

NOVEL LESSON PLANS

STONE FOX

DAY 1

- Objectives:**
- (1) Identify and pronounce story vocabulary words
 - (2) Students will use a dictionary and/or matching clues to define assigned vocabulary words.
 - (3) Using prior knowledge, students will write a paragraph describing the term perseverance.
* Describe someone you know who has shown perseverance in a particular situation and why didn't he or she give up?
 - (4) Students will use the title, cover illustrations of the book, and story vocabulary to write a brief prediction paragraph based on characters, setting, and the possible problem.
 - (5) Students will use the "looking back" strategy to answer comprehension questions
 - (6) Students will read Chapter 1 in Stone Fox.

- Materials:**
- (1) Chapter 1 vocabulary lists and comprehension questions
 - (2) dictionary
 - (3) character chart
 - (4) prediction paragraph activity paper
 - (5) additional vocabulary activity paper
 - (6) PSSA style question/response paper
 - (7) Enrichment/Extended activity paper

- Procedure:**
- (1) Teacher discusses the term perseverance- teacher then reads the definition of perseverance from the dictionary.
 - (2) Using the chalk board, brainstorm a list of well-known people who have shown perseverance.
 - (3) Students will independently write a 5-7 sentence paragraph about what perseverance means, and

ID a person they know to have shown perseverance.

Also, why didn't that person give up?

- (4) Divide the students into small groups-have volunteers share their paragraphs in small groups.
 - * Volunteers can also share with whole group!
- (5) Using vocabulary worksheet for Chapter 1 - students will use dictionaries or matching clues to ID definition for vocab word.
- (6) WHOLE GROUP - check vocabulary answers together!
- (7) Teacher directed and guided - have students use book cover and story vocab words to write a "quick write" paragraph about characters, setting, and possible problem in the story.
- (8) Volunteers can share story prediction paragraphs!
- (9) Distribute character chart to students
- (10) WHOLE GROUP - read and discuss Chapter 1
- (11) As a whole group, fill in character chart!
- (12) Students should independently complete comprehension questions for Chapter 1

Enrichment/Extended Activities: (1) PSSA Style Question #1
(2) Draw/Color the setting of the story

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DAY 2

- Objectives:**
- (1) Students will identify and pronounce Chapter 2 vocabulary words.
 - (2) Students will use a dictionary and context clues to define Chapter 2 vocabulary words.
 - (3) Using information gained from reading first half of Chapter 2, students will write a prediction paragraph about main character's future plans.
 - (4) Students will identify the terms fact and opinion.
 - (5) Students will reflect on the first two chapters of this novel and write an opinion paragraph.
 - (6) Students will read Chapter 2 of Stone Fox.
 - (7) Students will respond to comprehension based questions for Chapter 2

- Materials:**
- (1) vocabulary/additional vocabulary sheet for Chapter 2
 - (2) comprehension questions for Chapter 2
 - (3) pg. 17 prediction activity sheet
 - (4) end of Chapter 2 opinion/reflection activity sheet
 - (5) dictionaries
 - (6) Enrichment/Extended activity sheets
 - (7) multiple copies of Stone Fox
 - (8) character chart

- Procedure:**
- (1) **WHOLE GROUP** - review story events from Chapter 1
 - (2) Teacher do quick mini-lesson on fact and opinion skill. They will need background on this skill in order to complete opinion/reflection activity.
 - (3) **BRIEFLY** introduce new vocabulary words for Chapter 2 by having a volunteer read word aloud.

(4) FLEX GROUPING:

- (a) Above grade level - independent readers
- (b) Instructional - partner read
- (c) Title 1/Reading Support - read in small structured group / teacher guided

***If reading support teacher is available she will take Title 1 group, and regular teacher will read with instructional group for additional support.

(5) Through FLEX GROUP arrangements, students will complete:

- (a) vocabulary sheet for Chapter 2
 - * also additional vocabulary sheet if needed by individual student
 - (b) Read Chapter 2 up to and including pg. 17
 - * Students will then stop and write prediction paragraph - With no money to be found...
What do you think Willy might do next?
How will he find the money he needs so desperately?
 - (c) finish reading Chapter 2
 - (d) complete comprehension questions for Chapter 2
 - (e) opinion/reflection question at the close of Chapter 2
 - * After reading Chapters 1 and 2, what is your opinion of this novel so far? Do you enjoy it? Why or Why not?
 - (f) Enrichment/Extended activities
 - * PSSA Style Question # 2
 - * Potato Research Activity
- (6) When Title 1 group begins completing comprehension questions, teacher will pull independent readers together for literature circle to discuss:**
- (a) characters, plot, etc.
 - (b) events from Chapter 2
 - (c) inference based questions

