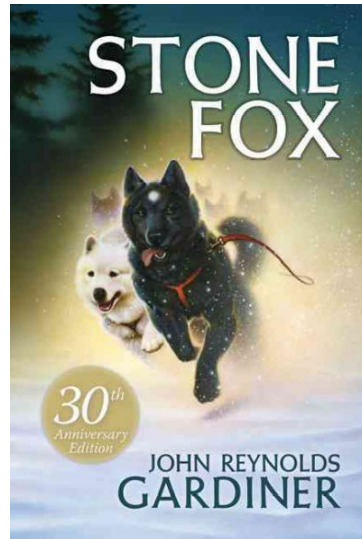


Stone Fox



By

John Reynolds Gardiner

A Novel Study
by Nat Reed

Stone Fox

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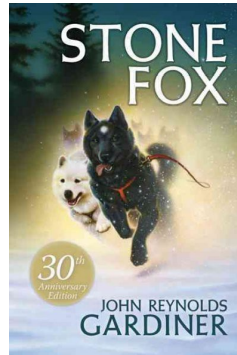


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About the author: Nat Reed has been a member of the teaching profession for more than 30 years. He is presently a full-time instructor at Trent University in the Teacher Education Program. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This 60 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on a chapter of *Stone Fox* and is comprised of four different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language and Extension Activities

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included as well as a **Student Checklist**.

Themes which may be taught in conjunction with the novel include Wyoming, sled dogs, Samoyeds, the Shoshone people, depression, assuming responsibility, and believing in oneself.

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *personification*.
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel.
4. Five W's Chart

Character Activities

1. Determine character traits
2. Protagonists and antagonists
3. Relating personal experiences
4. Comparing two Characters

Creative and Critical Thinking

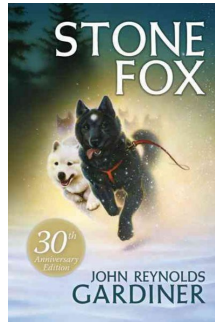
1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write a description of personal feelings
7. Write a book review
8. Complete a KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Design a brochure
4. Design a cover for the novel
5. Design an Information Card

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Synopsis

There's just no stopping little Willy. Determined to keep their farm going — and to give his ailing grandfather a reason to live — the ten-year-old boy hitches his dog, Searchlight, to the plow and harvests the whole potato crop. Now little Willy needs five hundred dollars to pay off ten years' back taxes, or the farm will be taken away from them.

Dauntless as ever, he stakes everything on one wild hope: that he and Searchlight can outrun the best dogsled racers in the country — including the legendary Indian, Stone Fox. But the huge mountain man is every bit as intent on winning the big prize money as little Willy is. And he and his five beautiful Samoyeds haven't lost a race yet....

Based on a Rocky Mountain legend, John Reynolds Gardiner's story — like its hero, little Willy — has all the ingredients of a winner, right down to the unforeseen drama at the finish line. [The Publisher]

Author Biography

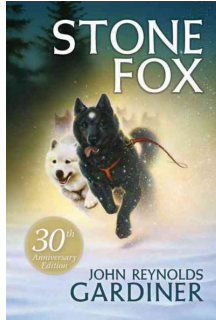
John Reynolds Gardiner

John Reynolds Gardiner was an American author and engineer. Born in Los Angeles, California, he earned his master's degree from UCLA. He was a successful engineer before working on his first children's book. Always creative, in his younger years he ran Num Num Novelties, home to such originals as the aquarium tie. He lived in West Germany and Central America, and taught writing workshops around the world. In Idaho he heard of a legend on which he based his first book, *Stone Fox*. Gardiner also edited children's stories for television. He lived out his final years with his wife, Gloria, in California and died of complications from pancreatitis at a hospital in Anaheim, California in 2006. He is survived by three daughters, Carrie, Alicia, and Daniell. [goodreads Website]



