better understanding of the story's setting (time and place)?

ETHICS

Billy's parents face quite a dilemma when trying to help him. One of their solutions was to buy him steel traps. Do you think they are good parents?

RELATE
OVER TIME

What clues stand out that tell you that this story takes place in a different Era? What is the Era?

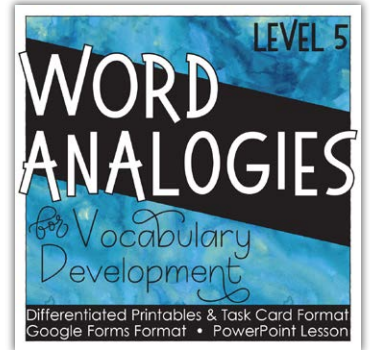
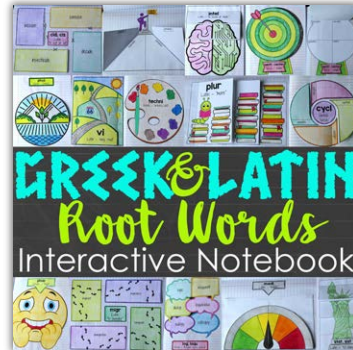
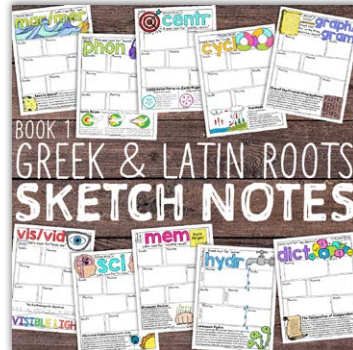
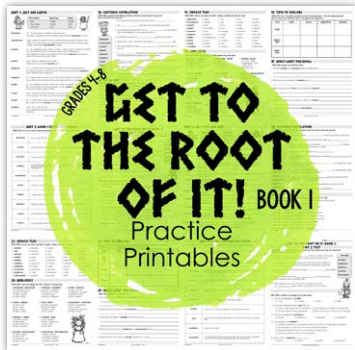


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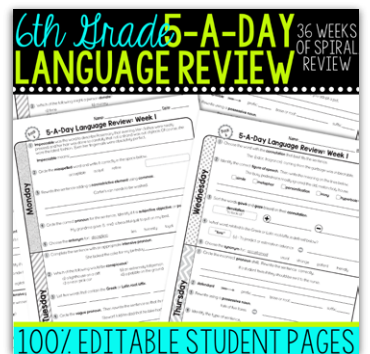
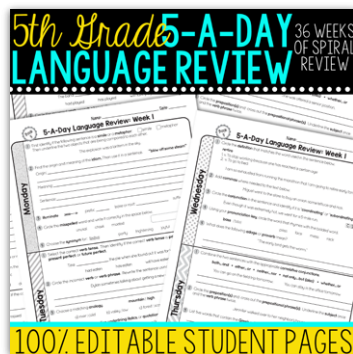
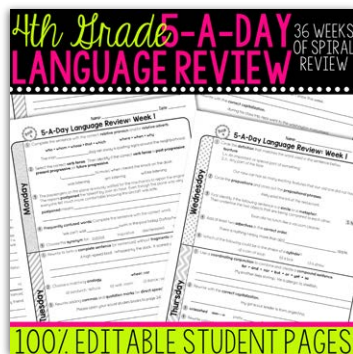
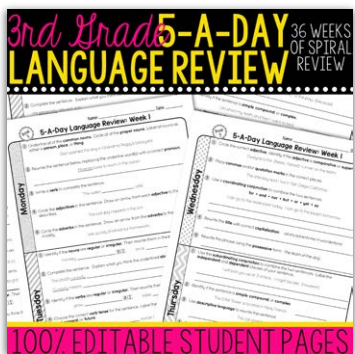


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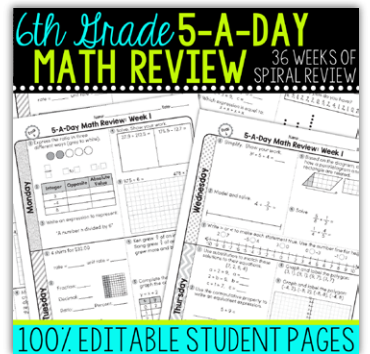
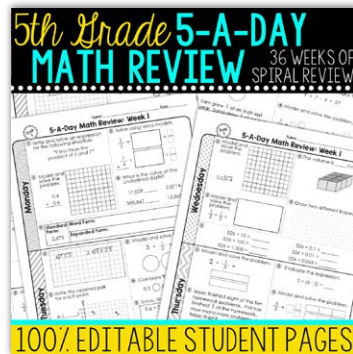
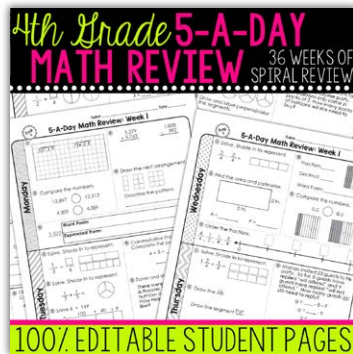
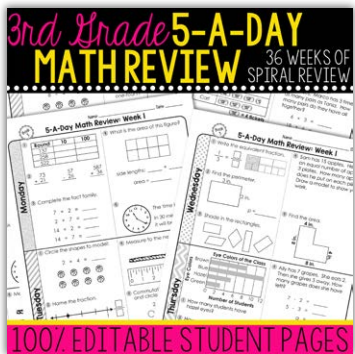
VOCABULARY RESOURCES



DAILY LANGUAGE REVIEWS (GRADES 3-8)



DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

