



TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Stone Fox

John Reynolds Gardiner



READ, WRITE, THINK, DISCUSS AND CONNECT

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John Reynolds Gardiner

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Chapters contain: Vocabulary Words, Discussion Questions, Supplementary Activities, Predictions	
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Skills and Strategies

Thinking

Brainstorming, comparing
and contrasting, evaluating,
analyzing details

Literary Elements

Character, setting, plot
development, story map

Vocabulary

Context clues, word
mapping, classifying

Comprehension

Predicting, sequencing,
cause/effect, inference

Writing

Narrative, descriptive

Summary

Faced with an extreme need for money to pay the taxes on their farm and to make Grandpa well, Little Willy enters the National Dogsled Race. Using his college savings for the entry fee, Willy is determined to win the race. But Stone Fox, an Indian and mountain man, is as intent on winning as Willy and he has a record of never losing a race.

Initiating Activity

1. Locate Wyoming on the U.S. map (setting for the story).
2. How are potatoes raised? Potatoes are important in this story. We all eat potatoes but probably most of you do not know much about where and how they are raised. Research topic.
3. Dog sled races are not common in all parts of the United States. In what states might we find dog sled races?
4. Not all pet dogs are good for dog sled racing. What kinds of dogs might be good? Research topic.

Instructions**Prior to Reading:**

Setting the Purpose

**Previewing
the Book**

Have the students examine the cover. Ask: How old does the boy appear to be? What sort of expression does he have on his face? What is the background on the cover? *mountains* There is a man with more than one dog behind the boy. Who is he?

Given the following clues from the cover, what do you think will happen in the story with--a boy and a dog--a sick grandfather--a race?

**Recommended
Procedure**

This book will be read one section at a time using DRTA (Directed Reading Activity) Method. This technique involves reading a section, predicting what will happen next (making good guesses) based on what has already occurred in the story. The students continue to read and verify predictions at the end of each chapter.

Using Character Webs

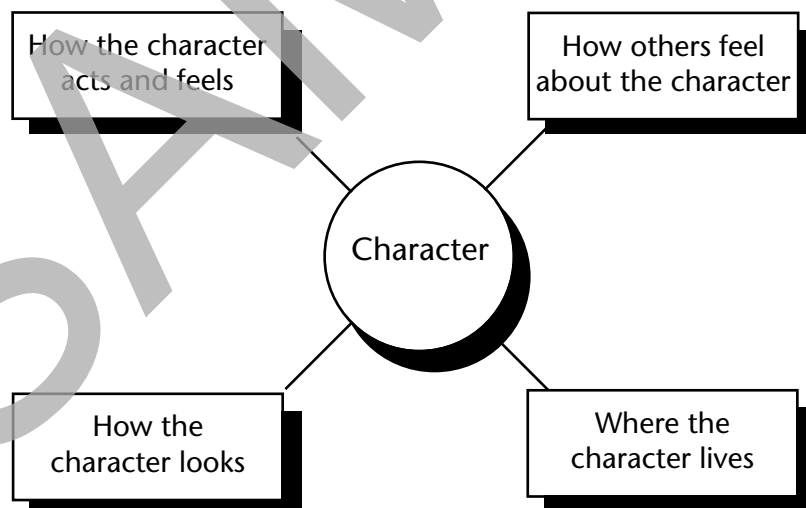
Attribute webs are simply a visual representation of a character from the novel. They provide a systematic way for students to organize and recap the information they have about a particular character. Attribute webs may be used after reading the novel to recapitulate information about a particular character, or completed gradually as information unfolds. They may be completed individually or as a group project.

One type of character attribute web uses these divisions:

- How a character acts and feels. (How does the character act? How do you think the character feels? How would you feel if this happened to you?)
- How a character looks. (Close your eyes and picture the character. Describe him/her to me.)
- Where a character lives. (Where and when does the character live?)
- How others feel about the character. (How does another specific character feel about our character?)

In group discussion about the characters described in student attribute webs, the teacher can ask for backup proof from the novel. Inferential thinking can be included in the discussion.

Attribute webs need not be confined to characters. They may also be used to organize information about a concept, object, or place.



Activity Sheet
Attribute Web

The diagram is an attribute web for character analysis. It features a central circle labeled "Character". Four lines radiate from this central circle to four rectangular boxes arranged in a square pattern around it. The boxes are labeled "Acts" (top-left), "Feels" (top-right), "Looks" (bottom-left), and "Says" (bottom-right). Each box has a thick black border. Below each box is a list of four numbered lines (1. through 4.) for writing notes. A large, light gray "SAMPLE" watermark is oriented diagonally across the entire page, passing through the central circle and the boxes.