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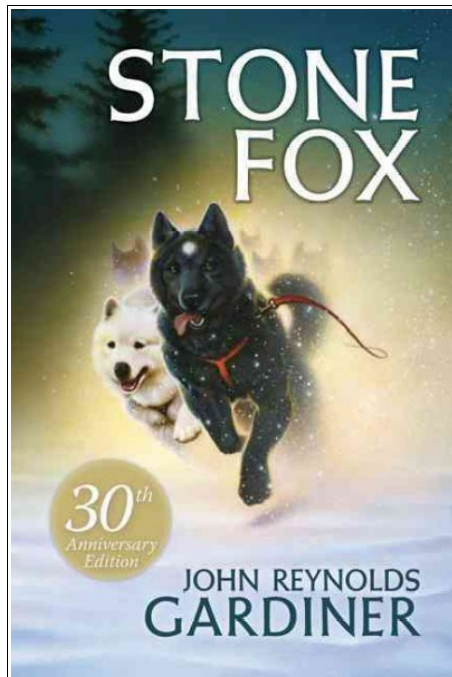


Student Checklist

Student Name: _____

Assignment	Grade / Level	Comments

Stone Fox

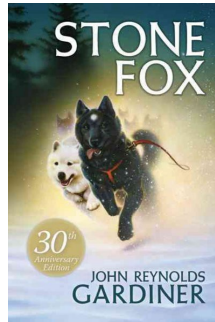


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Name: _____

Stone Fox

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Chapter 1



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of **Stone Fox** is a very likeable ten-year-old boy, Willy, who lives on a small farm in the state of Wyoming. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting protagonist?



Vocabulary:

Choose a word from the list to complete each sentence.

explanation	coop	wrinkles	harmonica	searchlight
examination	rodeo	disappeared	actually	forehead

1. Jeremy received an _____ in his Christmas stocking.
2. Please take this bucket of feed out to the chicken _____.
3. Do you have a suitable _____ for why you missed the meeting yesterday?
4. After glancing off the catcher’s mitt, the ball struck the umpire flush on the _____.

5. That breed of dog has so many _____, its eyes are almost invisible.
6. My cousin drives a chuck wagon in the local _____.
7. The veterinarian gave the kitten a thorough _____.
8. Do you think that your mother _____ believed it when you told her such a whopper?
9. When he stepped into the gopher hole his entire left leg _____ from sight.
10. The firefighter shone a great _____ onto the face of the building, illuminating the people stranded on the ledge.

Questions

1. From what you read about Grandfather in the first few paragraphs of Chapter One, what impression do you get of his personality? Why?

2. Facts: The boy's name is _____. His dog is _____ years old and is called _____.

3. Why did the boy go to the doctor's?

4. After asking Willy what time he and his grandfather went to bed the previous evening, what question does she then ask the boy?

5. Why do you think the boy's answer convinced the doctor that something serious might be the matter?

6. Doc Smith's horse was a **palomino**. Using resources in your school library or on the Internet investigate this type of horse and report back on two interesting facts about the palomino.

1
2

7. Before telling Willy that there was nothing medically wrong with his grandfather she asks him two questions:

1
2

b. Why do you think she asked these particular questions before making this decision?

8. What was wrong with Grandfather and what was Willy determined to do about it?



Language Activities

A. Wyoming

The setting for this novel is in the great state of **Wyoming**. Although it is the tenth largest state in the union, Wyoming has the fewest number of people.

Like most places in the world, many of the people of Wyoming rely on tourists to make a living. Fortunately this beautiful state has much to offer the vacationer and traveler.

Your task is to design a brochure to advertise this beautiful and fascinating place. Using resources in your school library or on the Internet to help you, create a **brochure** which will attract visitors to Wyoming. You may wish to check out a few samples of brochures to get some ideas. Your brochure should contain at least one colorful picture and a number of interesting, relevant facts which would be helpful to tourists planning this summer's vacation. Topics might include landmarks, plants and animals, major historical attractions, museums, entertainment, etc.



B. Alliteration

The author seems to enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. An example from Chapter One is “**W**hat’s **w**rong? **W**hy **w**on’t you tell me **w**hat’s **w**rong?”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sound of rain on a roof	
The roar of a tiger	
From your imagination	

C. Choose ten words from this chapter with two or more **syllables**. Indicate the syllables by drawing a line between each syllable. **Example:** good / bye.

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first chapter of ***Stone Fox***. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6