

Name \_\_\_\_\_

## FIGURATIVE LANGUAGE: SIMILES

*Simile: a comparison between two things using the words like or as.*

The author uses many similes to help you picture what is happening. Read the quotes containing similes below. Circle the two things that are being compared, and underline the *like* or *as*. Then, sketch a picture of the sentence in each box underneath each quote.

**Quote #1:** "Medically, he's as healthy as an ox. Could live to be a hundred if he wanted to," said Doc Smith." (page 9)

Sketch:

**Quote #2:** "It's not a dirty snow. It's a clean, soft snow that rests like a blanket over the entire state." (page 22)

Sketch:

**Quote #3:** "Get over here!" The voice cut through the air like the twang of a ricocheting bullet." (page 22)

Sketch:

**Quote #4:** "How much do we owe you, Mr. Snyder?"  
"Says right here," clearing a bell." (page 36)

Sketch:

Name \_\_\_\_\_

## CAUSE and EFFECT

Write about story events with their effects by writing the correct letters of the events on the story event lines.

| Causes   | Effects   |
|--|---|
| 1. Little Willy discovers there is no money to rent a horse for the potato harvest. ____ | A. Little Willy cries tears of joy.   |
| 2. Little Willy takes a shortcut that none of the other racers take. ____                | B. Little Willy runs to Doc's house to ask for help.  |
| 3. Stone Fox sees that Searchlight is dead and tells little Willy so. ____               | C. Little Willy must figure out a way to earn \$500.  |
| 4. Little Willy sees Grandfather watching the race through his window. ____              | D. Searchlight pulls the plow in order to harvest the potatoes.   |
| 5. Little Willy sees an advertisement about the National Dogsled Races. ____             | E. Searchlight gives it her all, causing her heart to burst and she dies instantly.                               |
| 6. Little Willy won't get out of the snow. ____  | F. Little Willy is so far in front of everyone else that he can't even see anybody behind him when he looks back. |
| 7. Little Willy sees Samoyeds in a race. ____  |   |
| 8. Little Willy moves and gains on the other racers. ____                                |   |
| 9. Little Willy tells the other racers that he is a dog. ____                            |   |
| 10. Little Willy tells the other racers that he is a dog. ____                           |   |

Name \_\_\_\_\_

## The Race

What happens first, next, and last in the race? Draw a picture for each part of the race, and write accompanying text. Also, on the provided lines in each section, write a couple of words describing the emotion or mood that each part of the race evokes. At the bottom, give Chapters 9 and 10 a new title that you think is fitting. Write an explanation for your title choice.

First, \_\_\_\_\_

Mood/Emotion: \_\_\_\_\_

Next, \_\_\_\_\_

Mood/Emotion: \_\_\_\_\_

Last, \_\_\_\_\_

Mood/Emotion: \_\_\_\_\_

\_\_\_\_\_

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Write about and illustrate four important events from the chapters you just read.

Event 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Event 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Common Core codes are listed on the bottom of each activity.

### 19 Reading Response Activities:

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

# Devil's Advocate: Theme

Several themes from Stone Fox are written below. Read the opposing lessons regarding each theme. Circle or highlight the lesson that you want to write a supporting argument for. Then, write your supporting argument in the space provided. You may choose to refer to the story, or you may not. (Teacher's Note: As a bonus, have the students participate in debates based on their answers.)

## Theme: Perseverance

**Lesson 1:** Working really hard towards a goal means giving up parts of who you are.

**Lesson 2:** Working really hard towards a goal defines who you are.

In the book, little Willy must work hard to save his grandfather, and to save their farm.

These experiences show who little Willy truly is: dedicated, loving, and brave.

## Theme: Loyalty

**Lesson 1:** True loyalty might mean utter self-sacrifice.

**Lesson 2:** Being too loyal can end up causing you harm.

The story demonstrates true loyalty through Searchlight and through Little Willy. Searchlight gives the race her all, and ultimately gives up her own life. Little Willy bravely tries and tries to save Grandfather, and he even gives up his own life for Grandfather. Both Searchlight and little Willy sacrifice a lot for the other.

## Theme: Bravery

**Lesson 1:** Sometimes, being brave means admitting you can't do it on your own.

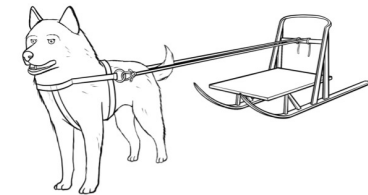
**Lesson 2:** Sometimes, being brave means trying to do everything you can.