***Students should be adding any new characters to their character chart with descriptions!

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DAY 3

- Objectives:**
- (1) Students will identify and pronounce Chapter 3 vocabulary words
 - (2) Students will use context clues and knowledge of synonyms to define Chapter 3 vocabulary words.
 - (3) Students will define synonym and identify synonyms for various words
 - (4) Students will reflect on Chapter 3 and write a response regarding Willy's feelings about racing with Searchlight
 - (5) Students will read Chapter 3 of Stone Fox
 - (6) Students will respond to comprehension based questions for Chapter 3

- Materials:**
- (1) vocabulary/additional vocabulary sheet for Chapter 3
 - (2) comprehension questions for Chapter 3
 - (3) "feeling" writing activity sheet
 - (4) Cliffhanger writing/prediction activity sheet
 - (5) Enrichment/Extended activity sheet
 - (6) dictionaries
 - (7) character charts
 - (8) multiple copies of Stone Fox
 - (9) large white index cards

- Procedure:**
- (1) **WHOLE GROUP** - review story events up to this point.
 - * Remind students to keep character charts up to date!
 - (2) Teacher does brief mini-lesson on synonyms.
Define the term synonym
 - (a) using index cards - teacher prints one word

- on front of card and hold up for class.
- (b) have several other words printed on other index cards and taped to the chalkboard.
 - (c) have a volunteer come up to the board and remove the synonym that matches the word held up by the teacher.
 - (d) do a few more examples
 - (e) inform students that we can determine definitions of unknown words by using context clues and synonyms.

(3) FLEX GROUPING:

- (a) Above grade level - independent readers
- (b) Instructional - read in a small structured group with teacher
- (c) Title 1/Reading Support - listen to Chapter 3 on tape

***If reading support teacher is available she will take Title 1 group, and regular teacher will continue to read with instructional group for additional support, while independent readers listen to Chapter 3 on tape.

(4) Through FLEX GROUP arrangements, students will complete:

- (a) vocabulary sheet for Chapter 3
 - * also additional vocabulary sheet if needed by individual student
- (b) Read Chapter 3
- (c) comprehension questions for Chapter 3
- (d) complete "feeling" writing activity
 - * Little Willy and Searchlight love the feeling of racing over the snow-packed trail on the way home from town. Pretend that you are Little Willy and describe how you feel.
- (e) complete Cliffhanger writing/prediction response
 - * A CLIFFHANGER is a term used in movies. It occurs at the end of a scene where there is heightened tension. In a book it is usually placed at the end of a chapter to encourage the reader to continue on to the next part. What is the Cliffhanger at the end of Chapter 3?

(f) Enrichment/Extended activities

*** PSSA Question # 3**

*** Art Activity - feeling the mood/drawing the scene**

*** Partner Activity - create a slogan**

(5) When Instructional group begins completing comprehension questions, teacher will pull independent readers together for literature circle to discuss:

(a) character, plot, etc.

(b) events from Chapter 3

(c) inference based questions

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DAY 4

- Objectives:**
- (1) Students will identify and define vocabulary words for Chapters 1 - 3
 - (2) Students will play review game as a means of reviewing Chapters 1 - 3 vocabulary words
 - (3) Students will be assessed on vocabulary and comprehension skills learned from reading Chapters 1 - 3
 - (4) Through matching, students will identify and define vocabulary words for Chapter 4
 - (5) Students will write a prediction paragraph
 - (6) Students will read Chapter 4 of Stone Fox
 - (7) Students will answer comprehension based questions for Chapter 4
 - (8) Students will describe traits for new characters

- Materials:**
- (1) packs of smarties
 - (2) scrap paper
 - (3) Quiz for Chapters 1 - 3
 - (4) vocabulary/additional vocabulary sheet for Chapter 4
 - (5) comprehension questions for Chapter 4
 - (6) prediction paragraph activity sheet
 - (7) character chart
 - (8) multiple copies of Stone Fox

- Procedure:**
- (1) Distribute packs of smarties and scrap paper to students
 - (2) Students use scrap paper to set up Tic Tac Toe gameboard
 - (3) Teacher reads definition for vocabulary words of Chapter 1 - 3 words - Students place smartie

over correct word on gameboard. First student to have three words in a row calls out Tic Tac Toe...
Play several rounds!

