There are different ways to read a book:

1. Like a 50 yard dash—the goal is to reach the end, and quickly. In the process you skim the top but never notice nature around you.
2. At a walk—noticing nature around—the big beautiful sky and the lovely song of the bird, a squirrel jumping from tree to tree.
3. On hands and knees, searching the ground for tracks and clues of what is or was or will be there that we can't see at the moment. One clue invites us to retrace our steps and look more intently at other signs. We stop and ponder, wonder and tell others what we found.
* All three are valid ways to read. It depends on the purpose of the reading. In this reading class we will primarily read the walking way, sometimes the crawling way: read, reread, stop and ponder, discuss.

**Teacher goals in reading this book:**

* to give students a feel for the setting of back country (hill-billy land) in the early 1900s as the Midwest was developing.
* to expose students to the beauty of a well-written book – and encourage them to begin to use similar methods in their writing
* to identify similes
* to provide material for discussion highlighting the theme of how hard work and delayed gratification affects the soul of a person. Other important themes include:
	+ *Love breeds miracles.*
	+ *Hard word and delayed gratification makes a man out of a boy – a repeat here.*
	+ *Grieving death*

**Specific Guidelines for *Where the Red Fern Grows: NOTE: THIS SECTION COULD BE REWRITTEN AS OBJECTIVES. THIS FILE HAS NOT BEEN CLOSELY PROOFED TO SEE IF THE OBJECTIVES AND ASSIGNMENTS ARE CLOSELY TIED.***

* Significant aspects of this book:
	+ No chapter titles. I asked students to regularly come up with titles (great summarizing project, must be specific enough that reading that title at the end of the book would make them know precisely what part of the story that chapter contains). At the end of our 2010 reading, each student did a Table of Contents as a final project. Worked very well.
	+ Uses lots of similes. We recorded them and kept them in a pocket on the bulletin board. Perhaps record only 15-20 and then stop? Or could use as a final project – record 30 – 35 smilies and illustrate 5-10?
	+ Utilizes wonderfully descriptive adjectives throughout the book. It works well to ask students to copy a favorite sentence per chapter.
	+ Excellent example of how good authors show rather than tell. Great material for doing read-between-the-lines exercises.
	+ NOTE: THERE IS SOME BAD LANGUAGE IN THIS BOOK. Talk about it as you come to it. See the notes on talking about profanity at the end of this document. Encourage students to cross out the words, but not mark them out so well you cannot read them . . . it only creates curiosity. At the beginning of each chapter it comes up, mention that it will come up and then just skip over the objectionable words.
* Vocabulary words are an essential part of this study
	+ Could assign 3-4 vocabulary words per chapter and give quizzes every 8 chapters.
	+ Many students found it very helpful to put meaningful gestures/motions to the vocabulary words. As a class we said the vocabulary word twice and the definition once—all while illustrating the meaning through motions. Saying the last three chapters worth of vocabulary words nearly every day provided a great ongoing review.
	+ Illustrating the words in index cards is also a great learning tool
	+ When doing reviews
		- ask students how the words were used in the book
		- give oral sentences and have them fill in the “blanks” using the proper vocabulary word
		- ask students to give oral sentences with “blanks”
	+ At the end of the book, consider doing a vocabulary bee, run a bit like a spelling bee.
* Students
	+ asked to not read ahead. If given the liberty, they would race through. Without sufficient background and “walking together” much of the richness of this book is lost. *But do consider asking students to regularly read the next days reading pages ahead (not the chapter where Rubin is killed). A second reading makes it easier to see details. Each student could have a reading log where they initial each time they completed the assigned silent reading. Graded. Also a space to record vocabulary words they don't know.*
	+ all need a three-ring binder to organize their visuals and projects
	+ invited to share personal copies of other animal story books
* Reading methods:
	+ As a class (often good with this book because of the high level content)
	+ In pairs
	+ Silently—(with this approach I liked having them read it twice, once silently and once in pairs or in class). It works well to have them write a response paper after reading silently—or some other project to give a picture of what they are thinking.
* Other books to read to set out to be read on the side.
	+ *The Call of the Wild*—the book that inspired Rawls to write this one
	+ *White Fang*—also by Jack London, Rawls favorite author
	+ *The Incredible Journey*
	+ *Old Yeller*
	+ *Velveteen Rabbit*
	+ *Summer of the Monkeys –*Rawl's only other published book
* Bulletin board ideas:
	+ an enlarged picture of the book cover, the title in large letters
	+ raccoon tracks, plastic green fern leaves and one spray-painted red
	+ a picture of a K. C. Baking Powder can
	+ a pocket for similes (after a while this got a bit old. Perhaps could list 15 - 20 and then stop?) Appoint a scribe or two to do all the recording
	+ a giant character study of Billy; filled in frequently as we go along – *I think this would be good. Note that TG frequently has additions.*
	+ a space for listing the problems (conflicts) and the solutions. *The plot of a story centers around a problem or conflict. Could have students noting all the problems presented . . . this could be good, there are LOTS of big and small conflicts. Here too appoint a scribe or two to do the recording.*
	+ student illustrations of vocabulary words on index cards put them around the frame of the bulletin board. *T his was also a great ongoing project for reading pairs finishing early*. *A further idea: vocabulary words can be used as a springboard for a writing project—Darrel asked them to use a certain number of vocabulary words in a creative writing assignment!*
	+ Write up themes seen as we go along
* Assignments
	+ regularly post in a certain corner of the board. If reading pairs did not complete the chapter, post that in the assignment corner. Also post the silent reading pages. Long term project reminders also.
	+ visuals handed in daily to be graded on content.
* Three-ring binders to file the visuals

COMPREHENSION SKILLS

Each chapter has comprehension skills ideas for that chapter. Teacher should tailor to the class and not weary them with too many. Here are several longer term and ongoing projects that work well with this book:

* Longer term projects (more than just one-dayers).
	+ make a divider sheet with the title, author's name, genre, and an illustration of the story *(could do all but the illustration at the beginning and later require that)*
	+ write a book report
	+ create a Table of Contents complete with titles, page numbers and some drawings depicting the story
	+ list a minimum of 30 similes found in this book (there are over 40) and illustrate a minimum of 5
* Some ongoing daily projects could be
	+ illustrate vocabulary words
	+ write a title for each chapter (these should be on one paper, not scattered throughout the visuals)
	+ summarize each chapter in 1-2 sentences
	+ list 3-4 significant events from each chapter—summarize without needing to connect the individual events
	+ record a favorite sentence *this book is great for this*
	+ record similes—there are lots!

**Where the Red Fern Grows**

Short-one day chapters underlined

For each chapter

* Write a title
* Record a favorite sentence
* Record similes (pocket on bulletin board)
* Plus one or more the suggestions listed with each chapter

 **Chapter Comprehension Tools**

Introduction *Timeline of era*

 *Map of area*

 *Give One – Get One on Coons/Hounds*

1. Chapter One p. *11-15 Answer questions as we read*

 *(class) Character study of author*

1. Chapter Two p.*16-23 Describe the problem*

*(class) Character Study of Billy*

 *Influence visual*

1. Chapter Three p. *24-30 Write an entry for Grandpa's journal*

 *(class) How did the author show you . . .*

 *Character Study of Grandpa, Billy*

 *Drawing of KC Baking Powder can and list*

1. Chapter Four p.*31-38 How did the author show you . . .*

 *(class) Draw a rough-sketch map of the area*

 *Write an entry for a town-kid's journal*

 *Bubble map character study of Billy at 10 & 12*

 *Oral comprehension check*

1. Chapter Five p. *39-48 Imagery tree visual*

*(class) How did the author show you . . . thematic web*

1. Chapter Six p. *49-54 Think-pair-share visual*

*(pairs) --in 15 min. read 6 pages Venn diagram on town and hillbilly life*

 *Oral comprehension check*

1. Chapter Seven p. *55-66 Draw a coon trap*

*(pairs) Character study on Billy, Grandpa,Papa*

 *List tricks of the coons*

1. Chapter Eight p.*67-78 Personification visual*

*(listening comprehension ½) Visual on similes*

 *Character study on Mama, Papa*

 *True/false visual*

1. Chapter Nine p.*79-90 Character traits, plus drawing*

 *(silently ½)*

1. Chapter Ten p. *91-100 Vocabulary from TG p. 28*

 *(listening comprehension p. 91-97) Venn diagram on Old Dan, L. Ann*

1. Chapter Eleven p. *101-110 Sequence visual*
2. Chapter Twelve p. *111-121 Character study of Pritchards*
3. Chap Thirteen p. *122-134 Listening comprehension (tracks)*

*(Teacher read p. 118-123 mid, then only tell) Work on divider*

 *Character study on Billy*

1. Chap Fourteen p.*135-147 Paragraph on gratitude*

*(Day 1 class; Day 2 in pairs) Character study on relationships*

1. Chap Fifteen p. *148-158 Read between the lines*

*(class)*

1. Chap Sixteen p. *159-169 Visual on Grandpa's antics*

*(listening comprehension p. 159-165)*

*(166-169 silently)*

1. Chap Seventeen p. *170-179 Storyboard visual*

 *Cause and effect on the storm*

 *Table of Contents*

1. Chap Eighteen p. *180-190 List problems and how they are overcome*

 *Entry in Billy's journal*

 *Character Study of Billy*

1. Chap Nineteen p.*191-208 Discussion on responses to grief*
2. Chap Twenty p. *209-212 Table of Contents*

**INTRODUCTION: (2 DAYS)**

* May want to invite them to read about raccoons the day before in encyclopedias and/or to look at the Character Sketches book on raccoons: Vol. 1 p. 280
1. Look at front cover. Observations from covers. Note the two dogs, nighttime scene, the lantern, the boy's attire, the woods . . .
* Why might that be the title?
* This book is considered a classic
	+ A classic is one that can be read over and over and enjoyed each time
	+ A classic is enjoyed by young and old alike
	+ A classic endures for generations
	+ Generally it addresses common human feelings; universal ideas and emotions like joy, sorrow, greed, forgiveness, love, and hatred
* What classics do they know? *Heidi, Treasures of the Snow, Laura Ingalls Wilder books,*
* Marks of a good writer:
	+ write books you can enjoy again and again
	+ makes you feel with the characters; draws you into the story
	+ don't tell how the characters feel, but SHOW by describing actions (draw word pictures)
	+ the story flows
	+ you can hardly stop reading
1. Hand out a “give one, take one” visual they fill in telling what significant things they know about raccoons and/or coon hounds. After about five minutes allow them to go around giving and taking . . .

