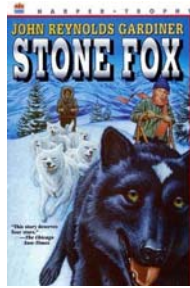


Stone Fox: A 4th Grade Literacy Focus Unit
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FEATURED SELECTION

Stone Fox by John Reynolds Gardiner. New York: Scholastic Inc, 1980.

Written at a fourth grade reading level, John Reynolds's book *Stone Fox* is a story of little Willy who is determined to save his grandfather's potato farm. His grandfather has failed to pay his taxes for ten years and now owes five hundred dollars in back taxes. The boy enters a dog sled race with his dog Searchlight with the hope that he will win the prize money and save the family farm. The only problem is, Willy must outrun all the other entries which include the best dogsled racers in the country. He must also beat a legendary Indian named Stone Fox who has never lost a race.

RELATED MATERIALS

- *Mush* by Patricia Seibert. New York: Millbrook Press, 1992.
Reading Level: 3rd Grade

This book connects to the main book through the concept of dogsled racing. The book is a lower reading level that could quickly be read by a student who is struggling or reading for pleasure.

- *Cold Hands, Warm Heart: Alaskan Adventures of an Iditarod Champion* by Jeff King. New York: Husky Homestead Press, 2008
Reading Level: 6th Grade

This book gives a first hand account of a dogsled racer. This story gives a different point of view than the fictional story Stonefox, but at the same time adds to the emotion and trails of the characters.

- *Woodsong* by Gary Paulsen. New York: Aladdin, 2007.
Reading Level: 5th Grade

This story is a story that is well known and connects well to the primary source. This covers the same topic of dogsleding but for survival rather than pleasure.

- *Honest Dogs: A Story of Triumph and Regret from the World's Toughest Sled Dog Race* by Brian Patrick O'Donoghue. New York, Epicenter Press, 1999.
Reading Level: 5th grade

This connects to the primary source due to the fact that it examines the race itself. This is important to understand when inserting characters into the story. The background information is very important so this book connects nicely to the story.

- *Storm Run: The Story of the First Woman to Win the Iditarod Sled Dog Race* by Libby Riddles. New York: Sasquatch Books/Paws IV Children's Books, 2001.
Reading level: 3rd Grade

This connects to the primary source through dogsleding. This story however may appeal to the girls in the class. This is a first hand account of a woman's journey on the hardest dogsled race.

GOALS

- Students will examine the characters in order to gain an understanding of what it means to be brave.
- Students will gain a better understanding of the events that take place in a dogsled race.
- Students will gain an understanding of compassion through the characters actions and thoughts.
- Students will gain an understanding of loving a family member unconditionally through the character Willy.
- Students will examine what it means to never give up by understanding Willy's situation.

INDIANA ACADEMIC STANDARDS

SOCIAL STUDIES

5.3.2 Identify regions of the United States and explain the advantages and disadvantages of using maps, globes and photographs to locate and describe these regions.

5.3.3 Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

5.3.6 Map and describe the characteristics of climate regions of the United States.

SCIENCE

5.2.6 Write instructions that others can follow in carrying out a procedure.

5.3.11 Investigate and describe that changes in speed* or direction of motion of an object are caused by forces*. Understand that the greater the force, the greater the change in motion and the more massive an object, the less effect a given force will have.

MATH

5.4.1 Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles by using appropriate tools (e.g., ruler, compass, protractor, appropriate technology, media tools).

5.7.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.

ENGLISH/LANGUAGE ARTS

5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.

5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.

5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

PE ACTIVITY

5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities.

ART

5.7.1 Demonstrate refined observational skills through accurate rendering of representational objects and subject matter from life.

MUSIC

5.9.1 Investigate and perform music associated with historical periods, individuals, events, and movements in the United States such as songs of the railroad, American heroes, the American Revolution, or a specific decade.

UNIT PLAN

PRE-READING

Activity: The teacher will bring in pictures of: the Iditarod dog race, sledging dogs, Wyoming, a dogsled, Shoshone Indians, and potato farming. The teacher will introduce the pictures and give some explanation of what is in the pictures. The teacher will assign groups of four students each to create a fact research paper on a certain topic from the book which are the same topics as the pictures shown earlier. The groups of students will look up information on these topics and record them on a list. EACH student will write a one page summary of the facts which they found about their topics. Then each group will present five to eight facts about their topic to the class. (Oral and Written Language)

Grouping: Group research and Oral presentation- 4 person groups

Writing of paper- Individual

READING

Activity: Teacher will read the first chapter of the novel aloud to the class. The students will continue to read on their own. The teacher will discuss ideas and concepts of the chapters with the students each day. (Student and Teacher Reading)

Grouping: Individual, Class discussion, and Buddy Reading

RESPONDING

Activity: While reading the book, students will write in their reading logs almost everyday. One topic will be: "Predict and record in your reading log what you think the ending of the book will be like." The students may also do a quick write in their reading logs. (Written Language)

Grouping: Individual

EXPLORING

Activity: The teacher will present topics including social studies, math, music, and theme which relate to the book. The students will complete worksheets and learn concepts dealing with elements of dogsled racing.

Social studies: the students will learn and complete a worksheet dealing with the geography of Wyoming. The students will look at geography elements such as mountain ranges, climate, precipitation, etc.

Math: The students will learn about miles and distance using a map. The teacher will provide maps to practice on, and the students will measure in miles the length of the race.

Music: The students will learn an original song from the Shoshone Indians and practice singing it during class time.

Theme: The students will look at the different themes in the book. They will examine the different concepts which leads to the themes and the lessons within the story.

The students will look at these things, and the information will be placed in a location that is easily accessible.

The teacher could also pull in :

- related materials,
- author's purpose,
- concentrate on certain passages,
- and look at skills to teach from book.

Grouping: Individual and Whole Class

APPLYING

Activity: The students will compare and contrast the movie and the novel using a Venn diagram. The students will work with science and art to create a popsicle dogsled. The students will also use the force concepts learned in science to play a game of dogsled racing amongst themselves. (Cumulative Activity, Science, PE, and Art.)

Grouping: Individual

Monitoring: The teacher will monitor all the activities. The teacher will lead the introduction and lesson, and during work time the teacher will keep children on task. The teacher will answer questions throughout and help guide the students in the correct direction.

Assessment: The teacher will collect the worksheets, projects, and reading logs for grading based on following directions, completion, grammatical correctness, and correct answers. The teacher will keep an observation log of the students' attitudes, participation, and attempts during the non-paper activities.

Time Schedule

<p>Day 1</p> <ul style="list-style-type: none"> -Show pictures for prereading. -Make Groups of 4 -Start Research for Papers (Written Activity) 	<p>Day 2</p> <ul style="list-style-type: none"> -Complete Research -Each student starts his/her own paper (Written Activity Cont.) 	<p>Day 3</p> <ul style="list-style-type: none"> -Groups give oral reports to class with 5-8 facts -Teacher reads chp 1 aloud -Students read chp 2 for homework (Oral Language, Teacher Read-Aloud, Student Reading) 	<p>Day 4</p> <ul style="list-style-type: none"> -Students Respond to reading in Reading Log. -Look at the Family Theme -Read Chp 3 for Homework (Theme)
<p>Day 5</p> <ul style="list-style-type: none"> -Write in Reading Log -Learn a Song from the Shoshone Indians -Read Chp 4 for homework (Music) 	<p>Day 6</p> <ul style="list-style-type: none"> -Teacher Reads chp 5 aloud -Students predict for ending of book -Students look at Geography for the location of the race -Wyoming -Read chp 6 for homework -Complete Map for Homework (Social Studies) 	<p>Day 7</p> <ul style="list-style-type: none"> -Respond to Chp 6 with a quick write (or quiz). -Use science to look at FORCE. -Read chp 7 for homework. -Complete Worksheet for force. (Science) 	<p>Day 8</p> <ul style="list-style-type: none"> -Read chp 8 for homework. -Look at sled design, have students create instructions for building a sled. -PE Play a racing game focusing on force. (Science, PE)
<p>Day 9</p> <ul style="list-style-type: none"> -Read Chp 9 for Homework. -Respond to activities and reading in reading logs. -Start art project-dog sleds out of popsicle sticks using instruction from science on day 8. (Art) 	<p>Day 10</p> <ul style="list-style-type: none"> -Teacher reads chp 10 aloud. -Respond with quick write. - Cont. Work on sled -Begin looking at distances in math with the race on a map. -Complete math worksheet for homework. -finish sled for homework. (Math) 	<p>Day 11</p> <ul style="list-style-type: none"> -Look and Review chp 1-10. -Have students review themes. -Review all the concepts. <p>TURN IN ALL WORK!</p>	<p>Day 12</p> <ul style="list-style-type: none"> -Watch the movie with the other 4th grade classes. Eat trail mix and sit on blankets for movie. -Compare and Contrast Movie and Book on own venn diagram.

ASSIGNMENT CHECKLIST

- _____ Reading Logs/Quick Writes
- _____ One page Research Paper of Facts

- _____ Geography Map Worksheet

- _____ Force Worksheet

- _____ Sled Design Instructions and Popsicle Sled

- _____ Distance Measuring Worksheet

- _____ Compare and Contrast with Venn Diagram