- (4) Distribute quiz for Chapters 1 - 3. Students complete independently
- (5) As students finish quiz for Chapters 1 - 3, they may begin completing vocabulary sheet for Chapter 4
- (6) FLEX GROUPING:
 - (a) Above grade level - read in small group with teacher
 - (b) Instructional - partner read
 - (c) Title 1/Reading Support - listen to Chapter 4 on tape or read with assistance from Title 1 Specialist
- (7) Through FLEX GROUPING, students will complete:
 - (a) reading of Chapter 4
 - (b) comprehension questions for Chapter 4
 - (c) complete prediction paragraph about what Willy will do next?
 - (d) Enrichment/Extended activities
 - * PSSA Question # 4
 - * Journal Entry writing activity
 - * Art Activity - Mr. Snyder
- (8) When Above Grade Level readers begin completing comprehension questions for Chapter 4, teacher will pull either Instructional or Title 1 group for literature circle to discuss:
 - (a) characters, plot, etc.
 - (b) events from Chapter 4
 - (c) inference based questions

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DAY 5

- Objectives:**
- (1) Students will identify vocabulary words for Chapter 5
 - (2) Through matching and the use of dictionaries, students will define vocabulary words for Chapter 5
 - (3) Students will share prediction paragraphs from Chapter 4 in small group arrangements
 - (4) Students will identify the term simile in order to interpret the author's descriptive message
 - (5) Students will respond in writing to inference based question
 - (6) Students will create character web and then write what/how each character contributes to Willy finding "the way"
 - (7) Students will read Chapter 5 of Stone Fox
 - (8) Students will answer comprehension based questions for Chapter 5
 - (9) Students will continue to describe traits for any new character using the character chart
 - (10) Students will participate in literature circle to discuss story events
 - (11) Students will locate use of similes in Chapter 5

- Materials:**
- (1) vocabulary/additional vocabulary sheet for Chapter 5
 - (2) comprehension questions for Chapter 5
 - (3) character chart
 - (4) dictionaries
 - (5) inference question (tearful moment between Willy and Gramps)
 - (6) character web activity sheet
 - (7) Enrichment/Extended activities
 - (8) sentence strips/simile activity
 - (9) simile activity sheet
 - (10) multiple copies of Stone Fox

Procedure: (1) **WHOLE GROUP** - teacher assign small cooperative groups to share prediction paragraphs from Chapter 4
What will Willy do next?

(2) Teacher does mini-lesson on similes

(a) asks students if they already know what similes are?

(b) define simile for students

(c) inform students that the use of similes in writing helps make it more interesting and vivid for the reader. Read aloud example for students.

* Janie's attitude was as sour as a lemon.

* Joey's new sports car was as small as a matchbox.

(d) place mixed up sentence strips on board - have volunteer student look at each example and then select correct sentence half to complete the simile

* discuss the literal meanings behind similes

(e) inform students they will need to locate similes in Chapter 5

(3) **FLEX GROUPING:**

(a) Above Grade Level - independent readers

(b) Instructional - partner read OR small circle groups

(c) Title 1/Reading Support - read in small structured group with teacher for additional support

***If reading support teacher is available then she will take Title 1 group, and regular teacher will continue to read with Instructional group for additional support.

(4) Through **FLEX GROUPING**, students will complete:

(a) vocabulary sheet for Chapter 5

* also additional vocabulary sheet if needed by individual student

(b) Read Chapter 5

(c) comprehension questions for Chapter 5

(d) inference based question writing activity

* Why do you think a tear rolls down and fills up Grandfather's ear when Willy shows him the poster and tells him his plan?

(e) character web activity

* Little Willy talks to many adults as he tries to find "the way." On a web, such as the one below, write what each character says or does!

(f) simile found in Chapter 5 activity sheet

(g) Enrichment/Extended activities

* PSSA Question # 5

* Art Activity - poster

* Money Activity

(5) When Title 1 or Instructional Group begins completing comprehension questions, teacher will pull independent readers together for literature circle to discuss:

(a) character, plot, etc.

