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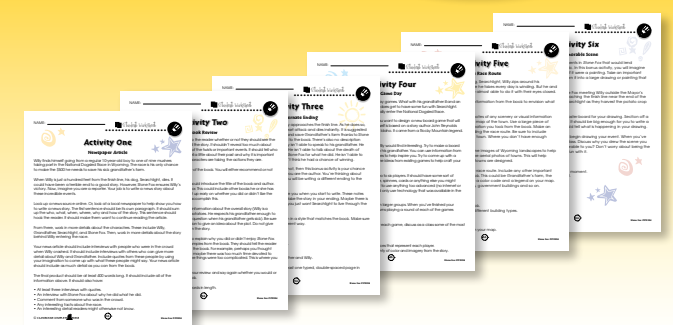
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John Reynolds Gardiner

John Reynolds Gardiner was born in Los Angeles, California on December 6, 1944. He didn't spend his youth reading books and dreaming of becoming an author. In fact, it was the opposite. As a boy, Gardiner was rebellious. He often did the opposite of what his parents asked. Gardiner didn't actually read his first novel until he was nearly 20 years old. However, his mother read to him at night. He was always compelled by what he heard. Gardiner didn't do well in school. His poor grammar and spelling skills saw him get poor marks in English classes and on writing tasks. By the time he reached high school, Gardiner was still struggling with the subject. His English teacher suggested he'd never make it in college level English classes.



Gardiner didn't get much support from his teachers. That's why he didn't pursue his love of storytelling for the next ten years. This didn't hold him back in other areas of his life. Gardiner went to the University of California. There, he got a master's degree in engineering. He also started the Num Num Novelty company. They sold plastic neckties filled with water and goldfish. He also traveled a lot. He lived in Mexico, England, Ireland, Germany, and El Salvador. He spent years using other outlets for his creativity. Gardiner was encouraged by his brother to enroll in a television writing class.

His first story was based on a legend. This legend was told to him while visiting Idaho. He spent six years trying to sell the script to television producers. Finally, he changed gears and turned the story into a book. The story would become *Stone Fox*. It was purchased for print and became Gardiner's most well-known work. The book went on to be made into a television movie. Gardiner later toured the United States. He gave talks to students about the work. He spent his final years living with his wife, Gloria, in California. He died in 2006.

Did You Know?

- *Stone Fox* has sold more than 3.5 million copies since it was published in 1980.
- The story was inspired by a legend author John Reynolds Gardiner heard while visiting Idaho.
- A movie version of the story was filmed in Alberta, Canada.



Chapter Two

Answer the questions in complete sentences.

1. Predict whether Willy will find out what's wrong with his grandfather in this Chapter.

2. Do you believe Willy will be able to run the farm without help? Explain why or why not.

Vocabulary With a straight line, connect each word on the left with its meaning on the right.

1	especially	To a great extent; particularly.	A
2	harvest	In a way that's too much.	B
3	overly	Think about something a lot before making a decision.	C
4	concerned	A female horse.	D
5	insisted	The process of gathering crops.	E
6	irrigation	The supply of water to crops to help growth.	F
7	consider	Get down on knees.	G
8	mare	Push for something to happen.	H
9	knelt	Worried about something.	I



Chapter Three

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) It isn't easy to tell when it's winter in Wyoming.
- T F b) Willy's teacher is named Mrs. Williams.
- T F c) Before school Willy would go to Jackson to do chores.
- T F d) Willy especially liked to look at the city slickers.
- T F e) Willy describes city slickers as the ones who look like they're going to church.

2. Complete each sentence with a word from the list.

errands patiently slickers deposited loomed

- a) She would wait _____ outside the schoolhouse all day long.
- b) After school, they would go into the town of Jackson and run _____.
- c) Every month Grandfather had _____ the money little Willy had earned working on the farm.
- d) You couldn't miss the city _____.
- e) Today again he waited, eyes glued on the big church clock that _____ high overhead.

Chapter Five

Answer each question with a complete sentence.