RACCOONS:

* hunt at night (and so they are also hunted at night)
* live in wooded areas near a water source
* search for food along a water's edge
* no salivary glands, dip their food into water
* intelligent
* can be fierce
* when cornered attack dogs and can even drown them in water
* will try to lose a coonhound by
	+ going through water,
	+ climbing trees
	+ backtracking
	+ running along the tops of fence posts
* attracted by bright objects
* very curious
* homes in tree hollows
* like to raid sweet corn from gardens
* eat fish, corn, crayfish, poultry, clams

 COON HOUNDS

* their barks are: a bawl (a long, low, hoarse bark) to tell they are on the coon's trail and a tree bark (to tell the hunter which tree the coon has gone up)
* when a coon has been treed the dogs often “place their front paws against the tree, standing on their hind legs” (called treeing a raccoon)
* the hound guards the tree to keep the coon from escaping until the hunter comes to either cut down the tree or scare the raccoon down

If possible get a hold of a rubber coon track for printing. Pratt Wildlife Museum sends them out free of charge (we pay to send it back)

1. Time in History
* Students fill out a time line to go with this
* Novel set in the 1930s
* Who was the President during this time? What is significant about that?
* Make a timeline of the following ideas:
	+ Western Expansion, Trail of Tears, The Great Depression (1929)
	+ Great Depression: millions out of work and unable to support their families, severe droughts struck Oklahoma in the 1930s and gave birth to the Great Dust Bowl. The family in this novel is trying to “weather its way through these hard times (rather than flee to California in the Gold Rush as many Oklahoma farmers did), but they have very little money.” p. ix of Access Edition
	+ Many farm residents during this time had no running water or electricity. Schools were too far away to attend, little contact with outsiders
	+ Life in the mountains was pretty rough; no sheriffs on regular duty . . . This region was still a territory, not a state, so ruled by federal law from a distance. Oklahoma was especially rough. Back in the sticks men took the law into their own hands, there were lots of roughnecks and outlaws . . . when the sheriff/marshal did come, they dealt with a heavy hand. Hence, Billy's thoughts of sheriff/marshals who enforced the law.
1. Geography
* The Ozarks Plateau, a highland region in northwest Arkansas, southwest Missouri, and northeast Oklahoma.
	+ astonishing beauty, deep valleys low mountains, winding rivers, deep caves, vast array of plants and animals. Unusual place names like Pea Vine Hollow, Sparrow Hawk Mountains and Bluebird Creek. --from study guide p. 10-11
* Show a map of the area—from p. xvi of the Access Edition.
* Tahlequah, Oklahoma (Oklahoma means “red people”), “the northeastern corner of the state known as the Ozark Plateau, a land filled with hills, streams, and wildlife such as deer, otter, raccoon, mink, squirrel, and even wild cats.” p. ix of Access Edition
* The Illinois River
* Scraper, Oklahoma
1. Talk about the author: Wilson Rawls (1913-1984)
* Named after President Woodrow Wilson
* Book based on Rawls own boyhood
* Did not attend school regularly; little formal training; learned to read by listening to his mother read aloud; really encouraged students to “learn to spell, punctuate, and mainly the importance of staying in school.” from study guide
* Loved the book *The Call of the Wild;* even read it to his dog!
* Lived during Great Depression, poor
* Half Cherokee; lived on land given to them because of mother's Cherokee heritage
* Wrote manuscripts for five novels, decided they weren't good and burned them
* Wife asked him to rewrite one of them and in three weeks Rawls wrote what became *Where the Red Fern Grows*. Filled with errors of grammar and punctuation, but his wife thought it was wonderful! She edited it and it was published by the title *The Secret of the Red Fern* and *The Hounds of Youth.* p. 10 of study guide on how to become a writer
* Only other book published by Wilson Rawls is *Summer of the Monkeys*
1. History of hunting
* Early historical hunting was of necessity—for food. Later it became the “sport of kings and other nobles who placed firm restrictions on hunting on their land, forbidding the poor from poaching any of their game.” p. x of Access Edition
* Hunting for sport led to the extinction of some animals including buffalo and the passenger pigeon.
* Yellowstone National Park one park set aside to preserved as a refuge for wild animals; no hunting allowed
* Coonhounds (six distinct breeds); the three named in this book:
	+ Redbones (Old Dan and Little Ann). This breed especially known for its loud voice, strong nose persistence, and well-developed treeing instinct, comfortable in water and on rough terrain, especially brave and tough willing to take on a bear or even a mountain lion. Typically 21-26 inches in height and 45 to 75 pounds. Color ranging from a deep red to a light tan.
	+ Blueticks
	+ Treeing Walkers

**Chapter One p. 11-15**

*Dormant Memories Awakened*

**Objective of lesson**

* None of the objectives in this entire file have been developed . . . there are plenty of prepared comprehension ideas and visuals (too many to do them all! – the delight of the book would be buried under everyone's sweat and tears!), but someone needs to complete this section. Help yourself!

**Teacher prep:**

* Prepare discussion pairs—must sit close to each other so they can turn and talk to their partner on cue.
* Prepare reading partners—these do not need to have desks close together but will periodically read the chapter together

**Background and Introduction**

* Plan about reading: sometimes chapter will be read as a class, sometimes in pairs, and sometimes silently.
* For every chapter students will
	+ Write a title for the chapter – have them record this on a specific paper of just titles rather than scattering them throughout the 3 ring binder. Perhaps should be given a colored, lined paper for this.
	+ Record a favorite sentence or phrase from the assigned chapter – write on the back of the other visual (most chapters have another visual)
* Note Wilson Rawl's style (unique way of writing):
	+ makes us curious by beginning chapters with a statement, problem, or question and then gives the answer as the chapter progresses. Read the first paragraph and predict what it will be about.
	+ uses wonderful descriptive words; note the beauty of well-written work. Look for adjectives that make you feel like you are stepping into the story. These are primarily one-word action verbs but can also be short phrases. Each day you will record a favorite sentence
	+ uses lots of similes—two unlike things are compared using the words **like** or **as**, not meant to be taken literally. A figurative language, used for imaginative descriptive effect. Things like: busy as a bee, hungry as a lion, slow as a turtle . . .

**Vocabulary** *definitions are given according to how they are used in the book. Students record these vocabulary words, their definition, and do a quick sketch (paper available from Freeology)*

* residential p. 11 *the area in a city where homes are*
* sanitation p. 11
* scald p. 12 *to burn with hot liquid or steam*
* cur p. 12 *a dog of mixed breed*
* dormant p. 13 *as if asleep*
* caress p. 14 *to tenderly stroke*

**New locations:**

* Ozark Mountains in Missouri or Oklahoma
* Snake River Valley in Idaho
* Tetons—a mountain range in northwestern Wyoming

**New Characters**

* The author and a redhound dog

**Comprehension tools**

1. Write a title for the chapter – record on assigned paper; these titles need to summarize the whole chapter.
2. Record a favorite sentence
3. Record the two sentences that tells what the book is about (#2-3 onto same paper)
4. **Similes**
* squalling like a scalded cat
* slick as the rind on an apple
* handles that stood out like wings on a morning dove
* sparkled like a white star in the heavens

Read as a class. Teacher asks these questions several paragraphs ahead of where the answer is found if possible. The student reading reads until the answer is read. Giving something to look for really helps students focus.

* How does the author make you curious?
	+ *had no idea what was in store for him p.11 first paragraph*
	+ *something usual is about to happen p. 11, first paragraph*
	+ *couldn't believe what he'd seen p. 11*
	+ *memories in his heart p. 12*
	+ *a hound given his life for him p. 12*
* How do you know the dog is from the country and that he belongs to a poor family? p. 12 -13
	+ *a hunting dog*
	+ *the collar he wore*
	+ *the bailing wire*
* How did the author care for the starved dog? p. 13
	+ *gave him a bath*
	+ *rubbed the soreness from his muscles*
	+ *gave him lots of milk and meat*
	+ *went to the store and bought more meat*
* What characterizes a hunting dog? p. 13
	+ *hind quarters shift over to the right never in line with the front, yet always in perfect rhythm*
	+ *long ears flop up and down keeping time with the jogging motion*
* Why didn't the man keep the dog? p. 14
	+ *he would have had to pen him up and that would have broken the dog's will to live. It would be selfish.*
* Where does the author live? p.1 4
	+ *in the Snake River Valley in Idaho*
* Find the two sentences that tell you what this book will be about. p. 14
	+ *Memories of my boyhood days, an old K.C. Baking Powder can, and two little red hounds. Memories of a wonderful love, unselfish devotion, and death in its saddest form*
* Look for what treasure items sat on the author's mantel. How do you know he treasured them? p. 15
	+ *a big cup with long upright handles and highly polished surface*
	+ *a smaller silver cup, neat, trim and sparkling*
	+ *He took them down, caressed them, and remembered . . .*
1. How does the author make you curious?
2. How do you know the dog is from the country and that he belongs to a poor family?
3. How does the author care for the starved dog?
4. What characterizes a hunting dog?
5. Why doesn't the man keep the dog?
6. Where does the author live?
7. Find two sentences that tell you what this book will be about.
8. Look for what treasured items sit on the author's mantel. How do you know he treasures them?

**Chapter Two p. 16-23**

*A Dream, Tears, and Steel Traps*

*Samie Goes Berserk*

**Objective of lesson**

* Something about cause and effect; seeing how events influence and shape us.