(b) events from Chapter 5

(c) inference based questions

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DAY 6

- Objectives:**
- (1) Students will identify vocabulary words for Chapter 6
 - (2) Students will use dictionaries to define Chapter 6 vocabulary words
 - (3) Students will complete a writing activity focusing on respect
 - (4) Students will read Chapter 6 of Stone Fox
 - (5) Students will complete comprehension based questions for Chapter 6
 - (6) Using the character chart, students will continue to describe traits of new characters read about in Chapter 6

- Materials:**
- (1) vocabulary/additional vocabulary sheet for Chapter 6
 - (2) comprehension questions for Chapter 6
 - (3) character chart
 - (4) dictionaries
 - (5) Enrichment/Extended activities
 - (6) multiple copies of Stone Fox

- Procedure:**
- (1) **WHOLE GROUP** - review story events from Chapter 5
 - (2) **WHOLE GROUP** - introduce new vocabulary words for Chapter 6
 - (a) volunteer student reads vocabulary word from the board aloud...include impress and intimidate
 - (b) assign partners/dictionaries and have pairs look up words in dictionaries and write definitions on additional vocabulary page
 - (c) when finished, class shares meanings of words
 - (d) complete vocab pg. for Chapter 6 together (1-5)

(3) FLEX GROUPING:

- (a) Above Grade Level - read in small group with the teacher**
- (b) Instructional - partner read**
- (c) Title 1/Reading Support - listen to Chapter 6 on tape**

***If reading support teacher is available then she will take Title 1 group, and the Instructional group will listen to Chapter 6 on tape.

(4) Through FLEX GROUPING, students will complete:

- (a) Read Chapter 6**
- (b) comprehension questions for Chapter 6**
- (c) writing activity**

*** Many people are impressed and intimidated by Stone Fox. His size is partly responsible for this, but his actions also make people respect and even fear him. Think about a person that you respect a great deal. Describe this person. Write about the impressive qualities of this person, and how you act when this person is around!**

(d) Enrichment/Extended activities

*** PSSA Question # 6**

*** Art Activity - Indian map**

(5) When Above Grade Level readers begin completing comprehension questions, teacher will pull Instructional or Title 1 readers together for a literature circle to discuss:

- (a) characters, plot, etc.**
- (b) events from Chapter 6**
- (c) inference based questions**

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DAY 7

- Objective:**
- (1) Students will use context clues and the use of a dictionary to define vocabulary words for Chapter 7
 - (2) Students will complete a writing response focusing on Willy's "feelings" before the "Big Race"
 - (3) Students will create a venn diagram which compares and contrasts characteristics of Willy and Stone Fox
 - (4) Students will read Chapter 7 of Stone Fox
 - (5) Students will complete comprehension based questions for Chapter 7
 - (6) Students will participate in literature circles to discuss story events
 - (7) Students will continue to describe traits of new characters read about in Chapter 7

- Materials:**
- (1) vocabulary sheet/additional vocabulary sheet for Chapter 7
 - (2) comprehension questions for Chapter 7
 - (3) character chart
 - (4) dictionaries
 - (5) Enrichment/Extended activities
 - (6) writing response activity sheet
 - (7) Venn Diagram/Compare and Contrast activity
 - (8) multiple copies of Stone Fox

- Procedure:**
- (1) **WHOLE GROUP** - gather on floor to review story events from Chapter 6
 - (2) **WHOLE GROUP** - introduce new vocabulary words for Chapter 7
 - (a) have volunteers read sentences out loud for #1, 2, and 3
 - (b) as a class, determine meaning of underlined

word using surrounding context clues

(c) write self-created definition

(3) FLEX GROUPING:

(a) Challenged - read Chapter 7 in small group "circle"

(b) Instructional - listen to Chapter 7 on tape

(c) Title 1/Reading Support - read in small group
with teacher

***If Reading Specialist is available, then she will take Title 1, and I will read with Instructional group for additional assistance.

(4) Through FLEX GROUPING, students will complete:

(a) reading of Chapter 7

(b) Challenged readers - teacher discusses writing activity first (each member of the literature circle shares an idea first)

Then students write a response to discussion on writing activity paper. Students should also share future predictions on the "Big Race."

* If Title 1 group is out with support teacher, then teacher read with instructional and I conduct same literature circle as Challenge group - followed by writing activity written on paper!

* If Instructional group on tape, Then I read with Title 1 group and conduct literature circle discussing writing activity question. Instructional readers that are on tape, will move to floor together to conduct literature circle and then will complete written response!