Acts

1. _____

2. _____

3. _____

4. _____

Feels

1. _____

2. _____

3. _____

4. _____

Character

Looks

1. _____

2. _____

3. _____

4. _____

Says

1. _____

2. _____

3. _____

4. _____

Chapter 2
Little Willy
Pages 12-21

Vocabulary

concerned - p.12

irrigation - p.12

harvest - p.13

inspected - p.16

mare - p.16

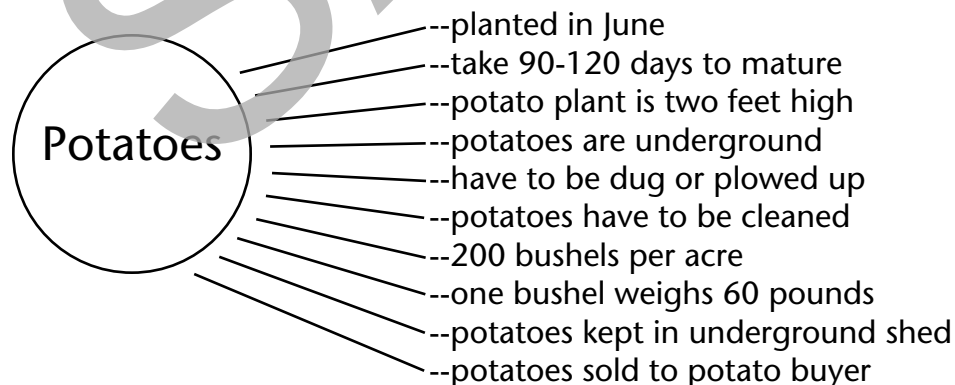
credit - p.17

mature - p.18

situation - p.18

determined - p.18

1. Let's begin an attribute web for Little Willy.
2. Doc Smith says Grandfather is going to die. What suggestions does she make? *p.13*
 - put Grandfather in a nursing home
 - give Searchlight to a farmer
 - Little Willy could move in with the doctor until there are plans made
3. How did Little Willy and Grandfather communicate? *p.15-16 Sign Language*
4. What steps were necessary for the harvest? *p.16*
 - underground potato shed had to be cleaned
 - potato sacks had to be inspected and mended
 - plow had to be sharpened
 - horse for plowing had to be rented
5. Do you think a ten year old boy could do this and go to school? Does Willy go to school? When do you think this story took place? Would that time make a difference? Why?
6. What did you learn about potatoes? Brainstorm Rules: all ideas count, add ideas



7. Do you think a dog could pull a potato plow? What kind of dog is Searchlight? *The author does not tell us. Research Working Dogs.*
8. Why hadn't Little Willy solved his problem when he got the money for the potatoes? *p.21 It wasn't the crop Grandfather was worried about.*

Prediction

What is Grandfather's problem and how is Little Willy going to find out what it is?

Chapter 3 Searchlight Pages 22-29

Vocabulary

stocked - p.23	outskirts - p.24	errands - p.24
deposited - p.26	respected - p.26	city slickers - p.26
blur - p.27	whereabouts - p.27	gully - p.27
enabled - p.27	tremendous - p.27	exhausted - p.29
impatiently - p.29		

1. How do you and your family get ready for winter? How did Little Willy get ready for winter?
--chopped wood
--stocked food
2. Why do you think Little Willy's school didn't start until October. *p.23 Boys and girls had to work on the farms until crops were harvested.*
3. How was Willy's life different from yours?
Use a T-chart to show a comparison.

Willy	You
made breakfast fed Grandfather rides a sled to school runs errands after school	

4. What kind of fun did Little Willy have? *Racing his dog.*

Prediction

Who was the impatient visitor on the porch?

Chapter 4

The Reason

Pages 30-36

Vocabulary

twang - p.30

authority - p.32

exposing - p.36

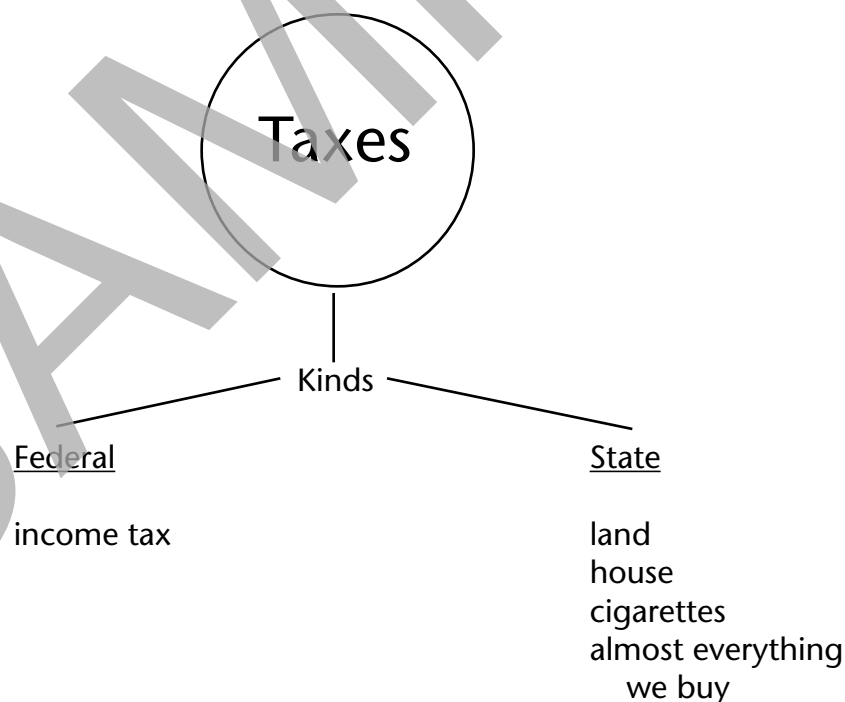
ricocheting - p.30

apparently - p.34

derringer - p.30

snatched - p.35

1. Chapter titles are important. What does this chapter title mean? Why did Grandfather not want to live?
2. Why did Clifford Snyder carry a gun? *p.32 Not a regular policeman; but taxmen have been threatened when they try to repossess a farm.*
3. Why do you think Grandfather didn't pay the taxes? *p.34 There was not enough money.*
4. Brainstorm the word **Taxes**.



5. Mr. Snyder was not a pleasant man. Make a web for him. What are the best descriptive words for him?