

Novel·Ties

My Side of the Mountain

Jean Craighead George



A Study Guide

Written by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide to use in conjunction with the novel *My Side of the Mountain* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

I HOLE UP IN A STORM

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|-------------|---|
| 1. snug | a. pants; slacks |
| 2. diameter | b. large rock |
| 3. boulder | c. warmly comfortable |
| 4. tethers | d. straight line passing through the center of a circle |
| 5. trousers | e. long, narrow ditch |
| 6. trench | f. ropes by which an animal is attached to a fixed object to limit movement |

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- The hikers were injured by a falling _____ during an avalanche.
- Wear long _____ while you hike in the woods so your legs don't become scratched.
- The horse strained at its _____ when it saw the fire.
- When the entire family is home, we sit at the dining room table because it has a larger _____ than the kitchen table.
- They dug a _____ around the house so the forest fire wouldn't destroy it.
- My down coat makes me feel _____ even on the coldest days.

Read to find out about a boy who is living on his own.

Questions:

- At what time of year does this novel begin?
- Where does this story take place? Why is the narrator living there? Does he seem to be enjoying his life?
- Who is the Baron?
- Who is Frightful?

Questions for Discussion:

- Do you think you would enjoy living on your own in the woods?
- Why do you think the boy keeps a falcon?

I GET STARTED ON THIS VENTURE

Vocabulary: Use the context to determine the meaning of the underlined word in each of the following sentences. Then compare your definition with a dictionary definition.

1. He felled the trees and used the logs to build a home.

Your definition: _____

Dictionary definition: _____

2. Fish usually congregate in shallow, calm pools

Your definition: _____

Dictionary definition: _____

3. I shouted frantically when the horse I was riding started to run wild.

Your definition: _____

Dictionary definition: _____

4. If I run out of wood for tinder, I will burn cloth and use the charred ashes instead.

Your definition: _____

Dictionary definition: _____

5. I cut off a branch and patiently whittled it into the shape of a ship.

Your definition: _____

Dictionary definition: _____

Read to find out how Sam came to the woods.

Questions:

1. Why did Sam run away? What did his father think about his plans?
2. What did Sam take with him when he ran away?
3. How had Sam obtained knowledge about living off the land?
4. What mistakes did Sam make on his first night in the woods?
5. Who was Bill? What essential skill did he teach Sam?

Questions for Discussion:

1. Do you think you have enough knowledge to live off the land?
2. Are there any conditions under which your family might allow you to go off on your own?