Little Willy tries to do so much on his own in the book. He ultimately finds a way to win the race. Searchlight's death right before the finish line. Searchlight's death right before the finish line.

## ACTIVITY PACKET

# STONE Fox

By *Beverly* Reynolds Gardiner



## TABLE OF CONTENTS: Reading Response Activities

| Focus                            | Common Core                     | Pages | Resource                                  | Use with Chapter(s)            |
|----------------------------------|---------------------------------|-------|---|--------------------------------|
|                                  |                                 | 3     | Activist Cover                            |                                |
| Ask and Answer Questions         | RL 3.1/RL 4.1/RL 5.1/RL 6.1     | 4     | Partner Questions and Answers             | any                            |
| Theme                            | RL 3.2/RL 4.2/RL 5.2/RL 6.2     | 5     | Devil's Advocate Theme                    | Use after finishing the novel. |
|                                  |                                 | 6     | Chapter 1                                 | any                            |
|                                  |                                 |       | The Race                                  | 4-10                           |
| Plot                             | RL 3.3/RL 4.3/RL 5.3/RL 6.3     | 8     | The National Dog sled Races               | 5                              |
|                                  |                                 | 9     | Little Willy's Obstacles                  | Use after finishing the novel. |
|                                  |                                 | 10    | Cause and Effect                          | Use after finishing the novel. |
|                                  |                                 | 11    | Character Traits                          | any                            |
| Character Analysis               | RL 3.3/RL 4.3/RL 5.3/RL 6.3     | 12-13 | Character Cards                           | Use throughout the novel.      |
|                                  |                                 | 14    | What Would I Do?                          | any                            |
| Setting Analysis                 | RL 3.3/RL 4.3/RL 5.3/RL 6.3     | 15    | Setting Stone Fox                         | 3                              |
|                                  |                                 | 16-17 | Figurative Language Posters (color + b/w) | any                            |
| Figurative Language              | RL 3.4/RL 4.4/RL 5.4/RL 6.4     | 18    | Figurative Language                       | any                            |
|                                  |                                 | 19-20 | Figurative Language: Similes              | Use after finishing the novel. |
| Point of View                    | RL 3.6/RL 4.6/RL 5.6/RL 6.6     | 21    | Another Point of View                     | Use after finishing the novel. |
| Reading Comprehension Strategies | RL 3.10/RL 4.10/RL 5.10/RL 6.10 | 22    | Solve the Riddle                          | Use after finishing the novel. |
| Opinion                          |                                 |       |   |                                |

## Easy Planning & Low Prep:

- Table of Contents tells you focus skill and when to use what
- Student Cover Page
- All answer keys

# Culminating Project Choices

Name \_\_\_\_\_

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least \_\_\_\_\_ stars. Color in the stars of the project(s) you choose.

## Story Sequel ☆

What happens to little Willy and Grandfather after the story ends? Write about what you imagine happens to the characters next.



## Playwright ☆☆

Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.

## Point of View ☆☆

Write the entire story from the point of view of a secondary character, like Grandfather, Stone Fox, Searchlight, or Doc Smith.



## Game On ☆☆☆

Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.



## Alternate Ending ☆

Do you wish *Stone Fox* had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.



## Newspaper ☆☆☆

Create a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of!

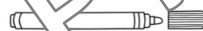


## 3D Characters ☆☆

Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.

## Paper Bag Book ☆☆

Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to look like the book's title, author, and picture.



## Puppet Show ☆

Create a puppet show that depicts the characters in the book. Use the puppets to act out a scene from the book in front of the class. The puppets may be made out of any material you choose. Be sure to turn in a written manuscript of your play.

# Culminating Project Choices: Grading Sheet

Name \_\_\_\_\_

## Project Choice #1

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #2

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #3

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #4

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #5

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #6

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #7

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #8

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

## Project Choice #9

Project Name: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Comments: \_\_\_\_\_

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## Additional Resources:

