**TABLE OF CONTENTS FOR STONE FOX**

**CHAPTER and TITLE COMPREHENSION SKILL**

Introduction Book overview, learn about Wyoming

1. Grandfather p. 3-11 Visual matching characters and characteristics

Read for details

1. Little Willy p. 12 – 21 Main Idea
2. Searchlight p. 22 – 29 Read for details

*(two days)* Copy and illustrate vocabulary words

Find and record themes of the main idea

1. The Reason p. 30 -36 Class discussion on tax money
2. The Way p. 37- 45 Write questions for the teacher

*(two days)* Create original posters of the sled dog race

1. Stone Fox p. 46 – 54 Compare and contrast Little Willy and Stone Fox
2. The Meeting p. 55 -61 Start divider
3. The Day p. 62-68 Finish divider

(perhaps) Illustrate more vocabulary words

1. The Race p. 69 – 76 Collectively draw the race route on the board
2. The Finish Line p. 77 – 81 Influences

Final project 2-3 days: no glue booklet with summaries and illustrations and minimum of 15 illustrated vocabulary words

Although not noted on the lessons, it is expected that students regularly review previous vocabulary words. Include gestures in the oral reviews.

| **Lesson One**  **Book Title:**   * *Stone Fox* by John Reynolds Gardiner   **Goal/Objective:**   * Introduce new book; learn about the setting * Explore background significant to the story: Wyoming and dog sled racing   **Vocabulary Word:**   * legend: *a story handed down by tradition from earlier times and now accepted as historical ;* Note: the characters in this book are fictional, but the ending of the story is a legend that has been passed down.   **Background/Introduction:**   * Introduce vocabulary word * Give new books and talk about all they can know about the story by looking and reading only the front and back covers *(turn and talk with partner)* * Find Wyoming on several maps * Color Wyoming on US map and mark location of Jackson * Very little developed here on dog sled usage and dog sled racing, but would be good to touch this * Do a story plot   + Setting: Jackson, Wyoming, in the fall or summer (says potatoes are good)   + Characters: Grandfather, Willy, Searchlight, Rex, Doc Smith   + Problem: Grandfather doesn't get up * Look at the Table of Contents—read chapter titles; predict what the story/chapters may contain   As time allows you may have students read p. 3-11 silently and look for the names of 5 characters. They list and guess which will be the main characters. |
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**Lesson Two**

**Chapter One:**

* Grandfather *p. 3-11*

**Goal/Objective:**

* SWBAT: complete the teacher generated worksheet to match characteristics to the main characters of this chapter
* read for detail and understanding by working in pairs to accurately answer the questions outlined on the teacher-generated worksheet

**Vocabulary Word:**

* palomino p.7 [pa luh **MEE** noh] *a horse with a golden coat, a white mane and tail*
* proceed p.7 *to begin a project*
* medically p.10 – *relating to medicine/doctors*

**Background/Introduction**

* Introduce the vocab words
* Willy is main character in this book; lives with his grandfather – look for what kind of person he is as you read in pairs.

**Comprehension Project / Reading in Pairs Time:**

* Read the chapter in pairs and then
* Complete the teacher-generated visual on matching characteristics and characters. On the top of the sheet are the read for details and understanding questions.

**Class Reading Time**

* Follow penciled in discussion points in the book.
* Go over completed visual and compare answers

\* Answers may vary a bit: Willy: 1,8,11,12,13 Grandfather: 1,5,6,7,10,17 Searchlight: 1,4, 3, 4

Doc Smith: 3,9,15,16 Rex: 2

* As a class summarize chapter in one sentence.
  + Possible summary: *One morning Grandfather did not get up and Doc Smith said Grandfather does not want to live anymore.*
* Ask students for the context in which the vocabulary words were used in the story
  + *Palomino: “Rex was Doc Smith's horse. He was a handsome palomino.”*
  + *Proceed: “Doc Smith proceeded to examine Grandfather.”*
  + *Examination: “When doc Smith had finished her examination, she put everyting back into her little black bag.”*
  + *Medically: “Medically, he's as healthy as an ox.”*

Stone Fox Chapter One p. 3-11 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As you read, circle the number when you find the answer.