**Background and Introduction**

* How old is the author according to p. 15? *at least 60*
* Flashback*: a part of a story that presents events that happened at an earlier time. The rest of the book is all a flashback, the memories the old man was thinking of by his fireside.*
* Point of view:
	+ First person point of view is when the narrator himself is a character in the story, experiencing it first hand. Then he uses pronouns I and we.
		- Example of first-person: “When I was young we used make grand messes in the living room with our pretend games. Sometimes we'd drag all the kitchen chairs into the living room, then add any other stool, or rocking chair and line them all up according to size to make a train. Other times we used blankets to make houses . . . or islands to keep us from drowning in the ocean (that was the floor) . . . Oh, the messes we'd make! It's a wonder my mother didn't despair”
	+ Third person is when the story is told by a character outside of the story looking in. He uses pronouns of he, she, it, and they.
		- Example of third-person: “When Irene and Betty were young they used make grand messes in the living room with their pretend games. Sometimes they'd drag all the kitchen chairs into the living room, then add any other stool, or rocking chair and line them all up according to size to make a train. Other times they used blankets to make houses . . . or island to keep them from drowning in the ocean (that was the floor) . . . Oh, the messes they'd make! It's a wonder their mother didn't despair!”
* What is the time period of this story? What clues does the author give? *story takes place in the past because the author is a man now recalling his boyhood; in a time when the Ozarks were sparsely settled. Allotment of Indian lands took place from 1899-1910 so his mother's land was gotten during this time.*

**Vocabulary** *definitions are given according to how they are used in the book*

* fare p. 17 *succeed*
* aromatic p. 17 *smelling sweet or spicy*
* canebrakes p. 17 and 21 *lots of cane plants growing close to water*
* yowl p. 19  *utter a long mournful cry*
* bay p. 22 *bark or howl at*
* muzzle p. 22 *a device fastened over the mouth of an animal*

**Smilies to record**

* like someone squeezing water out of my heart
* tail as big as a wet corn cob
* swelled up like a setting hen

**New locations:**

* the Illinois River in northeastern Oklahoma

**Comprehension tools**

* Write a title for the chapter – record on assigned paper
* Record a favorite sentence – onto back of influence visual
* Do an influence visual of Billy at beginning of chapter and Billy at the end of the chapter with the influences on the rainbow; *add descriptions to bulletin board as desired*
	+ Billy at beginning of chapter: desperate to own hunting hounds
	+ Billy at end of chapter: even more desperate to own hunting hounds, a nervous wreck, couldn't sleep, lost weight
	+ Influences: Papa gave steel traps and Billy trapped rats, caught Samie and so started hunting in the fields—lots of wildlife, learned to skin his game—and hung them up, couldn't catch a coon, heard hunting hounds at night
* Students tell what they like best in this chapter
	+ Billy's response to the steel traps
	+ description of Samie getting caught in the traps!
	+ how Papa laughed about Samie and his four bandaged feet
	+ “young man peach tree switchings”

**Class discussion, other comments**

* Note all the kinds of trees named: red oaks, redbuds, papaws, dogwoods, sycamores, birches, box elders

**Chapter Three p. 24-30**

*Blood, Sweat, and Happy Tears*

*A Full K.C. Can*

*Work, Work, Work*

*Think about the different prayers Billy prays in this book*

**Objective of lesson**

**Background and Introduction**

* Note: this chapter covers about two years of time. Billy made significant changes in character during these two years. *Add descriptions to bulletin board as desired*
* Have they ever wanted something so badly they couldn't sleep, etc. like Billy?
* How much money would $50. then be equivalent to now?--a new car cost about $300!!
* Check beginning paragraphs for clues on what the chapter will be about.
* Where in the Bible do you find the verse “God helps those who help themselves.” *Not found*
* NOTE THE BAD LANGUAGE IN THIS CHAPTER P. 19 – tell them ahead and then simply jump over the words.

**Vocabulary** *definitions are given according to how they are used in the book*

* prowl p. 24 *move stealthily*
* kennel p. 25 *a place that raises dogs*
* mull p. 25  *ponder, think about a long time*
* heft p. 27
* dumbfound p. 28 *made speechless by surprise*

**New locations:**

* Shannon Ford on the Illinois River

**Comprehension tools**

* Write a title for the chapter—make sure these titles are the kind that when they hear it, it immediately pulls to mind main events of the chapter.
* Record a favorite sentence – onto back of drawing
* Draw a K.C. Baking Powder can and list on it how Billy earned his money! Above it somewhere draw a heart and his prayer (p. 25) asking God to help him get two hound dogs on an arrow going up. On another arrow coming down write the three words Billy himself uses to say how God helped him. (gave him heart, courage, and determination. I would add ideas . . . )
	+ *caught and sold crawfish and minnow*
	+ *picked and sold vegetables, wild blackberries, and wild huckleberries*
	+ *trapped, skinned, and sold possums and skunks*
	+ *stopped buying anything for himself.*
* Could write an entry in Grandpa's journal
* Similes
	+ *worked like a beaver*
	+ *felt as big as the tallest mountain in the Ozarks*

**Class discussion, other comments**

* As you read, ask how the author shows you Billy is terribly excited about the ad?
	+ - *took his breath away*
		- *read it over and over*
		- *memorized the ad*
		- *lost in thought*
	+ How the author shows you his grandpa is dumbfounded
		- *tried to say something and couldn't*
		- *talked loudly*
		- *stared over his glasses and then back at the money*
		- *mouth flew open*
		- *dusted where there was no dust*
		- *kept glancing at Billy out of the corner of his eye*
		- *cried*
		- *voice quavered*
* Books tell us about the author . . . what he believes comes out in his writing. From this chapter tell about the author's view of God
	+ *God watches us, but needs to be convinced to help out--figured he had hurt enough p. 24*
	+ *Answers prayer—p.25*
	+ *With prayers its the heart that counts and not fancy words p. 25*
* Was it right for Billy to keep the money a secret from Pa? Do you think he really would have taken Billy's money to buy the red mule he wanted? p. 19
* Ask students if they have ever really, really wanted something? Would they be willing to work hard for it rather than beg and harass?
	+ *My doorstop doll crocheting purses to earn the money*
	+ *Consider showing the Marshmallow Test video as an example of Billy. This would give a good basis for further discussion on this basic theme running throughout the book.*

**Author's intent for this chapter**

Chapter Four p. 31-38

*A Hillbilly in Town*

*City Slickers' Laughter*

**Objective of lesson**

**Author's Intent**

* Contrast the life of Billy from back in the hills and the life of town children

**Background and Introduction**

* This region is still a territory, not a state, so ruled by federal law from a distance. Oklahoma was especially rough. Back in the sticks men took the law into their own hands, there were lots of roughnecks and outlaws . . . when the sheriff/marshal did come, they dealt with a heavy hand. Hence, Billy's thoughts of sheriff/marshals who enforced the law.
* Check beginning paragraphs for clues on what the chapter will be about.
* Remember Billy had never been to a town, never seen a school or store other than his grandpas . . live this chapter through his eyes
* Unfamiliar things scare us . . . look what scared Billy and what didn't in this chapter
* Need a picture of a boy with bib overalls—the front of the Access Edition has one

**Vocabulary** *definitions are given according to how they are used in the book*

* as the crow flies p. 33
* riffle p.33 *a shallow, extending across a stream bed that causes rough water*
* wince p. 34 *shrink back involuntarily (as from pain)*
* amends p. 35 *compensation for a loss or injury*
* depot p. 35 *train or bus station*
* gawk p. 36 *to gape or stare stupidly*
* goggle-eyed p. 36 *having bulging eyes*
* spurt p. 36 *shoot out very rapidly*
* hillbilly p. 37 *insulting term for a person who comes from a remote rural area (implies that a person is uneducated or uncultured*

**New locations:**

* Tahlequah – 20 miles the way the crow flies, 32 miles by the road

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Before reading this chapter, begin a large double bubble of Billy at ten comparing Billy at twelve. Will add to in later . . . *add to bulletin board as desired*
	+ Billy at ten
		- *loved nature, the outdoors, to roam the wilds, to examine animal tracks*
		- *loved hunting; a young Daniel Boone*
		- *a little kid willing to beg and make a pest of himself*
		- *desperate for some hunting dogs*
	+ Billy at twelve
		- *is very determined and willing to work hard instead of begging and making a nuisance of himself.*
		- *self-controlled--gave up buying sweets and other temporal nonsense*
		- *believes in the power of prayer*
		- *still loves to hunt*
		- *loves his Grandpa*
		- *is a generous and loving brother—gladly shares his candy (may be true at ten too)*
		- *Note how his attitude changes once he has a plan in mind and works toward it instead of begging.*

After reading this chapter add things like:

* + - willing to disobey his parents, but also feels guilty
		- thought all sheriffs were out to kill and hurt people (the mountain people's idea—from experience)
		- wasn't used to mirrors!
		- not afraid of darkness or the mountains, but afraid of the town, the slide, the depot
* Could draw a rough sketch of these locations (p. 33)
	+ Billy's home
	+ the Illinois River
	+ the railroad
	+ Tahlequah
	+ Dripping Springs country
* Could write a journal entry as if you were a town kid watching Billy
	+ try to go down the slide
	+ look at himself in the mirror! put shirt tail back in, smoothed down bushy hair, stuck out his tongue, pumped up his muscles, put thumbs in ears . . .
	+ come walk into town
* Similes
	+ as skinny as a rail p. 24
	+ children as thick as flies around a sorghum mill
* Make a list of the active verbs the author uses to describe things (esp. on p. 38) Perhaps make a list of all the verbs.