- Culminating Project Options for students to complete after the novel



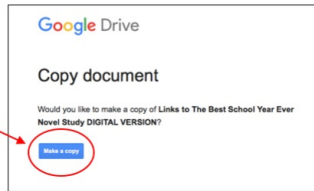
# Instructions

for Digital Version/Google™ Drive Document

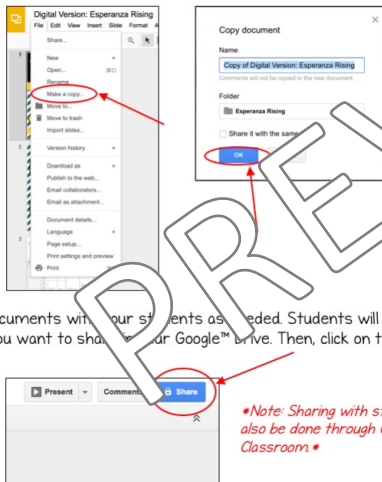
1. In the Google folder you received after purchasing my product, you should have found three files: the **digital version**, the **printable PDF**, and the **instructions** you are currently reading.
2. You will notice that the digital version contains the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

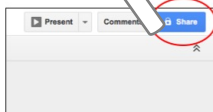
You will customize this additional copy in whatever ways you want, according to your students' needs.



3. Think through how you want to roll it out to your students. Decide what you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you only want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.
4. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

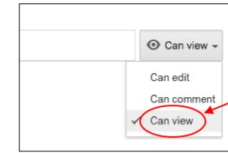


5. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

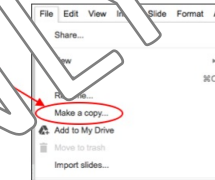


\*Note: Sharing with students can also be done through Google™ Classroom.\*

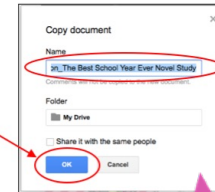
6. Next, you will be prompted to enter the students' e-mail addresses. **Be sure to mark your shared document as "Can View,"** which is a drop down menu on the right-hand side of where you type the e-mail addresses. *"Can Edit" will likely be the default selection, so you may need to change it.*



7. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ drives. In order to make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the top left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved to their own Google™ Drives.



Students will rename their copied documents here.

8. Students will be able to access the content, type in text boxes, add text boxes, draw pictures, etc. Changes that students make to their documents will be automatically saved.
9. Students may share with you their works in progress.
10. Don't forget that you do have the option to print the document. The Google™ Drive version is black and white and are most handy if they are printed. Many teachers end up using both versions.
11. There are places where students are using iPads or tablets, this is easy to do. However, if you are using a computer, you can find the "Insert" dropdown menu in Google™ Drive.

Your purchase includes both the **PAPER** version and the **GOOGLE™** version of this resource.

**BONUS Paperless Version included!**

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

# Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme... Transition...

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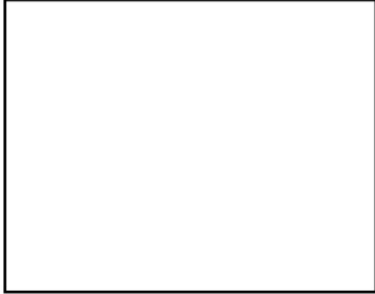
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Name \_\_\_\_\_

# CHARACTER Traits

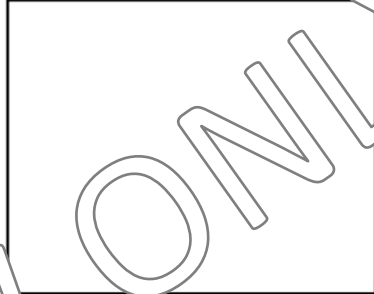
Choose two characters from the story. Sketch portraits. Label the characters. Name at least two traits for each character. Then, list evidence for your chosen traits.



Portrait

Character: \_\_\_\_\_

Traits: \_\_\_\_\_



Portrait

Character: \_\_\_\_\_

Traits: \_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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1. \_\_\_\_\_  
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Determine the meanings  
of figurative language  
to help you better  
visualize the text.

Name \_\_\_\_\_

# Figurative Language

Below, write quotes from the book which contain figurative language. Then, circle the type of figurative language. Next, justify your answers. Last, illustrate the quote.

| Quote | Type  | I know this because... | Illustration |
|-------|---|------------------------|--------------|
| 1.    | Simile<br>Metaphor<br>Personification<br>Idiom<br>Hyperbole |                        |              |
| 2.    | Simile<br>Metaphor<br>Personification<br>Idiom<br>Hyperbole |                        |              |
| 3.    | Simile<br>Metaphor<br>Personification<br>Idiom<br>Hyperbole |                        |              |
| 4.    | Simile<br>Metaphor<br>Personification<br>Idiom<br>Hyperbole |                        |              |

Write your own creative figurative language  
sentence about the story here: