

# When Foxes Came to Stay

by Janice Marriott

## Summary

When a family of foxes makes a den near their house, Jenna and Kyle decide to watch and protect them. Not everyone in the household wants to help the foxes, though!

## Features of the Text

- Realistic fiction
- Problem and solution
- Direct speech
- Factual information about foxes
- Descriptive writing and a poem

## Purpose

*When Foxes Came to Stay* can be used for the following purposes:

- introducing the ideas and vocabulary in the associated nonfiction title;
- exploring the use of descriptive language;
- identifying the problems and solutions in a narrative;
- finding factual information in fiction texts;
- making inferences.

## Following Up

The students can:

- use the copy master on page 68 to explore alternative endings for the story
- list words and phrases to describe another animal, then write a short poem about it
- rewrite the story from a different point of view, such as that of the children's mother or the mother fox.

## Guided Reading Summary

### Introducing the text

Ask the students if they have ever had a wild animal such as a squirrel or a fox try to live in their home.

- What do we mean by "a wild animal"?
- What kinds of wild animals live in your neighborhood?
- Have you ever tried to tame a wild animal?

### Reading and discussing the text

Tell the students to read to the end of page 5 and to then make predictions about the problem that this story will be about.

- What do you think Jenna and Kyle will want to do about the fox? Why?
- What do you think their mother will want to do? Why?
- Why has the fox come into the garden?

Discuss the descriptive language used in the text. Ask the students to make a note of this as they continue to read the story.

Ask the students to read to the end of page 11.

- Were you right about the problem in this story?
- How will it be resolved?
- What are the children using to help solve the problem? (facts about foxes)

Ask the students to read to the end of the story.

- What different endings could this story have had?

Ask the students to compare Jenna's poem with the descriptive language they noted as they read the story.