**Class discussion, other comments**

* How does the author show how the days drag by for Billy?
	+ he thought maybe his dogs got lost, the train had a wreck, someone stole they money, or perhaps the mailman lost the order
* Note that Billy was scared of Tahlequah and the slide, but not of the dark or the mountains (they unfamiliar scares us)
* How do you know Billy felt guilty about slipping out during the night. *wanted to buy things for his family to make amends*
* Note the active verbs: dogs boil out of an alley and scoot under a barn, A squirrel barks a warning, a boy spurts out of a pipe; discuss the mental pictures! Make a list of all the verbs!

Oral Comprehension Check; Chapter 4

Turn to checking partner and orally answer these questions. It would be a written quiz and then graded

1. What unusual question did Billy ask at the supper table?

*How far to Kentucky*

1. How did the mailman travel?

*By buggy*

1. Has Billy ever told Papa about the puppies?

*No*

1. What did Billy take along when he snuck out at night?
* *a flour sack*
* *six eggs*
* *left-over cornbread*
* *a little salt*
* *some matches*
* *salt pork*
* *gunny sack*
1. How far was Tahlequah?
* *32 miles by road; 18 the way the crow flies*
1. How often had Billy been in town before?
* *Never before*
1. Who did he first meet when he got to town?
* *Two young ladies his age*
1. Who did he see next?
* *A sheriff*
1. What did he expect the sheriff to do?

*Kill him*

**Chapter Five** p. 39-48 (long chapter)

*A Strawberry Pop and a Mountain Lion*

*Two Fights and a Pop*

* This would likely be a better one to read in pairs (with the description of him looking if he had a bare spot in the seat of his pants p. 41) Or – this chapter would be worth reading twice—once silently and then in group. That way when reading it the second time we could stop and talk without them getting impatient to keep going.
* Note wording on p. 43 “hurt like the dickens” (a mild oath)

**Objective of lesson**

* Something on listing how the author shows (rather than tells) how terribly excited Billy is about his dogs
* One person can make a difference – *write this on the board and ask students to find a connection with the chapter*

**Background and Introduction**

* Check beginning paragraphs for clues on what the chapter will be about.

**Vocabulary** *definitions are given according to how they are used in the book*

* muster p. 39  *collect*
* stance p. 43 *way of standing*
* anvil p. 44 *heavy iron block on which metal is hammered into shape*
* venture p. 46 *go in spite of danger*
* stalk p. 48 *search for prey*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* The “imagery tree” visual for his time in town would work well; thinking of the five senses
* Thematic web with the theme being, “Billy is terribly excited about getting his dogs”. *Works well*
	+ heart jumped clear up in his throat
	+ couldn't talk at first
	+ voice like a squeaky old pulley
	+ feet never touched the ground as he flew around the building
	+ it seemed like hours before the box was open
	+ could only stare at the puppies
	+ feet seemed nailed to the floor
	+ heart acted like a drunk grasshopper
	+ couldn't swallow
	+ cried
* Character study: what can we know about . . . *(could do this orally in pairs); add to bulletin board as desired*
	+ Billy
		- loved his dogs deeply—didn't fight for himself, but for his dogs, ready to die for his dogs
		- never had had a bottle of pop in his life
	+ Boy dog
		- much bigger
		- deeper red in color
		- chest broad and solid
		- bold and aggressive
	+ Girl dog
		- small and timid
		- legs and body short
		- head small and delicate
		- much smarter
		- more sure of herself, more cautious
* Similes:
	+ voice like a squeaky old pulley
	+ like chickens coming home to roost
	+ yelling like the hoot owls were after him
	+ croaking like a bullfrog caught by a water moccasin
	+ hand big as an anvil

**Class discussion, other comments**

* See notes in book

**Chapter Six P. 49-54**

*Home at Last*

*The Three Come Home*

*Welcomed Home*

**Objective of lesson**

**Background and Introduction**

* Have a puzzle picture and write the names of the different pieces in them:
	+ fishermen's camp: magazine and the ad, prayer to God, old K.C. Baking Powder can, the fishermen and their nickels and dimes, the names carved in the tree. Conclusion: God was in this.
* Check beginning paragraphs for clues on what the chapter will be about.

**Vocabulary** *definitions are given according to how they are used in the book*

* weather p. 42 *withstand, endure*
* nestle p. 43 *settle down comfortably and snugly*
* fondle p. 44  *to caress or handle lovingly*
* query p. 45 [this is ear in ear] *to puzzle or question*
* hamper p. 47 *interfere or slow down*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence.
* Could do a “Think Pair Share” visual on their thoughts about Billy leaving home without permission, what they think will happen, what they think should happen . . . BEFORE reading the chapter (only allow to read the first two pages) It think this would be a good one.
* Could compare/contrast town life advantages with hillbilly life advantages
* Describe how the collars were made: ends of Pa's check lines, names scratched into them, a nail and rock punched two holes, held together with baling wire
* Character study: what can we know about . . . *add to bulletin board as desired*
	+ Billy
		- he really loves his family
		- he has a heart that wants to do right and truly feels bad about the grief he put his mother through
		- believes in prayer

**Class discussion, other comments**

**Author's intent for this chapter**

Oral Comprehension Check; Chapter 6

**Turn to checking partner and orally answer these questions. It would be a written quiz and then graded**

1. What things does Billy name as pieces of the puzzle that all fit together – all things that had happened in the fisherman's camp?
* Found the magazine and ad
* prayed by the old sycamore log
* found the old K.C. Baking Powder canebrakes the fishermen there gave him money
* found the dogs names
1. How did his mother respond to his coming home?
* Worry and grief left her face
* head bowed
* knitting covered her face
1. How did his father respond?
* Booming voice
* laughed
* took sack off shoulder
1. What did Billy do when he got home?
* Ran to his mother, buried face in her lap and sobbed
1. How did they know where he'd gone?
* Asked Grandpa
1. According to Papa, when would a mountain lion attack humans?
* When cornered or wounded
1. How did Billy describe the pop?
* Bubbled and tickled, made him burp
1. Why did Billy never wan to live in town?
* Not a breath of fresh air
1. How did Billy describe the schoolhouse?
* Red brick
* lot bigger than Grandpa's store
* at least a thousand kids
* swings slide, teeter totter
1. Describe how he made collars for the dogs
* end of checklines
* a nail and a rock for the holes
* bailing wire to hold them – think about description in chapter one of the redhound dog's collar!
1. What does Mama pray for about every day?
* Money to move to town

**Chapter Seven p. 55-66** (long chapter)

*Training Days*

*Coon Traps Work at Last*

**Objective:**

**Background and Introduction**

* BAD WORD ON P. 64
* Materials:
	+ bring a brace and bit (this is a hand drill) or explain it – Will has one and
	+ a regular quart jar with some candy at the bottom and demonstrate how you can get your hand in, but a fist holding the candy is too big to be pulled out of the jar.
* Look for
	+ Things they learn about Papa. I found two I really like about him: *gentle with Mama and cares about animals*
	+ Plot complications – *needs to find a coonskin and then he needs to train the dogs. Each has multiple complications—this would b good*
* Check beginning paragraphs for clues on what the chapter will be about.
* They likely have stories of coons and sweet corn; have they heard of leaving human scent around keeping them away? According to this chapter the scent lasts for about a week.

**Vocabulary** *definitions are given according to how they are used in the book*

* wiley p. 55 *crafty, smart (*Dictionary spells it as wily)
* gouge p. 56 *cut or push into*
* peculiarity p. 57 *oddity or quirk*
* bare(d) p. 61 *uncovered*
* lope p. 62 *easy bounding gait*
* frazzle p. 62 *to wear to tatters*
* persistence p. 65 *determination*
* drift p. 65 *piece of wood protruding from the water*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Draw the coon trap
	+ log; hole drilled 6 inches down and 1½” around
	+ a bright round tin piece a little smaller than the hole
	+ four horseshoe nails hammered in around the bit hole on a slant opposite each other
	+ the ends of the nails enter the hole about half-way between the top and the bottom of that 6” hole opening still needs to be big enough for a coon to get this paw through.
	+ *May want to*
		- *draw one with mistakes they find or*
		- *give 5 minutes for everyone alone to try drawing it and then 10 minutes to work in pairs to draw it*
		- *note that when you do a side drawing you can only put in two nails*
* Character study (oral): what can we know about . . . *An author introduces his readers to his characters by describing their actions, what they think, what others think about them, how they look . . . add to bulletin board as desired*
	+ Billy
		- almost cried when he thought his grandfather was pulling his leg--very sensitive to others making fun of him
	+ Grandpa
		- came up with the trap idea—very creative
		- not sensitive to animals (caught lots of coons with a trap like this)
	+ Papa
		- didn't enjoy hunting apparently; has a heart for animals
		- is gentle with Mama
		- talked to Billy when he was depressed—cared about him
* List the tricks of the coons (p. 64-65)
	+ climb trees and from there jump into the water
	+ run on top of rail fences
	+ swim downstream or upstream
	+ come back to the same bank or cross the river
	+ stop in the middle of the river on an old log
	+ climb out of the water by catching a dangling limb and climb up the tree
	+ backtrack
	+ crawl up under an bank go into an old muskrat den
	+ running to the end of a tree limb and jumping way out
* Smilies
	+ eyes as big as hoot owls
	+ Papa's words perked Billy up just like air does a deflated inner tube
	+ like my wind had been cut off
	+ like a cat in a corn crib

**Class discussion, other comments**

* Note how Billy and his dogs communicate. The deep loyalty and love they feel for each other enables them to communicate more deeply than normal. They seem to truly understand each other.

**Chapter Eight** p. 67-78

*The Big Tree*

*The First Hunt*

**Look for plot complications**

* In this chapter he needs to chop down the tree—the tree was huge
* may want to list all the problems experienced up to now (Remember problems make for a more interesting story. We like to hear about his switchings, etc. --connects with our lives)
	+ no dogs
	+ no money
	+ long walk to Tahlequah
	+ school children laughed at him
	+ fights
	+ no coon to train dogs . . .