1. What does Doc Smith explain about taxes?

2. How is Willy's hair described as he enters the bank?

3. What does Mr. Foster suggest Willy do?

4. Why doesn't Willy take out a loan?

5. How does Grandfather react when Willy asks if they should sell the farm to pay the taxes?

6. How does Willy plan to get the tax money?



Journaling Prompt

Lester tells Willy it's no wonder *Stone Fox* has never lost a race, saying "No wonder, with five Samoyeds." Do some research. What is a Samoyed? Why might this information make Lester make this comment? Explain what this might mean for Willy.



Chapters 1 to 2

Character

Willy is a ten-year-old farm boy. He lives with his grandfather and his dog, Searchlight, on a potato farm in Wyoming. It is the days before technology. Willy loves being outdoors. Willy and his grandfather have a good relationship. They joke and trick each other. Overall, Willy is a happy kid. Think of everything you've been able to gather from the first two chapters. Use this to describe Willy's character. What kind of person is he? What are his likes and dislikes? What are some traits that define Willy as a person? For example, is he serious? Playful? Use all of this information to write a paragraph. It should explain who Willy is as a character. Also use any descriptions of what Willy looks like. Your paragraph should be about 250 words in length.



Chapters 3 to 4

Character Compare

Grandfather and Willy seem to have a great relationship. Grandfather is known to trick Willy. He once dressed up as a scarecrow. One day, Grandfather doesn't come to wake up Willy. Eventually, Willy finds out that Grandfather is sick. Use information from the first four chapters of the book. Write a paragraph that shows who Grandfather is as a person. What are some traits that describe him? Does the book give any information about what he looks like? Write a paragraph that describes this character. Your paragraph should be about 200 words in length. Then, write another short paragraph. It should describe the relationship Willy and Grandfather have. How are they different and how are they the same? How would you describe their relationship?



Word Search Puzzle

Find the words from the story. The words are written across, down, on an angle, and some are written backwards.

broke	errands	mare	swish
burst	halt	mush	tribe
crisp	harmonica	sickness	trick
droopy	harvest	sprang	

h	a	r	m	o	n	i	c	a	i	y	s
i	o	g	u	i	l	r	f	u	p	v	w
s	p	x	s	u	f	a	d	o	f	m	i
j	i	b	h	t	s	w	o	a	n	e	s
m	d	c	g	e	b	r	l	e	j	r	h
a	q	h	k	b	d	h	e	b	i	r	t
b	h	o	x	n	a	t	n	k	o	a	r
v	r	k	q	q	e	y	p	k	e	n	i
b	z	n	g	c	p	s	j	s	w	d	c
u	k	z	n	l	e	x	s	d	i	s	k
r	i	c	a	s	y	p	h	t	c	r	u
s	d	e	r	a	m	y	i	j	l	e	c
t	r	v	p	o	w	o	c	m	z	a	p
g	t	m	s	f	t	s	e	v	r	a	h



Comprehension Quiz

Answer each question with a complete sentence.

- What is a main theme of the book? 37

- Why doesn't Willy believe Grandfather is really sick at first? 1

- Who are four main characters from the book? 2

- What does Willy first think is wrong with Grandfather? 4

- What is actually wrong with Grandfather? 2

- How is Willy able to harvest the potato crop alone? 3

- How does Willy plan to pay the taxes? 2

SUBTOTAL: /16

Setting

Stone Fox is set in Wyoming during the Fall and Winter. Use this organizer to highlight this setting. Note the buildings and businesses discussed in town. Note the natural environment around Grandfather's farm. Include natural and artificial features in your discussion.

Setting #1: Fall	Setting #1: Winter	Buildings
Artificial Features	Natural Features	Natural Environment

NAME: _____

After You Read 



Chapter Five

Answer each question with a complete sentence.

1. What does Doc Smith explain about taxes?

2. How is Willy's hair described as he enters the bank?

3. What does Mr. Foster suggest Willy do?

4. Why doesn't Willy take out a loan?

5. How does Grandfather react when Willy asks if they should sell the farm to pay the taxes?

6. How does Willy plan to get the tax money?

Journaling Prompt

Lester tells Willy it's no wonder Stone Fox has never lost a race, saying "No wonder, with five Samoyeds." Do some research. What is a Samoyed? Why might this information make Lester make this comment? Explain what this might mean for Willy.