1. Grandfather loves to paly tricks on little Willy. What is the trick that makes Grandfather laugh until he cries? (p.2)
2. Why does little Willy find his plate in the chicken coop one morning? (p.4)
3. What does little Willy say to Doc Smith that causes her to believe that something is seriously wrong with Grandfather? (p. 6)
4. What does Dr. Smith believe is wrong with Grandfather? (p.10)

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Match all the descriptions below to the characters. Place commas and spaces between your numbers. *Note: some will be used more than once.*

1. Lived on a small potato farm in Wyoming
2. a handsome palomino
3. snow-white hair
4. big and black
5. loved to play tricks
6. bearded
7. said it was good to ask questions
8. asked a lot of questions
9. didn't like when people asked questions
10. always got up early
11. slept late only once – no, twice
12. determined
13. ten years old
14. liked a good run
15. long black dress
16. wrinkly face
17. loves music
18. **Willy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
19. **Grandfather \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
20. **Searchlight \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
21. **Doc. Smith \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
22. **Rex \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Lesson Three**  **Chapter Two:**   * Little Willy *p. 12 - 21*   **Goal/Objective:**   * SWBAT**:**  read for detail * recognize and record a repeated them (main idea)   **Vocabulary Words:**   * Code p.16 *a system of signs for communication* * Strongbox p.17 *like a safe to keep valuables in* * Credit p.17 *getting things without paying until a later time*   **Background/Introduction**   * Explain credit, debt . . . “relying on next year's crop” . . . bankruptcy, losing one's farm * Explain a stroke – what Grandfather had had * As students read they look for and learn the code Grandfather and Willy had worked out: yes, no, hungry, water   **Comprehension Project / Reading in Pairs Time:**   * Read in class and then do the Main idea visual: Searchlight is a smart dog! (may number the events rather than writing them all out – or draw a bit!)   1. Growled when Doc Smith thinks Willy should give Searchlight to a farmer   2. Barked in agreement when Willy shouted, “We are a family and we are going to stick together!”   3. Understood when Willy said, “I love you!”   4. howled when Willy played the harmonica wrong   5. grabbed the harmonica and ran out of the room with it when Willy was way off key!   6. Brought the harness over by the plow to say she could help!   7. Barked when Wily laughed about Doc Smith leaving in a cloud of dust   8. licked Grandfather's hand every time he made a sign * On the back of the main idea visual, draw a picture of Willy and Searchlight digging up the potatoes   **Class Reading Time**   * Follow penciled in discussion points in the book. * Demonstrate the code Grandfather and Willy had figured out * Who said, “We're a family, we're going to stick together”? To whom? Who agreed? * As a class summarize the chapter in one sentence.   + Possible summary: *Little Willy and Searchlight dug up the potatoes, but even that did not make Grandfather well.* * Ask students for the context in which the vocabulary words were used in the story:   + *Code: “Before the night was over they had worked out other signals in their hand-and-finger code.”*   + *Strongbox: “Grandfather kept his money in a strongbox under the boards in thecorner of his bedroom.”*   + *Credit: “Everything they had needed since Grandfather took sick little Willy had gotten at Lester's General Store on credit against his year's crop.”* |
| **Lesson Four and Five**  *Two days*  **Chapter Three:**   * Searchlight *p. 22-29*   **Goal/Objective:**   * SWBAT: read chapter while looking for answers to specific questions * copy and illustrate 5-9 vocabulary words * find and record themes of the main idea   **Vocabulary Word:**   * crisp p.22 – *crisp cracker versus crisp air* * sturdy p. 24—*example of something frail and then sturdy—toothpick and stud* * errands p. 24 –*give example (must include going somewhere to do something for another person!) asking you to take out your pencils s not an errand, to please take a note to Miss Mast (and come back) would be an errand* * educated p. 26 –*has to do with book learning—learning to read and write; highly educated versus someone with only 3rd grade education* * lunged p. 27 –*demonstrate!* * gully p. 28 – *ditches caused by erosion (look out the window at FB, not in KS!)* * forged p. 28 –*to move ahead with sudden increase of speed; demonstrate with me walking* * exhausted p. 29—*everyone demonstrate!*   **Background/Introduction**   * Review the story this far: teacher tell story, (example below) as long as students agree they simply look at teacher pleasantly, if they don't agree, raise hand and correct * The story starts out with Grandpa being sick in bed. At first Willy thought he was playing, but when Grandpa *told him to go get the doctor*, he became alarmed and went to get Doc Smith. Doc Smith *drove his car* over and examined Grandpa, then said she thinks Grandpa doesn't want to live anymore. But Willy believed it was because he was worried about the potato crop so he was determined to harvest the potatoes. He *borrowed a horse* to help him dig them, sold the large harvest to Mr. Leeks, and then very happily showed the money to Grandpa. Now you tell me how chapter to ended. How did Grandpa respond when Willy showed him the money and told him he could now get better?” (His palm down signaled no.)   *This lesson is for two days: suggested outline is:*   * DAY ONE:   + - Comprehension Project / Reading in Pairs Time: after teacher introduces the vocabulary words, students record and illustrate 5-9 words on the nine-patch vocabulary sheets and then draw simple illustrations of each word such as a pencil and book beside educated, someone running beside errand. May include words from this lesson and from previous days. They do not read the pages of this chapter until class time.     - Class reading time :       * do the intro review-the-story-this-far idea       * read the pages of this chapter and look for the answers to the listed questions * DAY TWO:   + - Comprehension Project / Reading in Pairs Time: – Intro with “Why did your mother fix breakfast for you this morning? Why did she make sure you have clean clothes? Why . . “. In the story of Stone Fox do you see love demonstrated anywhere? (Willie loves Grandpa and Searchlight, etc Focus on Willie loving Grandpa.); pairs read all the pages again and begin filling out main idea visual. (How did he respond when Grandfather got sick? How did he respond when Grandfather gave advice? What things did he do mornings/evenings to show he loved him?) | | |