**Objective of lesson**

* Something about considering the purpose of personification

**Background and Introduction**

* Check beginning paragraphs for clues on what the chapter will be about.
* Explain personification TG p. 26 and the answer page in the back
	+ Personification – a literary device where the author makes an animal take on human characteristics. Find several in this chapter – I found 6; simply raise hand and say them as they are found.
	+ Think of Scriptures that do this
* Important to think about the themes this far in book. *If you haven't watched The Marshmellow Test yet, do so.* Look at the Endurance theme developed in connection with this book.

**Vocabulary** *definitions are given according to how they are used in the book*

* limber p. 68 *flexible, able to bend easily*
* jar p. 70 *to jolt or shock*
* domain p. 73 *land belonging to one person*
* rave p. 77 *talk wildly on and on*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* A sheet on true/false (read between the lines) and drawings; may work well for “listening comprehension”.
* Look for examples of personification, how the author makes the dogs seem almost human
* Billy's good talk with his dogs and their responses
* Billy's little sister tells Little Ann they are going hunting . . .
* Old Dan comes and begs Billy for help
* Little Ann pleading with Billy to help her find the coon trail, him scolding her and her leaving to try again
* Old Dan and Little Ann pleading with him when he wanted to just leave the coon up in the tree; the tail between the legs, etc.
* Billy chops the tree down to keep his deal with the dogs—to not let his dogs down; they wouldn't ever trust him again if he didn't
* Similes
	+ as nervous as Samie, our house cat
	+ as soft as a humming bird's nest
	+ as big as our old red mule p. 62
	+ limber as a rag p. 63
	+ every nerve in my body was drawn up as tight as a fiddlestring p. 64
	+ tall sycamores gleamed like white streamers in the moonlight p. 64
	+ throat felt like it had been tied up in a knot p. 65
	+ white sheets of water gleamed like thousands of tiny white stars p. 66
	+ arms felt like two dead grapevines
	+ back felt like someone had pulled a plug out of one end of it and drained all the sap out p. 70
	+ eyes got as big as a guinea's egg p. 72
	+ crazy as a bedbug p. 72
	+ mash you flatter than a tadpole's tail p. 73

**To quickly find all the similes as a class, assign a different page to each child (two per page at most—top to middle; middle to bottom) and they write the ones they find. Those who find more than one pass one on to one who doesn't have any. Write with pencil onto index cards. Put on bulletin board in a prepared pocket**

* Visual on similes—check out the Teachers Guide p. 25
* Ways you can tell Billy loves his dogs . . . this could be a thematic visual from Freeology
* Character study: what can we know about . . . *add to bulletin board as desired*
	+ Mama
		- (action) worries a lot about Billy; (attitude behind it) loves him a lot
	+ Papa
		- (action) talks to him like a man; (attitude behind it) likes seeing Billy grow up and wants him to experience independence
	+ Grandpa
		- determined

**Class discussion, other comments**

* Follow notes in book

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter 8

*Answer the following questions in an appropriate manner—true/false, fill in the blank . . .*

1. Find an example to verify this statement: Hard work is no problem to a person doing something he loves. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Although he is very happy that Papa treats him like a man, Billy is not very self-confident about his own hunting skills. \_\_\_\_\_
3. Old Dan and Little Ann seem to read Billy's mind. \_\_\_\_\_
4. Mama has no good reason to be concerned about Billy hunting at night. \_\_\_\_\_
5. Often dogs can sense things about to happen. \_\_\_\_\_
6. Billy was the only hunter in the woods that night. \_\_\_\_\_
7. Write 3-5 words that describe Old Dan's response to losing that first coon's trail.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Billy was tempted to help his pups when they lost the coon's trail. \_\_\_\_\_
2. Flip your paper to the back side and find 2-4 things wrong in the drawing of the setting and details of the coon's first several tricks that night. *The drawing ends with the coon in the water oak. p. 83 last paragraph?*
3. Billy partly believed fairy tales. \_\_\_\_\_
4. The dogs could tell Billy was ready to give up and leave the coon in the tree. \_\_\_\_\_
5. How does the author make the dogs seems almost human? Find 3-5 ways/times he did and make a check mark to record the examples. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Loving the right things makes a man out of a boy and develops a lady out of a girl. \_\_\_\_\_
7. Discipline (self-control, hard work) does something to a person's heart . . . \_\_\_\_\_
8. Which of the two (#14 or #15) feels like the best description of a theme in this book? \_\_\_\_\_
9. \_\_\_\_\_ Papa's visit really encouraged Billy.
10. \_\_\_\_\_ The food Billy's sister brought gave Billy body renewed strength.
11. Which of the two (#17 or # 18) do you think was the most important? \_\_\_\_\_

**Chapter Nine** p.79-90 (long chapter)

*Full-Fledged Coon Hunter*

*Big Hunter Gets His First Coon*

**Objective of lesson**

**Background and Introduction**

* Check beginning paragraphs for clues on what the chapter will be about.
* BAD WORD IN THIS CHAPTER P. 82
* What do they know about Gabriel blowing his horn? –Bible reference
* Bring a coon skin cap. Early settlers favored caps made of coon skin for their warmth, durability, and its water-resistant qualities. In 1920s coons hunted almost to extinction. One pelt brought $18.00 - $ 20.00!! p. 16 of literature guide
* Bring a hammer. After reading the chapter ask how Billy is like a hammer
	+ solid on the inside,
	+ hard worker
	+ the hard head like determination

**Vocabulary** *definitions are given according to how they are used in the book*

* nuzzle p. 87 *to push or rub with the nose*
* momentum p. 88 *strength or speed that keeps growing*
* cyclone p. 88
* full-fledged p. 89 *completely developed or trained*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence.
* Visual on character traits (from TG p. 26-27). On bottom section they draw one of two sketches, the scarecrow -- (bottom of p. 81) or the second tree the coon went up. (p. ??)
* Similes
	+ back throbbed like a stone bruise
	+ blisters rose up like small white marbles

**Class discussion, other comments**

* Note the times Billy was ready to give up and what made the difference for him. Can they connect to this? Who has encouraged them at a critical point in life? Be ready to give a personal story.
	+ Chapter 8 When he first saw the huge tree—his promise to the dogs
	+ ??? Chapter \_\_ – Papa (words) and sister (food)
	+ Chapter 9 when the chopping got too hard—Grandpa and the scarecrow
	+ Chapter 9 when blisters came—the prayer and wind P. 85-86 – Note the personification again of the dogs
* p. 88 middle -- Note all the action verbs in connection with the falling tree. Perhaps list all the verbs.
* p. 88-89 -- Notice Billy's mixed emotions when the tree fell and the coon was killed.
* What do you think of the prayer and the result? Why would Papa have a hard time believing God had answered?
* Why did Billy refuse the help of his father?

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter 9

*Read the following words of advice given to Billy. For each statement, write down a character trait that Billy is learning. (This comes from Study Guide by Calvin Roso; used by permission)*

1. **“Now I wouldn't get too impatient. I'm pretty sure you'll catch one sooner or later.”** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_ said this to Billy to teach him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
2. **“Billy,” he said, “I want you to take a hammer and pull the nails from every one of those traps. It's summertime now and their fur isn't any good. Besides, I don't think it's very sportsmanlike . . . “** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_ said this to Billy to teach him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
3. **Now just to be on the safe side, I think it would be a good idea for you to tell us where you'll be hunting. Then if anything happens, we'll know where to look.”** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_ said this to Billy to teach him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
4. **“Please, Papa,” I begged, “don't make me quit. I just have to get that coon. If I don't my dogs won't ever believe in me again.” . . . “Well, all right, he said. “If that's the way you want it, I'm for it even if it is only an agreement between you and your dogs. If a man's word isn't any good, he's no good himself.”**  *Papa said this to Billy to teach him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*
5. **“Give up!” Grandpa barked. “Now I don't want to hear you say that. No sir, that's the last thing I want to hear. Don't ever start anything you can't finish.*”*** *Grandpa said this to Billy to teach him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Draw a picture of the scarecrow (p. 81) or some other part of this chapter such as Billy's blistered hands, Billy chopping, Old Dan in the cut and Billy scolding him . . .

**Chapter Ten** p. 91-100

*Old Dan's Predicaments*

**Look for plot complications and their resolution:**

* Old Dan getting into an old muskrat den and can't get out; Little Ann finds him and Billy digs him out
* Old Dan gets up into a tree 15' up, if he jumps down he will break his legs; Billy forces him to go down the same hollow he came up in

**Objective of lesson**

* Compare and contrast visual of Old Dan and Little Ann

**Background and Introduction**

* Do they know who Sherlock Holmes was? p. 92
* Learn what an air hole for a muskrat den is p. 97
* Sometimes authors give clues about what the chapter will be about. This chapter the first half comes from the first paragraph and then about half-way through comes the second introduction. Watch for it (p. 95)

**Vocabulary** *definitions are given according to how they are used in the book*

* nonchalant p. 92 *showing complete lack of concern*
* whoppers p. 93 *big lies*
* spellbound p. 93 *completely fascinated*
* midget p. 93 *miniature*
* belligerent p. 94 *wanting to fight*
* salve p. 95 *ointment applied to wounds*
* predicament p. 95 *problems or difficulties—could be funny, embarrassing or dangerous*
* boar p. 95
* downstream p. 95
* snuffing p. 95
* slough p. 97 *swamp or bog (pronounced with ou in out)*
* bluff p. 97 *high steep bank or cliff*
* hysterical p. 97 *emotionally uncontrolled, wild*
* eerie p. 98 *mysterious, weird*
* shinny p. 100 *to climb by using both hands and legs for gripping*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Venn diagram on Old Dan and Little Ann (works well with listening comprehension practice)
	+ Both
		- loved to be with Billy
		- seemed to read Billy's mind
		- great coon hunters
		- loved each other
		- obedient
		- got flints and briers in feet
	+ Little Ann
		- wasn't fooled by coon's tricks
		- midget
		- long ears
		- playful; didn't act like a hunter
		- sweet
		- outstandingly friendly
		- smart
		- couldn't be a mother
		- runt of a large litter
		- understanding
		- dances
		- long ears
		- Billy's sisters' pet
		- gentle with chicken
	+ Old Dan
		- lots of dogs wanted to jump up on him
		- short and heavy
		- large muscles
		- strutted
		- short and solid legs
		- broad and tick chest
		- friendly
		- loved everyone
		- belligerent and tough attitude
		- heavy
		- very determined
		- rough with chickens
		- extremely loyal/dependent on Little Ann and Billy; wouldn't hunt without Billy or Little Ann
* Similes
	+ Blood boil like the water in Mama's teakettle
* Do the vocabulary on TG p. 28—these are necessary for understanding the details of the story