1.

She says, "Taxes gotta be paid, whether we like it or not. And believe me, I don't know of anybody who likes it." She says they're the way the State gets its money to take care of people.

2.

His hair was so slicked down that it looked like wet paint.

3.

He tells Willy to sell the farm to pay the taxes.

4.

Foster says the bank could loan them the money but doesn't think they'll be able to pay it back.

5.

He lay motionless. Only his fingers twitched.

6.

He plans to enter the National Dogsled Race and win the \$500 prize.

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. youngsters
2. mopped
3. funning
4. blotted
5. stunned
6. determined
7. amateurs
8. plopped
9. unison
10. sparkled

1.

a) T

b) T

c) F

d) F

e) T

f) F

2.

a) 5

b) 4

c) 3

d) 2

e) 1

f) 6

1.

He feels 10 feet tall because he's happy he'll have a chance to win the money to save the farm.

2.

He traveled five miles of the race every day and knew it with his eyes closed.

3.

Stone Fox.

4.

Word spread throughout the state of Wyoming. Stone Fox is a famous dogsledder because he hasn't lost a race.

5.

He didn't talk to them because of the treatment his people received.

6.

Stone Fox buys land with his race winnings because his tribe had been forced to leave Utah and settle on a reservation in Wyoming.



Stone Fox

- **RSL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RSL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RSL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.
- **RSL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **RSL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RSL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.
- **RSL.3.7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
- **RSL.3.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- **RSL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RSL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
- **RSL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- **RSL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RSL.4.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.3.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Identify and know the meaning of the most common prefixes and derivational suffixes. **B)** Decode words with common Latin suffixes. **C)** Decode multi-syllable words. **d.** Read grade-appropriate irregularly spelled words.
- **RSFS.3.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RSFS.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.4.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **A)** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **B)** Provide reasons that support the opinion. **C)** Use linking words and phrases to connect opinion and reasons. **D)** Provide a concluding statement or section.
- **WS.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, and details. **C)** Use linking words and phrases to connect ideas within categories of information. **D)** Provide a concluding statement or section.
- **WS.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **C)** Use temporal words and phrases to signal event order. **D)** Provide a sense of closure.
- **WS.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **WS.3.7** Conduct short research projects that build knowledge about a topic.
- **WS.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **WS.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. **B)** Provide reasons that are supported by facts and details. **C)** Link opinion and reasons using words and phrases. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **A)** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words and phrases to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **WS.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **WS.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 4 Reading standards* to literature. **B)** Apply *grade 4 Reading standards* to informational texts.



Chapter Three

1. Circle **T** if the statement is **TRUE** or **F** if it is **FALSE**.

T F a) It isn't easy to tell when it's winter in Wyoming.

T F b) Willy's teacher is named Mrs. Williams.

T F c) Before school Willy would go to Jackson to do chores.

T F d) Willy especially liked to look at the city slickers.

T F e) Willy describes city slickers as the ones who look like they're going to church.

2. Complete each sentence with a word from the list.

errands

slickers

loomed

patiently

deposited

a) She would wait _____ outside the schoolhouse all day long.

b) After school, they would go into the town of Jackson and run _____.

c) Every month Grandfather had _____ the money little Willy had earned working on the farm.

d) You couldn't miss the city _____.

e) Today again he waited, eyes glued on the big church clock that _____ high overhead.



Chapters 1 to 2

Character

Willy is a ten-year-old farm boy. He lives with his grandfather and his dog, Searchlight, on a potato farm in Wyoming. It is the days before technology. Willy loves being outdoors. Willy and his grandfather have a good relationship. They joke and trick each other. Overall, Willy is a happy kid. Think of everything you've been able to gather from the first two chapters. Use this to describe Willy's character. What kind of person is he? What are his likes and dislikes? What are some traits that define Willy as a person? For example, is he serious? Playful? Use all of this information to write a paragraph. It should explain who Willy is as a character. Also use any descriptions of what Willy looks like. Your paragraph should be about 250 words in length.