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| He prepared for the winter for both himself and Grandpa  He fed Grandpa with a spoon p.24  He respected his Grandpa and obeyed him p.25  Ran errands for him (both before and after his sickness p. 25  He harvested the potatoes  He went to get Doc Smith  He tried to play the harmonica to Grandpa  excited about hand signals  wanted to grow potatoes like Grandpa  followed his advice p. 18  obeyed Grandpa p. 19  refused to give up on Grandpa   * + - Class time:       * skim pages to find vocabulary words (teacher gives page number),       * review meaning of vocabulary words       * finish main idea visual as a class and       * as time allows do the relay race plan (30 sec. of reading each child) Keep your place!       * Write a one sentence summary of this chapter. Possible summary *(this is a harder one)*: *Every day Searchlight and Little Willie raced across the snow trying to beat the church bell.* |

Questions for Chapter 3 p. 22-29 Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What more can you learn about Wyoming in this chapter?
2. How did Willie prepare for the winter? Can you think of other ways he had to prepare?
3. Why did Grandpa like for Willy to ask lots of questions? Do you think it is good to ask questions?
4. How can you tell Willie loves Grandfather?
5. Describe the sled. Where did it come from? What else does that likely tell you about Wyoming?
6. Why do you think Grandpa wants Willie to have a college education?
7. How does Grandfather describe the city-slickers?
8. How would it feel to be on that sled flying along behind Searchlight?
9. Who do you think the owner of the horse is?

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| **Lesson Six**  **Chapter Four**   * The Reason *p. 30 - 36*   **Goal/Objective:**   * **SWBAT:** participate to teacher satisfaction in a class discussion on the ways the government uses tax money and then list a minimum of 7 on a bubble map, starring 3-4 they benefit from most on a regular basis.   **Vocabulary Word:**   * ricochet (p.30) –*to rebound at least once from a surface*—tell story of bullet ricocheting off water, entering an open car window and killing the driver * derringer (p.30) [**DAIR** uhn jer]--*a short-barreled pocket pistol* * authority (p.31) –*someone in charge (like a police officer)--also to speak with authority* How would it sound to speak with authority? * official (p.31) –*a person appointed to an office; has authority* * legal (p.34) *–according to law*—Is it legal for me to steal your dog? (Could I get in trouble for stealing it?) Is it legal to go to any church I wish? (not in all countries) * taxes (p.34) –*money paid to the government-- used for the common good of the people*   **Background/Introduction**   * Talk about taxes – *first ask what they know about taxes.*   + - *“A tax is a charge on a person's income or property made by the government to collect . . . dollars. The [money] is used by the government to provide services to the . . . communities.” from A Guideline for Using Stone Fox.*     - *I get money for teaching. That's my job. Your dad gets money for working. Who pays the President for doing his job of running this country?*     - *Who pays the highway men who make and repair the roads we drive on?--and buys the machinery to build the roads?*     - *How does the government get taxes? (*Property tax, income tax, transaction tax) *Does everyone pay the same amount?*     - *Should we pay taxes? What does Jesus say?*     - *Do your parents pay taxes?*     - *How does the government use tax money?*   Comprehension Project / Reading in Pairs Time:   * Read pages looking for what the real reason is Grandfather is sick * Look to see if they agree with this statement: The government official is not afraid of Searchlight. Find evidence.   **Class Reading Time**   * Students tell what they learned about the real reason of why Grandfather is sick. * They give evidence for their answer to if/if not the visitor is afraid of Searchlight. * Do the discussion and bubble map on taxes and how does the government uses tax money (as a class talk about it, I write on board, they record a minimum of 7 onto the provided bubble maps. They then star 3-4 they most benefit from on a regular basis)   + - What public services do you use that you don't pay for (except by taxes)       * + Parks, museums (land and buildings paid for by taxes; people who maintain them are paid by taxes)         + Highways, roads, streetlights (men who build and repair them are paid by taxes)         + Libraries (the building, the books, the people who work there)         + Law enforcement (policemen, their cars and other equipment, the dogs that work with them)         + Public schools (the building, paying to heat them, the teachers paid by taxes)         + Postal service (the post office and workers—we pay a bit for sending the letters, but that's not enough)         + Judicial system (courthouse building and judges)         + Jails (we are benefited because it helps keep us safe)         + Medicare (many older people can't pay their bills         + Armies (all the soldiers wages, their equipment, the travel from place to place)         + Medical research (for cancer, etc.) * Then teacher reads chapter to them, making mistakes or pausing for them to fill in the next sentence. * Stop and discuss as needed. * Summarize chapter in one sentence:   + Possible summary: *The tax collector came and threatened to take the farm if Grandfather didn't pay $500. of tax money.* |

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| **Lesson Seven -Eight**  *Two Days*  **Chapter Five:**   * The Way *p. 37 - 45*   **Goal/Objective:**   * **SWBAT:** write minimum of three questions to ask their teacher about the story * create original posters of the sled dog race using the information given on p. 43. Must include a minimum of seven of the eight bits of information given.   **Vocabulary Word:**   * + recommend p.40 t*o give counsel or advice as:* “I recommend you don't fall asleep during school hours” or “I recommend you wear matching socks to school”   + Samoyeds p. 45 [**SAM** uh yed] – you will try to figure this out by the context; *a Siberian breed of dog – find picture in encyclopedia*   **Background/Introduction**   * Today find out why Willie lives with his grandfather – and how he plans to make $500. Read middle paragraph of p. 43 very carefully * Mention the annual National Dog sled races held in Jackson, Wyoming.   **Comprehension Project/Visual:**   * Day one: make posters of the Dog sled race information – from p. 43 ?? OR START DIVIDER ??? * Day two: Students write 3 or more questions for their teacher to answer   **DAY ONE:**   * **Reading in Pairs Time** * After reading students write out minimum of three questions for the teacher! *Ask students to find questions the teacher cannot answer in just one word. Use words like “describe” to make the person answering talk a lot more.*  Teacher may not look in the book for the answers, and they may ask as hard/detailed questions as they wish, but the answers must be found in today's text. * I have one question for them: What is a Samoyed? – from context; then they find in encyclopedia once they figure out what it is * **Class Reading Time** * How is this chapter remind you of Pulling Together? * Students tell what a Samoyed is – by using context. * Explain “foreshadowing”   + As you read as a class they look for a sentence in today’s story that makes one think it might be important, but it doesn’t give any details? (Except for some letters that Willy didn’t bother to read.) * Students ask me the questions (after we read) * Summarize chapter in one sentence.   + Possible summary: *Little Willie decided he would enter the dog sled race and win the $500. to pay the taxes.*   *Ideas of the kinds of questions to encourage:*   1. *What phrase had Grandfather often repeated? What does that mean?* 2. *What did Little Willy's hari look like when he stepped int othe bank?* 3. *Who was Mr. Foster?* 4. *How did Searchlight greet Willy when he came out?* 5. *How did Grandfather respond when Willy asked about the farm?* 6. *Describe Lester.* 7. *Who was Stone Fox? Describe him.*   **DAY TWO:**   * **Reading in Pairs Time** * Will not reread chapter but instead review vocabulary words and then * start gathering information for the poster they will make on the dog sled race – p. 43 or 44      * **Class Reading Time** * Collectively read the paragraph on p. 43 that describes the poster. What information is given? Make posters including as much information as possible (Not just dog race. Come see the show!) These questions are answered—write on the board:   + - * + What? (National Dog sled Race)         + Where? (city, state) Jackson, Wyoming         + When? (book tells you February but not the day, may make that up)         + Who? Anyone—open race; any number of dogs may enter race         + Length of race? Ten miles         + Where race will be: Beginning and ending on Main Street in front of the old church         + Prize: $500.00 * Give ideas of how to make it original and include all the information. * May use markers, but only after all has been done with pencil first; may be creative in how they make their posters * Show to teacher before beginning with markers. (The marker part would easily be done while teacher tells more about the Samoyeds) |

