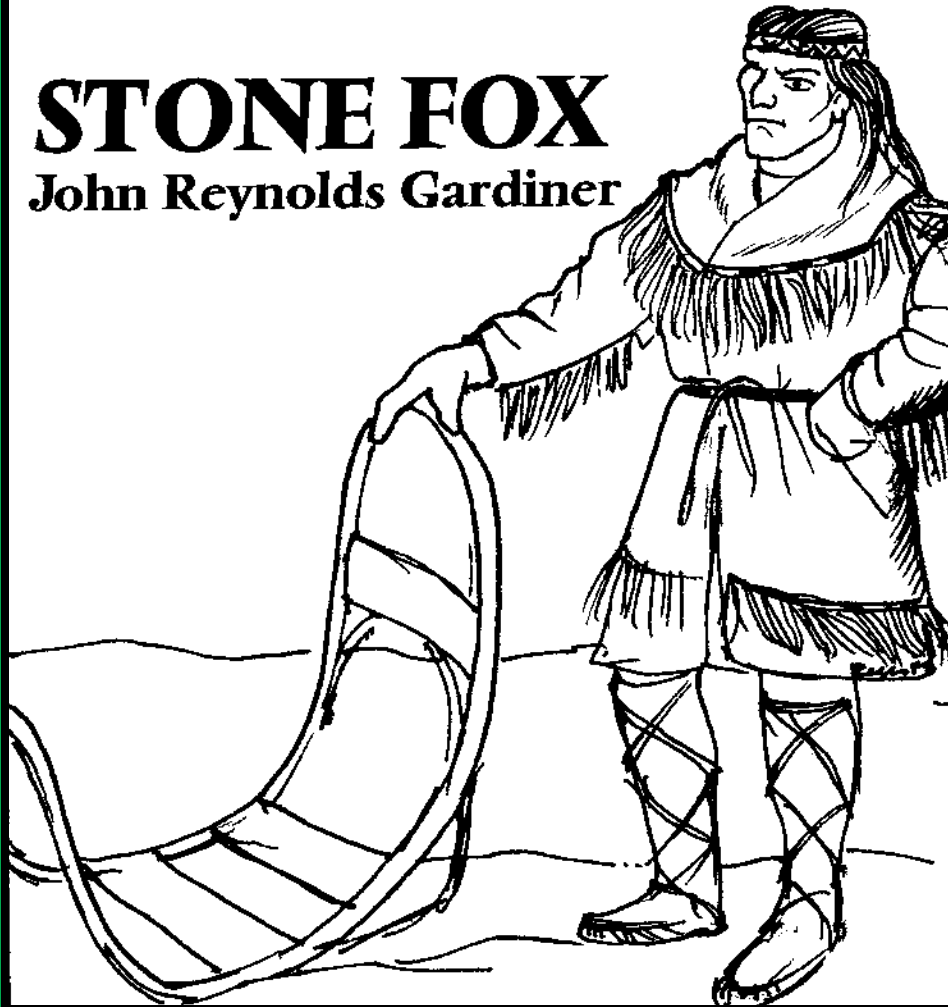


Novel•Ties

STONE FOX

John Reynolds Gardiner



A Study Guide

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LEARNING LINKS

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Stone Fox* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and author's name and by looking at the illustration on the cover. What do you think the book will be about? Where does it take place?
2. Read the Background Information on page two of this study guide and do some additional research to learn about travel in snowbound areas. Find pictures of dogsleds and learn about the amazing dogs that pull these sleds.
3. **Cooperative Learning Activity:** Make a list of your daily responsibilities. Share your list in a cooperative learning group and discuss the differences among the lists and the reasons for these differences. Then construct a class chart, comparing the responsibilities of a child who lives on a farm with those of a child living in the city.
4. Think about all of the necessities and comforts which parents or guardians provide for you. Which responsibilities would you be able to assume if your caretaking adults became ill? Compile a class list of responses.
5. Write a list of jobs you could do outside of your home. Write a proposal explaining how you would earn money to help your family if it were necessary. What challenges might you face if you tried to earn money?
6. Have you ever entered a contest? Tell the class about the contest and about your preparation for participating in it. Choose a specific type of contest to enter. Prepare for the contest and include a list of difficulties which could arise to prevent you from winning. Possible contest ideas include spelling bees, jumping rope, racing, writing, or participating in a pet show.
7. Each year a dogsled race, called the Iditarod, is run from Anchorage to Nome, Alaska. Contestants, called Mushers, breed dogs for speed and endurance. They train all year for this great race. Do some research to find out:
 - the distance of the race
 - the reason why it is run on a particular route
 - the number of competing teams
 - the difficulties competitors encounter
 - the record time
 - the names of recent winners
8. Do you have any living grandparents? If so, what is your relationship with them? Whether or not you have had a relationship with a grandparent, discuss what might be special about closeness between someone young and someone old.

Chapter 1 (cont.)

Where does this story take place?

When does this story take place?

What is the most important problem facing the main character?

Read to find out why Willy calls on Doc Smith.

Questions:

1. Why does Willy think Grandfather is playing when he doesn't get out of bed?
2. Why does Doc Smith finally believe that something is wrong with Grandfather?
3. According to Doc Smith, what is wrong with Grandfather?
4. What is little Willy's reaction to Doc Smith's conclusion?

Questions for Discussion:

1. What kind of a relationship does Willy have with his grandfather? Do you have a similar relationship with an older adult?
2. Why do you think Doc Smith knows Grandfather so well? Does your doctor know you and your family very well?

Science Connection:

Little Willy and Grandfather live on a potato farm. Do some research to find out where potatoes grow and under what conditions they grow best. How do potatoes grow? How are they harvested?

Drama Activity:

With a classmate, act out the parts of Doc Smith and little Willy in this chapter.

Writing Activities:

1. Pretend you are little Willy. Write a journal entry in which you describe how you feel when Doc Smith says that Grandfather doesn't want to live anymore.
2. Doc Smith wants to know why little Willy asks so many questions. Have you ever wanted to ask a lot of questions but been told to be quiet? Write about that time.