(c) comprehension questions for Chapter 7

(d) Venn Diagram - compare and contrast Willy and Stone Fox

(e) Enrichment/Extended activities

* PSSA Question # 7

* Art Activity

(f) If time pull WHOLE GROUP together and review major story events from Chapter 7 as well as comprehension questions

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DAY 8

- Objectives:**
- (1) Students will use dictionaries to define Chapter 8 vocabulary words
 - (2) Students will identify the meaning of the term antonym
 - (3) Students will read Chapter 8 of Stone Fox
 - (4) Students will complete comprehension based questions for Chapter 8
 - (5) Students will complete a cloze activity to demonstrate comprehension for Chapter 8
 - (6) Students will participate in discussions through literature circles
 - (7) Students will continue to describe character traits for new characters read about in Chapter 8

- Materials:**
- (1) vocabulary sheet/additional vocabulary sheet for Chapter 8
 - (2) comprehension questions for Chapter 8
 - (3) cloze activity sheet for Chapter 8
 - (4) dictionaries
 - (5) Enrichment/Extended activities
 - (6) multiple copies of Stone Fox

- Procedure:**
- (1) **WHOLE GROUP** - review story events from Chapter 7
 - * Teacher introduces the term antonym - discuss meanings and examples
 - (2) **WHOLE GROUP** - using packets, teacher introduces new vocabulary words for Chapter 8
 - (a) students will use dictionaries to look up definitions for vocabulary words (1 dictionary per pairs)
 - (b) share meanings and fine tune definitions for vocabulary words

(3) FLEX GROUPING:

- (a) Challenged - read in group with teacher
- (b) Instructional - read in group with teacher
- (c) Frustrational - read with support teacher for additional assistance

(4) Through FLEX GROUPING arrangements, students will complete:

- (a) reading of Chapter 8
- (b) cloze activity for Chapter 8
- (c) comprehension questions for Chapter 8
- (d) Enrichment/Extended activities
 - * PSSA Question # 8
 - * Art Activity

(5) Divide students into:

- (a) Challenged - conduct their own literature circle
- (b) Instructional - teacher conduct literature circle

(6) Points to discuss:

- (a) Willy remembers Grandfather saying, "Some things are worth dying for." What does this mean?
- (b) Why can Willy take shortcuts across the lake?
- (c) What happens that ends up giving Willy determination to win the race?
- (d) Many animals were hunted during this time period. Discuss your "feelings" about "hunting" with your group!

(7) If time, pull WHOLE GROUP together to discuss comprehension questions or give brief sequencing of events for Chapter 8

NOVEL LESSON PLANS

STONE FOX

DAY 9

- Objective:**
- (1) Students will read Chapters 9 and 10 of Stone Fox
 - (2) Students will respond to comprehension based questions for Chapter 9 and 10
 - (3) Students will write a prediction paragraph and create an illustration to accompany the paragraph
 - (4) Students will complete the "LOVE" writing activity to compare/contrast the novel and the student themselves
 - (5) Students will complete the "Create a New Title" writing activity for the novel
 - (6) Students will re-write a new ending for the novel Stone Fox

- Materials:**
- (1) vocabulary/additional vocabulary sheet for Chapters 9 and 10
 - (2) comprehension questions for Chapters 9 and 10
 - (3) prediction paragraph activity sheet
 - (4) "LOVE" writing activity sheet
 - (5) "NEW TITLE" activity sheet
 - (6) Enrichment/Extended activities
 - (7) multiple copies of Stone Fox

- Procedure:**
- (1) **WHOLE GROUP** - review story events from Chapter 8
 - (2) **WHOLE GROUP** - students will read Chapter 9 and then discuss the events with the teacher in a "circle" on the floor
 - (3) Students will then complete comprehension questions for Chapter 9 - discuss answers
 - (4) In pairs, students will complete prediction paragraph activity and illustration
- * Timed Activity - 15 minutes to complete the above exercise

- (5) **WHOLE GROUP** - read Chapter 10 and discuss events
 - * Did the story end the way you thought it would?
 - * Did you like it?
- (6) In pairs, students complete comprehension question for Chapter 10
 - * Arrange students in small literature circles to discuss answer to question from Chapter 10
- (7) Students will complete the "LOVE" writing activity and "NEW TITLE" writing activity
 - * Share responses
- (8) Students will complete the writing activity of re-writing a "NEW" ending to the novel Stone Fox
 - * **WHOLE GROUP** - share responses
- (9) Enrichment/Extended activities
 - * PSSA Question # 9
 - * Art Activity