Samoyed dogs:

* Look up in encyclopedia: Pictures—beautiful, all white
* Samoyed dogs are named after the people who first raised them. It is a Russian word that means “people able to live by themselves”
* Live in arctic areas (pull down map)
  + - Very thick warm coats and tails; outer coat a bit oily, so keeps coat dry—what do they think they use their tails for?
    - Thick tails help—cover noses with tails when they sleep; avoid breathing the very cold air
    - Dogs would sleep in tent with owners and help keep children warm
* Pull loaded sleds (show picture p. 24)
  + - Strong, great endurance, don't tired easily (must have large lungs)
    - toes spread far apart; keeps them from sinking in the snow.
* Long hair between the toes: protect feet ice (mittens) and helps them to not slip (grip on shoes)
* Helped make history; used to go to South Pole and attempted to North Pole
  + - Story of Scott (England) and Amundsen (Norway) in1911 racing to reach the South Pole. Scott made the deadly mistake of cutting off the dog's tails, they all got pneumonia and died. Had to pull their own sleds, made it to South Pole, but all died on the return trip
    - Amundsen made it first and returned alive (also used Samoyeds along with others)
    - In 1893 Nansen heading to North Pole knew he didn't have enough food for the Samonyeds he used as sled dogs; planned to kill the worn out ones and feed that to those still strong. Dogs refused to eat the meat; Nansen had to turn back.

Stone Fox Chapter Five Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the long paragraph in the middle of p. 43 to answer the following questions about the dog sled race. Then use the information to create a poster like one you think Lester may have had. Can you include all the information in an original form? Cross them out as you use them.