Chapters 3 to 4

Character Compare

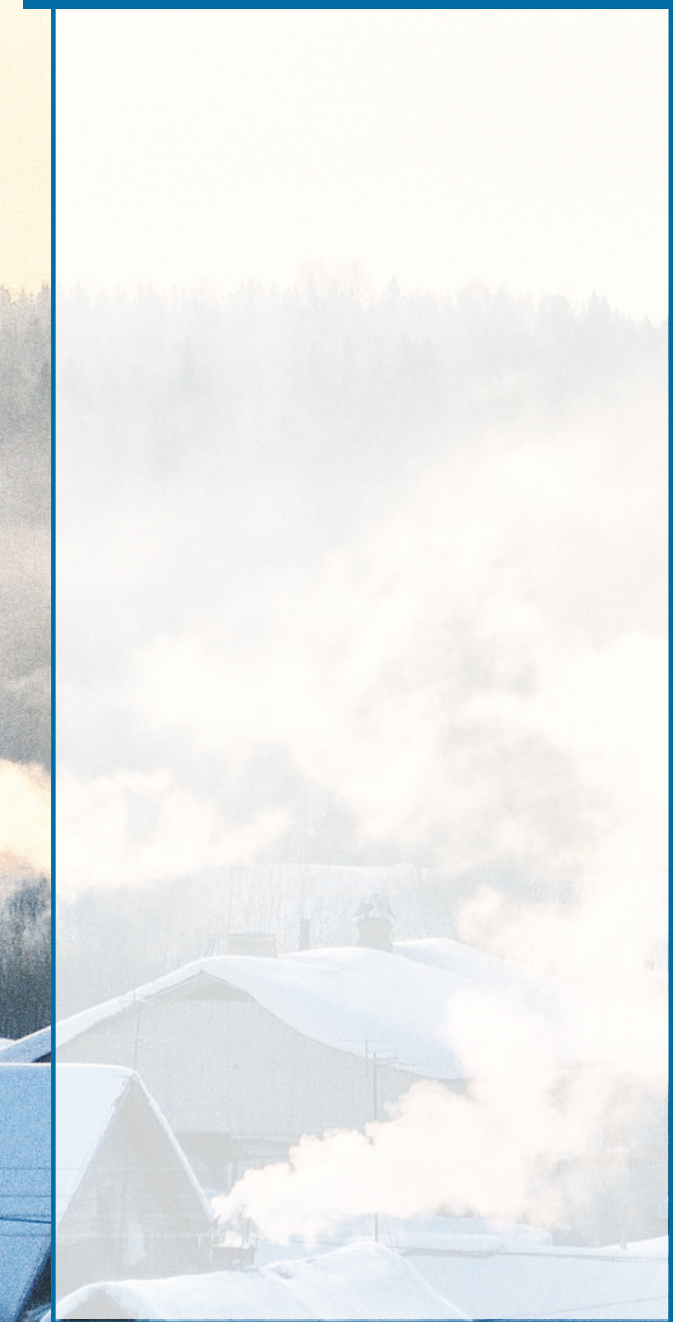
Grandfather and Willy seem to have a great relationship. Grandfather is known to trick Willy. He once dressed up as a scarecrow. One day, Grandfather doesn't come to wake up Willy. Eventually, Willy finds out that Grandfather is sick. Use information from the first four chapters of the book. Write a paragraph that shows who Grandfather is as a person. What are some traits that describe him? Does the book give any information about what he looks like? Write a paragraph that describes this character. Your paragraph should be about 200 words in length. Then, write another short paragraph. It should describe the relationship Willy and Grandfather have. How are they different and how are they the same? How would you describe their relationship?

Setting



Stone Fox is set in Wyoming during the Fall and Winter. Use this organizer to highlight this setting. Note the buildings and businesses discussed in town. Note the natural environment around Grandfather's farm. Include natural and artificial features in your discussion.

Setting #1: Fall



Setting #1: Winter



Buildings



Businesses



Artificial Features



Natural Features



Natural Environment