**Class discussion, other comments**

**Author's intent for this chapter**

**Chapter Eleven** p. *101-110*

*Little Ann's Plight*

*Saved by a Lantern*

**Objective of lesson**

* complete the teacher-prepared sequence visual for this chapter

**Background and Introduction**

* In this chapter you pretty quickly know what it will be about—look for it (first paragraph)
* Bring a lantern with a metal handle

**Vocabulary** *definitions are given according to how they are used in the book*

* rile p. 101 *to irritate*
* fatal p. 103 *resulting in death*
* still eddy p.104 *slowly swirling*
* plight p. 105 *dangerous condition*
* desert p. 106 *left alone*
* metallic p. 106 *made of metal*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence.
* Sequence of events visual; stop at end of each page – or perhaps every half page – to sequence those events, Note there is only one per page the first 3 pages and then they come faster.
* Similes
	+ nervous as a fish out of water
	+ as tall as the tallest sycamore on the riverbank
	+ heart beating like a churn dasher
	+ wet as a dirt dauber's nest
* Character study on Billy *add to bulletin board as desired*
	+ loves Little Ann so much he risked his life for her

**Class discussion, other comments**

* “Billy demonstrates great bravery and strength of character. Does Rawls make this character seem believable, or is he too good to be true? Explain your answer by referring to specific scenes in the book.” p. 19 of literature guide *We like this book because Rawls makes Billy a believable character. He does silly things, he cries, he feels deeply . . . add to bulletin board as desired*

**Author's intent for this chapter**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter 11

*Put the following statements into the proper order. Read one-half to one page at a time, then stop and sequence the events you read.*

\_\_\_\_\_ Billy proudly listens to his family on the front porch cheering him on.

\_\_\_\_\_ There was a five day winter storm.

\_\_\_\_\_ Billy discovers his father's cautions about weather conditions are well founded.

\_\_\_\_\_ Old Dan's pleading cry for help alerted Billy to Little Ann's danger.

\_\_\_\_\_ The wily coon ran out on the ice and jumped across the unfrozen middle part of the river. Old Dan followed, but Little Ann couldn't make the jump and fell into the water.

\_\_\_\_\_ Billy ran to the bottoms and got a long cane, hung the lantern on the cane, and moved it out onto the ice to see Little Ann.

\_\_\_\_\_ Billy tried a second time to go on the ice to Little Ann, but this time the ice broke.

\_\_\_\_\_ Heartbroken, Billy tried to block out the terrible sound of Little Ann's desperate cries by going behind a sycamore tree.

\_\_\_\_\_ Old Dan stopped chasing the coon and went back to help Little Ann.

\_\_\_\_\_ Billy discovered that the river was partly frozen.

\_\_\_\_\_ Suddenly Billy understood what had made the metallic sound and how he might be able to save Little Ann.

\_\_\_\_\_ The handle of the lantern dropped..

\_\_\_\_\_ Billy prayed a desperate prayer for help.

\_\_\_\_\_ Billy took the handle of the lantern off, made the curve of the handle into a straight line, made one end into a hook and tied it onto his cane with a shoelace.

\_\_\_\_\_ Billy hit Old Dan hard with the cane.

\_\_\_\_\_ Billy couldn't get the handle of the lantern to drop again.

\_\_\_\_\_ Billy stepped into the ice-cold water up to his chin.

\_\_\_\_\_ With the hook at the end of the cane-hook contraption, Billy desperately tried again and agin to hook Little Ann's collar to pull her back to safety.

\_\_\_\_\_ With the new cane-hook contraption he lifted the lantern back out onto the ice and set it down close to where Little Ann was still barely clinging to the edge of the ice.

\_\_\_\_\_ Billy prayed a second prayer by the sycamore tree, one of thanksgiving.

**\_\_\_\_\_ *Here you write the ending event.***

**Chapter Twelve** p. 111-121

*Chasing the Ghost Coon*

*The Pritchard Boys and a Bet*

**Objective of lesson**

* describe the Pritchard boys

**Background and Introduction**

* Have students read silently until they know what this chapter will be about –*middle of first page*
* An author sets the mood of a story by “the use of words, phrases, or descriptions that have feelings connected to what he wants to portray. For example, if an author wishes to set a mood for gloom or sadness, he may write about cold rain or damp fog.” TG p. 31 Look for words or phrases in this chapter that create the mood of the evening.
* Think about how the author sets the stage so readers do not like the Pritchards
* DO NOT HAVE STUDENTS READ CHAPTER THIRTEEN AHEAD.

**Vocabulary** *definitions are given according to how they are used in the book*

* pelt p. 111 *the skin of a fur-bearing animal*
* disposition p. 112 *one's character*
* leer p. 112 *a look of spiteful triumphant*
* begrudging p. 113 *in a manner that expresses resentment*
* smirk p. 115 *a conceited smile*
* maneuver p. 121 *a skillful movement*
* surpass p. 121 *gone beyond*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence.
* Visual to categorize things about the Pritchard boys
	+ What they look like
		- big/husky
		- mean-looking eyes
		- unblinking eyes
		- ugly, dirty face
		- neck and ears unwashed
		- ferret eyes/darting eyes
	+ Things they say
		- not much to say
		- lies
		- mean things
		- “I want to make a bet”
		- “You're scared”
		- disrespectful things
		- “our hound is better”
		- “shut up”
		- “sucker”
		- ungrateful words
	+ Things they do
		- use tobacco
		- lie
		- pits tobacco juice on clean floor
		- mean disposition
		- always wanting to bet
		- nervous, couldn't stand still
		- wipe nose on sleeve
	+ What others say about them
		- they were bootleggers, thieves. just all-round “no-accounts”
		- that Mr Pritchard had killed someone
		- rumor had it that Rubin had cut a boy with a knife
* Character study on Billy
	+ doesn't want to argue
	+ felt for the Pritchard family
	+ doesn't want to bet
	+ loves his grandpa, sticks up for him, angry that Pritchard boys disrespect him
	+ really believes in his dogs

**Class discussion, other comments**

* How does the author want you to feel about the Pritchard boys? How could he have painted them differently? Note what Billy's mother said about him being nice to Rainie.
* How do you feel about them? Do you almost feel sorry for them?

**Author's intent for this chapter**

**Chapter Thirteen** p. 122-134

*A Terrible End*

*Good-bye Rubin*

*Flowers on the Grave*

**Objective of lesson**

* listening comprehension

**Background and Introduction**

* Talk about *poetic justice.* Where would we be if we experienced *poetic justice*? Poetic justice is when the characters seem to get what they deserve.
* I would wish to cut this chapter out of the book . . . something really terrible happens. One thing it does is give a more accurate picture of community life in the mountains. One can almost idealize the kind of life Rawls describes, but the roughnecks were a real part of mountain life . . . think of how being way back in without authority to patrol and punish evil would affect a community . . .
* Treat this as a “listening comprehension chapter—teacher reads and they listen. Stop on p. 123 midway, just before the paragraph, “Don't let him up, Rubin,” Rainie said . . . “  *Simply tell the rest of the chapter, using good eye contact and a quiet voice to soften the horribleness of what happened.*
* Students allowed to read the rest on their own (forbidding would only breed curiosity), but no time will be given during class. For anyone hesitant and unsure of whether to read it, discourage rather than encourage reading it now . . .
* In the telling part, include:
	+ The blue hound and Old Dan started fighting
	+ Billy asks Rubin to let him go so he can stop the fight
	+ Rubin says while their dog is licking his, he will do the same to Billy
	+ Little Ann joined the fight (unusual for a female dog to fight author says) and they are getting the best of the big hound
	+ Rainie yells at Rubin that Old Blue is being killed
	+ Rubin jumps off Billy, grabs Billy's ax and runs to kill Old Dan and Little Ann
	+ Billy desperately runs behind to stop him, screaming, “No, no!”, but knows he can never reach him in time
	+ Rubin trips over a stick and Billy runs on, grabs Old Dan off and pries Little Ann's jaws off Old Blue's throat
	+ Billy looks back and sees something is wrong, goes back and finds that when Rubin tripped over the stick he fell on the ax and it killed him.
	+ Billy runs home, tells his mom and dad everything.
	+ Papa leaves to help. The Pritchards (feeling friendless) don't want a funeral and simply bury Rubin on their property. “They live in little worlds of their own and are all alone.” p. 128
	+ Billy really wants to do something. He finds a dried bouquet his sisters had given him and secretly lays it on Rubin's grave. From his hiding place he sees Mrs. Prichard come out and find the flowers. She obviously appreciates the flowers, arranges them on the grave, and Billy slips back home feeling much better.

**Vocabulary** *definitions are given according to how they are used in the book*

* taut p. 124 *tight, tense*
* prod p. 125  *a pointed stick used to poke*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence.
* Work on making their divider
	+ Title
	+ Author
	+ Genre
	+ Illustration
	+ A favorite sentence or 5-10 vocabulary words
* Character Study of Billy *add to bulletin board as desired*
	+ doesn't want to kill the coon

**Class discussion, other comments**

* Talk about why Billy doesn't want to kill the ghost coon. What does this show about him?

**Author's intent for this chapter**

**Chapter Fourteen** p. 137-149

*Off to the Championship Hunt*

**Objective of lesson**

**Background and Introduction**

* Compare watching movies of stories or reading the book. One of the best things about reading books is the pictures we form in our minds. In today's chapter fill out the six spaces with either a simple sketch or a sentence describing the picture in your head of an event.
* BAD WORD IN THIS CHAPTER P. 137 AND ON P. 143

**Vocabulary** *definitions are given according to how they are used in the book*

* pent-up p. 139  *restrained*
* jubilant p. 139 *triumphant*
* barring p. 139 *except for; unless there be*
* resume p. 141 *to continue after interruption*
* slough p. 145 *swampy ground*
* codger p. 147 [KOD jer] *an old (and odd) man*
* booger p. 147 [like a booger in the nose] *ghost—boogy man*

**Comprehension tools**

* Divide this chapter into two days:
	1. Day one p. 137-141 Read as a class and draw
* Comprehension: drawing and/or writing a summary sentence of each page
	+ Talk about why books are often better liked than movies (can make our own pictures of what happens)
	+ This chapter a good one for drawing pictures of things as you go along
	+ I read page 137 while they listen, consciously making pictures in their minds (this first page is harder than the next ones I think)
	+ At end of page stop and ask them what pictures they saw. Students either draw their picture or may write a summary sentence of what they “saw”--or both.
	+ Read as a class stopping for a couple minutes at the end of each page to draw/write
	+ Page 141 ask them to listen to what they hear in the story
	1. Day two p. 142-147 Read in pairs and complete visual
* Comprehension:
	+ Record a favorite sentence.
	+ Write a title for the chapter
	+ Visual/questionnaire for chapter on relationships in Billy family (p. 142-143) and the relationship between Grandma and Grandpa (p. 146-147). Write their thoughts.
	+ Find a paragraph that expresses Billy's gratitude to his mother. Copy that one or write one of their own expressing their gratitude.
* Character Study –*add to bulletin board as desired*
	+ Billy
		- sensitive—can't stand to see his dogs hurt, hates to see his grandpa hurting
		- generous—shares most of the candy with his sisters
		- not completely truthful—hid some candy in his pocket
	+ Note relationships in Billy's family p. 142-143
		- Mama encourages Papa to go to the hunt
		- Papa concerned about Mama and the girls
		- Billy promises the gold cup to his little sister
		- Billy shares his candy generously (p. 141)
		- Billy really appreciates Mama's sacrifice and shows it by doing all he can to make it easy for her
	+ Note Grandpa and Grandma and their relationship p. 146-147
		- he drinks and deceives his wife
		- doesn't treat his wife right—hides things from her and doesn't show appreciation when she tries to help him (snorts) p. 145
		- she makes cutting remarks about him
		- she calls him nasty names
		- she doesn't want him to go on the hunt (compare with Mama who encourages Papa to go)
* Similes
	+ breathing like I had been running for a hundred miles
	+ flew out of gear like a Model-T Ford
	+ rolled like the beat of a jungle drum
	+ strained and expectant like a young boy waiting for a firecracker to explode
	+ as nervous as a June bug in a hen house
* How does the author tell you Billy is very excited?
	+ he cried tears of joy
	+ he dreamed about gold cups, little red hounds, and coons as big as rain barrels
	+ he woke himself up whooping to his dogs

**Class discussion, other comments**

**Author's intent for this chapter**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter 14 *p. 142-147*

1. How does Billy's family relate? (Are they considerate of each other? nasty? . . . ) What do you understand about their relationships by reading p. 142-143? List at least three **actions** that show you what their family was like.
2. Does Billy appreciate that Mama encourages Papa to go along? \_\_\_\_\_\_\_\_\_\_\_\_\_ How do you know?
3. How do Grandpa and Grandma relate to each other? p. 146-147 List at least three **actions** that show you what their relationship was like.
4. Copy a favorite sentence.
5. Think of a title(s) and record on your title page.

**Chapter Fifteen** p. 148-158

*The Beauty Contest*

*The Butter and the Brush*

*Beautiful Ann*

**Find the “Its a shame quote”**

**Objective of lesson**

**Background and Introduction**

* Bad word p. 149

**Vocabulary** *definitions are given according to how they are used in the book*

* take the bull by the horns p. 150
* domain p. 150
* monotonous p. 150 *the same old, same old . . .*
* superstition p. 151 *any belief based on fear or ignorance*
* hogwash p. 151 *useless stuff*
* jinx p. 151 *bad luck*
* bayou p. 153 *a sluggish marshy inlet or outlet of a lake or river*

**New locations:**

* Tennessee, Louisiana, Texas and other parts of the Ozarks

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Read between the lines visual
* People repeatedly talk about the astonishing things these two dogs do. What evidence do they give for that?
	+ Old Dan waits for Little Ann to get her food first and then they both start eating at the same time.
	+ Old Dan takes two cold biscuits to the doghouse to share one with Little Ann. (compare this to how Grandpa and Grandma treat each other)
* Similes
	+ head swelled up as big as a number-four washtub
	+ hopping around like a grasshopper

**Class discussion, other comments**

* Had Grandpa wanted Billy to use his brush and comb on Little Ann? *His suitcase was left open, the hairbrush and comb right on top, and they were gone! It feels strange they were gone right then, just before the contest. Why wasn't Grandpa fussing around like usual? But then read p. 156*

**Author's intent for this chapter**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_ Chapter 15

Evaluate and answer the following statements appropriately.

1. \_\_\_\_\_ Corned-beef hash was a special treat.
2. \_\_\_\_\_ Even though Old Dan was much bigger and could have gobbled down most of the food, he almost always made sure Little Ann got her fair share.
3. \_\_\_\_\_ Old Dan treated Little Ann better than Grandpa and Grandma treated each other.
4. What do you think Grandpa might have been thinking about as he stood staring at the dogs after he heard Papa tell the story about Old Dan and Little Ann?
5. What do you think makes Old Dan and Little Ann so unusual?
6. \_\_\_\_\_ Grandpa and Papa treat Billy like a young man.
7. \_\_\_\_\_ The coffee kept Billy awake.
8. \_\_\_\_\_ Grandpa believes the superstition about hearing two screech owls bringing bad luck.
9. \_\_\_\_\_ The big hunt had been widely advertised.
10. \_\_\_\_\_ All the hunters except Billy seemed to have a lot of money.
11. \_\_\_\_\_ Grandpa wanted Billy to use his hairbrush and comb on Little Ann.
12. \_\_\_\_\_ Billy had trained his dogs to walk and sit on command.
13. \_\_\_\_\_ The head judge spoke into a microphone.
14. \_\_\_\_\_ The other hunters cared more about winning than they cared about Billy.
15. \_\_\_\_\_ Grandpa rarely stretched the truth.

**Chapter Sixteen**  p. 159-169

*The Hunt is On!*

*Grandpa's Antics*

*Grandpa Gets Wet!*

**Objective of lesson**

* complete the teacher-prepared visual

**Background and Introduction**

* Explain the process of elimination for a contest such as this coon hunt
* Does the theme of hard work and discipline fit with this chapter?

**Vocabulary** *definitions are given according to how they are used in the book*

* gingerly p. 161 *cautiously*
* fidget p. 162 *to make nervous movements*
* douse p. 165 *pour liquid over*
* elimination p. 165
* jackpot p. 166 *a bunch of money collected*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Similes
	+ Strutted like a turkey gobbler
* The Grandpa visual! *Do enjoy this chapter!!* List all of Grandpa's **actions** (not his words) from pages 160-165
	+ p. 160: whooped, got tangled, lost his hat and specs, snorted
	+ p. 161: fell into the water, yelled, dried his clothes, mumbled and grumbled
	+ p. 162: tried to put britches on backwards, fidgeted
	+ p. 164: threw a fit, hopped around, whooping and hollering, kissed Little Ann
	+ p. 165: snored
* Note the times they listen to Billy's advice above their own opinions
	+ p. 159, 163, 167, 168 (twice)

**Class discussion, other comments**

* Note how the judge, Papa and Grandpa all give suggestions, but they do whatever Billy says. How does that work? He is the youngest.

**Author's intent for this chapter**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_ Chapter 16

1. The fourth night finally comes! In this chapter Grandpa, Papa, Billy, and a judge go hunting with Old Dan and Little Ann. They must kill at least \_\_\_\_\_ coons in order to stay in the contest. Grandpa provides a lot of humor as they go along. List Grandpa's **actions** *(do not include his words): This is only for pages 160-165*
2. In this chapter you see how judge, Papa, and Grandpa take Billy's input very seriously. Even when they don't agree with Billy, they still follow his advice. Make an X every time you hear them valuing Billy's opinion above their own.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Mark (with a number) each time they kill a coon.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chapter Seventeen** p. 170-179

*The Blizzard*

*Lost!*

**Objective of lesson**

* teacher-prepared visual

**Background and Introduction**

* The group is still on the big, the final championship night. They have killed one coon already.
* Look for descriptive words or phrases they like

*these pages are now from the student's books*

**Vocabulary** *definitions are given according to how they are used in the book*

* downwind p. 171 *in the direction the wind is blowing*
* leeward p. 171 *away from the wind*
* lull p. 172 *a short period of calm or quiet*
* loom p. 173
* gully p. 174

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Storyboard – choosing six main events and recording or drawing; *first one done for them*
	+ p. 166 they got their first coon
	+ A terrible storm comes along and everyone except Billy wants to go back
	+ Grandpa is lost!
	+ They find Grandpa, build a fire to warm him up
	+ Three coons fall out of the hollow tree and they get two p. 175 says coons
	+ Old Dan and Little Ann take off for the third coon
* Visual on (this is not the best one, but revised slightly)
	+ finding two really big (life-threatening) problems in this chapter (a terrible storm comes along

and Grandpa is lost)

* + how many times Billy prays in this chapter
	+ how many coons they get
	+ what amazing thing the dogs do that leaves the judge flabbergasted and Billy crying
* Similes
	+ knot in my throat felt as big as an apple p. 171

**Class discussion, other comments**

* Who seems the most excited about their qualifying for the final competition? Why?

**Author's intent for this chapter**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter 17

1. Look for two really big (life-threatening) problems in this chapter.
2. How many times does Billy pray in this chapter? Make a mark to indicate each time.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Keep track of how many coons they get. Remember they already have one killed (chapter 16). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Explain the amazing thing Old Dan and Little Ann do at the end that leaves the judge flabbergasted and Billy crying? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter Eighteen**  p. 180-190

*Mama's Prayers Answered*

**Objective of lesson**

**Background and Introduction**

* Introduce the term *poetic justice. (when characters seem to get what they deserve)* How does that apply to this chapter? Think about Pritchards. Think about us. 2 Cor. 9:6-7; Gal. 6:7-10 Have we experienced *poetic justice*? Does Billy experience poetic justice in this chapter? Explain your answer.
* BAD LANGUAGE P. 182

**Vocabulary** *definitions are given according to how they are used in the book*

* haggard p. 180 *a very tired look*
* stock p. 186 *farm animals*
* defiant p. 188

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Write an entry in Billy's journal
* Work on developing a Table of Contents or other end of book project
* Make a class list of themes. One year students said
	+ Love changes things
	+ Discipline and self-control makes a lady out of a girl, a man out of a boy
	+ Hard work pays off
	+ Encouragement can make the difference
	+ Love begets love
* Similes
	+ felt light as a feather

**Class discussion, other comments**

* p. 182 how does the author tell you Billy loves his dogs?
	+ He screamed and ran to Papa
	+ everything started whirling around and around
	+ knees buckled
	+ became unconscious
* What prayers was Mama talking about?
* Why is it surprising that Billy won? Why do you think the hunters want Billy to win?
* The first chapter says Billy had the two cups sitting on his mantel, but this chapter says he gave them to his sisters. What happened?
* Think of the three things Billy wins at the competition. Who does he give these to? Why doesn't he keep any of them? What does this reveal about his character and values? Why was Billy willing to give the two cups away? *He had the real thing!--the joy of his dogs and knowing they had won.*
* Would Billy have loved his dogs less if they had not won?
* What do you think Billy's mother was doing out by the doghouse?
* Note the “its a shame” quote from p. 184 (not sure this is the correct page)

**Chapter Nineteen** p. 191-208 *long chapter*

*Saying Good-bye—Twice*

*Good-bye Two Times*

**Objective of lesson**

* visual on response to grief

**Background and Introduction**

* NOTE THE LANGUAGE “BAWLING THE CRY OF THE DAMNED” P. 193
* DEVIL CAT P. 192
* Do we know what ridge, canyon, and flats mean?
* What is “sunk to the eye”
* Perhaps this should be a listening comprehension chapter – I read p. 199-201 and they listened and filled out a visual on responses to grief. One student thought it was too graphic to be read aloud, silently would have been better . . . ?

**Vocabulary** *definitions are given according to how they are used in the book*

* predatory p. 191 *animals that feed on other animals*
* foliage p. 192 *leaves on a plant*
* petrified p. 192
* sinews p. 193  *a tendon, muscular power*
* berserk p. 193
* lithe p. 193 *flexible, bending easily*
* jugular p. 194 *either of two large veins in the neck (reason some dogs wear studded collars!*
* disembowel p. 194 *to take out the entrails of*
* ghastly p. 195 *horrible*
* mortal wound p. 19?
* entrails p. 197 *intestines*

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Similes
	+ white as the bark on a sycamore tree p. 197
	+ as cold as an arctic wind p. 197
* Visual on response to grief
	+ Billy
		- wanted to be alone
		- couldn't think
		- felt numb
		- couldn't believe it
		- thought impossible thoughts—Old Dan had come back to life
		- took off running—far away
		- cried and cried
		- not hungry
		- didn't want Papa to help bury Old Dan
		- asked, “Why did they have to die? Why must I hurt so? What have I done wrong?”
		- didn't want any other dogs
		- replied roughly to Mama's gentleness
		- didn't want to eat his favorite pie
		- “If He gave them, why did He take them away?”
		- barely heard Papa's prayer at the table
		- went to his room
		- didn't feel like praying
		- couldn't go to sleep
		- went out to the doghouse at night and cried
		- “No one can help. No one can bring my dogs back.”
		- cried himself to sleep
		- hurt so badly
		- empty feeling
	+ Little Ann
		- wouldn't eat
		- wouldn't answer Billy's calling her
		- eyes all cloudy and dull
		- no will to live
		- gave up
		- just left
		- died on Old Dan's grave
	+ Papa:
		- advised Billy not think about it too much, not good to hurt so much, just try to forget it
		- wanted to help Billy bury Old Dan
	+ Mama
		- wanted so much to say something to make it better
		- hurt so much to see him hurt

**Class discussion, other comments**

* Note the words used for Mama—gentle twice –and Papa once
* How does Old Dan remind you of Jesus? Is our plight as serious as Billy's?
* Perfect scenario to discuss grieving. Everyone has lost something/someone they love.
	+ Tell personal stories—so empty, feeling like the world shouldn't turn anymore
	+ How does time make a difference?
	+ Does God understand such pain and suffering?
	+ Will all pain be redeemed? Does they mean we shouldn't grieve so deeply?

**Author's intent for this chapter**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter 19

In this chapter, Billy grieves deeply. Record several of his responses to grief—you may choose to record only the one's you identify with most.

**Chapter Twenty** p. 206-209 *very short chapter*

*Moving to Town*

*Where the Red Fern Grows*

**Objective of lesson**

**Background and Introduction**

* Why did Little Ann die? Talk about the difference between loyalty and dependence (TG p. 44) One is good and one is not. Do they know which is which? Think about peer dependence versus loyalty.
	+ loyalty: firm, consistent, loving support
	+ dependent: to rely on for support (like a chair)
* Legend: a story handed down for generations and often believed to have a historical basis. Tell the legend of the red fern (Teacher's Guide p. 54)
* Look for these questions as we read:
	+ How did the family feel about leaving?
	+ In the months after Old Dan and Little Ann died, until they moved, did Billy often go to visit their graves?
	+ T or F The intensity of Billy's initial deep grieving of the dogs' deaths had now dulled and had changed more into treasuring the precious memories of when they were alive
	+ What are rooster heads?
	+ What did they forget to take along?
	+ How did Wilson Rawls describe the red fern's appearance from a distance?

**Comprehension tools**

* Write a title for the chapter
* Record a favorite sentence
* Work on the Table of Contents

**Class discussion, other comments**

* Go back and reread page 15

Summary:

* Themes
	+ Patience or determination—the two years Billy worked to earn the money for the dogs
		- How does his hard work affect his affection for the dogs?
	+ Love changes things
		- How unusual the dogs were connect with Billy's love for them
	+ The power of prayer
		- Think of all the answered prayers
	+ compassion

How has Billy changed from the beginning?

* Learned the value of hard work and persistence
* learned what it means to really love and care for someone and to give yourself for someone
* seen God work in the lives of his family through prayer

What can you know about the author as you read this novel? (a painter is known by his paintings . . . )

* believes in hard work
* believes in the power of prayer, but his idea of God is a vague, mysterious One
* believes that God redeems pain
* believes in love

**THEME WORDS FOR THIS BOOK:**

Endurance, Perseverance, Persistence, Hard work, Tenacity

1. Why was Grandpa so proud of Billy saving the $ to buy his pups? His family so proud of him chopping down the tree?
2. Is endurance a necessary quality? Why or why not? Does God value endurance? How do you know? How is endurance needed in life?
* What if your father wouldn't show \_\_\_\_\_ at work? *Get fired*
* What if they didn't show any persistence on the playground? *Mile run, basketball games*
* What if a Christian starts well but doesn't persist? *(some seed fell on stony ground . . . gave up)*
1. Does endurance have any eternal implications? Does it connect with salvation?
* How did Jesus need endurance? How do we need endurance?
1. Are some people more persistent than others? Who in life have you seen demonstrate endurance? Who in this school? Who in this classroom?
* Think of mile run
* Memorizing verses
1. What does it take to develop endurance? Can it be built lying in bed?
* Things so tough you want to give up
* a very deep desire to gain something
1. Write 2-3 things you feel like giving up on at times.
2. Could it be that God intentionally allow trials in order to teach endurance?
3. Could learning endurance in math lessons be a bigger lesson than actually learning the facts of that class session?
4. How does it feel when you have worked hard, endured and then reached your goal?
5. Would you like to do well in life?
* Marshmellow test
	+ self-regulation most accurate indicator of how a person will do in life
	+ self-regulation is the opposite of instant gratification; our culture is built around valuing instant self-gratification
		- fast food
		- credit cards (enjoy now, pay later)
		- instant coffee
		- get rich fast schemes
	+ be suspicious of such things!

**Comments on Profanity**

**Profanity is using both very holy words and very evil words in careless ways, making them commonplace. How does this steal God's glory?**

“That was a hell of a thing to do” is profanity. Comparing hell and with something so much less terrible.

What about calling desserts heavenly?

* And yet, the only way to anticipate what heaven can be like is to take the most beautiful things of earth and think of them in terms of heaven
* truly all good, pleasant, beautiful things come from God
* Danger is to use it so much that everything becomes heavenly, awesome . . . and we lose our vocabulary and the meaning . . .
* How does this steal God's glory?

Every author shows his beliefs in his writings. In this chapter Wilson Rawls

* shows that his view of Christianity is one we would call a watered-down version, a weak version, doesn't really believe in how *terrible,* how unthinkably terrible hell is or demons are.
* Terrible things happen in this chapter and the author reaches to describe it by comparing it with hell, demons, the devil. We aren't comfortable with that because it isn't to be compared with those things.

**Will said “Some things are so horrible we tread softly.” same with “Some things are so wonderful we tread softly”** Think of the song, “Tread softly, the Master is here . . . “

In this book you will hear some words and phrases like this.