1. What? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Where? (city, state) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. When? (month, you may make up the day) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Who may enter? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. How many dogs to a sled? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Length of race? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Where race begin and end? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. What is the prize? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Lesson Nine**  **Chapter Six:**   * Stone Fox *p. 46 - 54*   **Goal/Objective:**   * SWBAT: compare and contrast Little Willy and Stone Fox, listing in pairs, a minimum of eight points   **Vocabulary Words:**   * mayor— p. 46 *the head or ruler of a town or city*  “Little Willy went to see \_\_\_\_\_\_ Smiley at the city hall building to sign up for the race.” * amateur p. 47 *a person with little experience* “This is not a race for \_\_\_\_\_\_\_.” * unison p. 50 *at the same time; altogether “*The dogs held their heads up proudly and strutted in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” * granite p. 51 *a very hard stone* “His face was solid \_\_\_\_\_\_\_\_, but his eyes were alive and cunning.”   **Background/Introduction**   * Introduce vocabulary words * Discuss the word “gosh” on p. 51. Cross out, but do not *blot out*. Blotting out the word only creates curiosity. * Discuss Indian reservations * Show on map Stone Fox’s move from Utah to Wyoming * Make sure they know how to pronounce Shoshone and Arapaho [uh-rap-uh-hoh] * How do you think Stone Fox feels about this? We’ll find out in the story today. Legend of Stone Fox; a legend of an Indian who raced dogs and never lost; the race and its surprising ending are reported to have actually happened   **Comprehension Project / Reading in Pairs Time:**   * Read in pairs and then * complete a minimum of 8 bubbles on the compare/contrast visual of Little Willy and Stone Fox   **Class Reading Time**   * Collectively finish completing the compare/contrast visual * Follow penciled in discussion points in the book. * Write a one sentence summary of the chapter   + Possible summary: *Little Willie entered the race and met Stone Fox.*   **Comprehension Project/Visual: amplified:**   * Little Willie   + Had never been in a race before   + had only one dog   + practiced every day   + knew every inch of the ten mile race track   + was a small boy only ten years old   + wanted money to save Grandfather's farm   + white   + amateur * Stone Fox   + Had never lost a race   + was an Indian   + never spoke to white men   + wanted money to buy back the land from white men   + did not practice with his team   + had five beautiful Samoyeds   + was a huge man   + Indian   + expert * Both   + wanted to earn money   + sure they would win   + entered the race | | |
| **Lesson Ten**  **Chapter Seven:**   * The Meeting *p. 55 -61*   **Goal/Objective:**   * SWBAT: make a divider for the story including the title, author, genre, and appropriate illustration(s)   **Vocabulary Word:**   * rooting p. 56 *cheering* “I want you to know I will be \_\_\_\_ for you.” * treacherous p.57  *dangerous* This was a \_\_\_\_road at night, but the moon was out, & Searchlight could see well.” * deserted p. 58 *abandoned* “The sounds came from the old \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ barn near the schoolhouse.” * investigate p. 58 *to observe or study closely* “Little Willie decided to \_\_\_\_\_\_.” * massive p. 61 *very large, huge “*. . . he reached out with one \_\_\_\_\_\_\_ hand and gently petted one of the Samoyeds.”   **Background/Introduction**   * Think about the title – who do they think will meet today? What do they think will happen? What might Stone Fox say? (nothing, remember? Refused to talk to whites.) What might Little Willie say? * Discuss “darn fool” p. 56; cross out   **Comprehension Project / Reading in Pairs Time:**   * Only read and then begin the divider * Make divider for binder. Must include:   + Title:   + Author:   + Genre: a legend   + some illustration depicting one aspect of the story   **Class Reading Time**   * Follow penciled in discussion points in the book. *Note: make a big deal of how Stone Fox treated Willie and vice versa.*   + How can you tell Grandfather’s medicine must be very important?   + How can you tell Willy was a polite boy? * Write a one sentence summary of the chapter   + Possible summary: *Little Willy saw Stone Fox's beautiful dogs and Stone Fox hit Little Willy's eye – hard.* | | | | |
|  | **Lesson Eleven**  **Chapter Eight:**   * The Day *p. 62-68*   **Goal/Objective:**   * SWBAT: finish the divider begun the previous lesson * as time allows illustrate several of their favorite vocabulary words from today and/or past lessons onto a nine-patch vocabulary sheet (either completing a previously begun one or starting a new one)   **Vocabulary Word:**   * jagged p. 63 *having sharp, uneven edges* “The \_\_\_\_ peaks of the Tton Mountains shot up in the background . . . “ * abrupt p. 63  *very sudden* “ . . . he brought the sled to an \_\_\_\_ halt.” * abreast p. 65 *beside one another in a line* “They stood nine \_\_\_\_.” * clench p. 67 *to close tightly* “Miss William \_\_\_\_ her hands together until her knuckles turned white.” * swig p. 68 *to take a drink*  “Dusty took a powerful \_\_\_\_ from a whiskey bottle.”   **Comprehension Project / Reading in Pairs Time:**   * Read then finish divider from previous lesson * If finished with divider could illustrate vocabulary words   **Class Reading Time**   * Follow penciled in discussion points in the book.   + Note the theme of how tension filled the air. How does the author show that?   + Who was everyone betting on? Discuss bets and odds.   + What did Willy say happened to his eye? Why doesn’t he tell on Stone Fox? *Note: make a big deal of how Stone Fox treated Willie and vice versa.*   + How does the author help you see how tall Stone Fox is? How does Willy treat Stone Fox?   + Why do you think Stone Fox’s eyes lack the sparkle from the night before?   + Why do you think the people of the town are so tense?   + How does the race begin? At what time? * Write a one sentence summary of the chapter   + Possible summary: *Little Willy, with this eye swollen shut, went to the race – and the race began!* | | |
|  | | **Lesson Twelve**  *Consider doing lessons 12-13 in one day, read as a class only, teacher draw the race route while students help plan it, do a chapter summary after chapter 9 and then continue with chapter 10. End with a summary.*  **Chapter Nine:**   * The Race *p. 69 - 76*   **Goal/Objective:**   * SWBAT: collectively draw the race route on the board   **Vocabulary Word:**   * pursuit p. 70 *racing after one in front* “Other racers followed in hot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” * disqualified p. 71 *to become ineligible* “Little Willy had asked Mayor Smiley if he was permitted to go across the lake, as he did not want to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” *Example: in Pulling Together the horses were required to be working horses . . . not being a working horse would disqualify a horse in the contest. In a race for ages 3-5, a six-year-old would be disqualified.* * magnificent p. 73 *“grand, very impressive, beautiful* “The five Samoyeds looked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as they moved effortlessly across the snow.”   **Background/Introduction**  **Comprehension Project / Reading in Class only:**   * Collectively draw a map of the race course on the board. What are the landmarks to include?   + Main Street   + North Road   + schoolhouse (on outskirts of town)   + barn   + lake (three miles out of town)   + Doc Smith’s house (on the right, a bunch of trees by house)   + Grandfather's farm (man with beard at window)   + South Road *-Pay attention to when there are sharp turns and when it is flat, etc.* * Follow the penciled in comments in the book.   + What things help Willy gain speed? What onomatopoeia ˌ[ä-nə-ˌmä-tə-ˈpē-ə,] word does the author use to help you feel the speed?   + Why could Willy make sharper turns? What other shortcut did Willy take?   + Why do you think Stone Fox started out so slowly?   + What shortcut can Willy take in the race course that no one else dares to take?   + How many miles long is the race? Why would the last half be harder for Willy?   + What does Willy notice when he races past his house?   + Why doesn’t Willy notice that Stone Fox is gaining on him?   + How does the author make you feel that you are in the story? (Look back, little Willy!) * Write a one sentence summary of this chapter   + Possible summary: *When Little Willy raced past Grandfather's farm he saw Grandfather sitting up in bed!!* |

**Lesson Thirteen**

**Chapter Ten:**

* The Finish Line *p. 77 - 81*

**Goal/Objective:**

* SWBAT: come to conclusions about cause and effect in the form of an influences visual done as a class – won't do if lessons 12 – 13 are combined

**Vocabulary Word:**

* Challenger—“He stood tall in the icy wind and looked down at the young \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

**Background/Introduction**

* Talk about good sportsmanship – one of them has to lose. Will he be a good sport?

**Comprehension Project/Visual – read as a class only:**

* Do an influence visual on the board
  + Before: Stone Fox hated Willie, hit him, refused to speak to him
  + Ended with: making sure that Willie would win, choosing to lose
  + Influences (what made him change?): he saw how hard Willie had worked, admired the boy and dog, surprised
* Follow penciled in discussion points in the book.
* Write a one sentence summary of this chapter. Possible summary: *The race was really close, but Searchlight died just before the finish line. Even so, Stone Fox insisted that everyone let Little Willy win.*

**Possible Final Project**

**NO GLUE BOOKLET WITH SUMMARIES AND ILLUSTRATIONS AND ILLUSTRATED VOCABULARY WORDS**

* Make using 6 sheets of paper per student – *check if it should be 6; I am now changing the vocabulary words to a separate booklet so 5 may be enough*

Give 2-3reading days to work on this

* Set a deadline for completing the project, but could be a couple days after the days given (could take home, work on in story-time, or do in free time) Part of this is a training for students taking responsibility to complete longer-term projects.

Must include

* Front cover with title and author
* 8-9 pages of story summaries – use of the class summaries done with each chapter. Chapters 3 and 6 could be eliminated to fit with this booklet – or combine a couple. Let students help decide which ones could be dropped without affecting the story flow.
* Pages numbered
* Summaries illustrated
* Minimum of 15 vocabulary words recorded and illustrated
* Grade on
  + completed – and on time 50 points
  + neat 20 points
  + spelling/punctuation 10 points
  + creative/well done 20 points

Those finished early spend the extra time illustrating more vocabulary words, reviewing vocabulary words, quizzing each other, or reading silently from library books.