

Lesson 1

On the Far Side of the Mountain

A Storm Breaks, The Population Shrinks

Lesson 1 Directions

Pre-Reading

1. Preview (read through) the study questions for *On the Far Side of the Mountain* Chapters 1-2 (A Storm Breaks, The Population Shrinks).
2. Complete the Vocabulary Worksheet for *On the Far Side of the Mountain* Chapters 1-2 (A Storm Breaks, The Population Shrinks).

Reading

1. Read *On the Far Side of the Mountain* Chapters (A Storm Breaks, The Population Shrinks).
2. Keep your study questions in mind as you read.

Post-Reading

1. Answer all of the study guide questions for A Storm Breaks, The Population Shrinks.
2. Complete the Reader Response Assignment for A Storm Breaks, The Population Shrinks.

Vocabulary A Storm Breaks, The Population Shrinks Part I

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the bold words mean in the space provided.

1. I had built myself a **habitat**.
2. Her **tawny** breast is decorated with black marks;....
3. This is called **rousing** which is feather talk meaning, "I like you."
4. I smell the **musky** smell of warning from my friend Baron Weasel.
5. "But I will have to **confiscate** the bird."
6. He is a **falconer**, I see, and a good one.
7. If a falcon is hooded she will not bate, that is, she won't fly off your fist and hang head down by her **jesses**, beating her wings
8. We climbed to the **cascade** that spills out of the spring
9. ... I carefully bored a hole through the **sapling** to which the stone and hammer were attached, then slipped the cross stick into the hole half way.
10. No Gribleys **tilled** the soil in those days.

Vocabulary A Storm Breaks, The Population Shrinks Part II

Match the vocabulary words to their dictionary definitions.

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|--------------------|--|
| 1. ____ habitat | A. place where a plant or animal normally lives or grows |
| 2. ____ tawny | B. person who keeps, trains, or hunts with birds of prey |
| 3. ____ rousing | C. short straps around a falcon's legs |
| 4. ____ musky | D. young tree with a slender trunk |
| 5. ____ confiscate | E. a brownish-orange color |
| 6. ____ falconer | F. smell of musk secreted by a male animal |
| 7. ____ jesses | G. a bird lifting its feathers, then shaking them |
| 8. ____ cascade | H. usually a small waterfall falling in stages |
| 9. ____ sapling | I. ground prepared for crops but not planted |
| 10. ____ tilled | J. seize with authority |

Study Questions A Storm Breaks, The Population Shrinks

1. What does Sam Gibley see that he had built for himself in his habitat?
2. What is the name of Sam's peregrine falcon, and how does Sam know she sees a bird instead of a human?
3. Who is the conservation officer and what does he do?
4. What does the conservation officer tell Sam will happen to Frightful?
5. Why does Sam lose the opportunity to cut Frightful free?

Reader Response Entry A Storm Breaks, The Population Shrinks)

In the space below, write a substantial response to the chapters of the book you have just read. It could be your thoughts on one of the following: an idea presented, an event, a character's actions or attitude, a topic related in some way to something presented in this section of the novel, a response to a particular passage that stood out to you as you read, or you could write a creative response like a poem or song lyrics as long as it is relevant in some way to what you have just read.

Lesson 1A

On the Far Side of the Mountain

Points To Ponder

Foreshadowing

Sometimes an author will give the reader little clues about what will happen later in the story. This is called **foreshadowing**. Look at the word *foreshadowing*. It has “fore” as in “before” and “shadowing.” Think about your shadow. It isn’t the real you, and you can’t see details of your person. In the same way, something that *foreshadows* comes before the “real” event in the story. You don’t get details, but just an idea of what might come.

There’s a good example of foreshadowing on page 3:

Sometimes I have nightmares that she has left me. ... I was scared. I thought Frightful was going to leave me.

These are hints that Frightful might leave Sam later in the story. We don’t know exactly how or why, but we have an idea that they might be separated.

As you read, be on the lookout for clues that foreshadow things that might come in the story.

Artificial Insemination

On page 8, the conservation officer tells Sam that Frightful will be bred by *artificial insemination* (art-i-fish-al in-sem-i-na-shun). This means that instead of mating naturally, the scientists will use a needle and syringe to inject her so she can have babies. Often this method is used for animals who can’t or don’t have the opportunity to mate naturally. It is also often used with endangered species to increase the population of the animals faster than in nature.

Figurative Language

Authors often use words or phrases that don’t mean exactly what they say; rather, they create an image in your mind or remind you of something else that gets their point across. This is called figurative language. “Figurative” means *departing from the actual meaning of the words*.

For example, on page 15, Sam says, “My heart plunged to my toes.” We know that his heart did not actually plunge to his toes. Hearts *beat*; they don’t *plunge*. Yet, we also know that feeling of instant disappointment where it does sort-of feel like our heart plunges to our toes. That’s what the author means--that feeling.

On the Far Side of the Mountain Lesson 1A Points to Ponder Page 2

Here's another example of figurative language from that same page. Sam's dad says (about Alice), "She'll be crying like a lamb by tomorrow, and you can bring her home." We all know lambs don't "cry." They bleat and baaa, but they don't shed tears and "cry" in the way people do. And we all know that Alice certainly isn't a lamb. But, she IS a young girl. By comparison, a lamb is a young sheep. And lambs DO a LOT of bleating and baa-ing. A herd of sheep is really pretty noisy! So, what the author means is that Alice will be crying a whole lot because she is homesick, and Sam will have to take her home.

You will see many examples of figurative language throughout the story. Be on the lookout for them! You might have to think about some of them to "get" what the author is trying to say.

Stupendous

Stupendous (stoo-pen-dus) isn't actually one of your vocabulary words, but it is a fun word to know and say. You might use it now and then for fun and to impress your friends! It means "extremely impressive" or "impressively great." You could think of it as a substitute for "amazing" or "awesome."

Write a sentence here using the word *stupendous*:

Application of Knowledge

Sam is really good at thinking of ways to use what he has already learned. Using in a different way what you have already learned is called *applying* your knowledge. You may be faced with a problem and have to think of a solution, so you think back through all you know to try to see what might work.

An example of that in the book is on page 18. Sam doesn't want to have to saw wood for an hour every day. When he looks at Alice's plumping mill, he realizes that he could use that same technology to keep himself from having to saw wood by hand. He *applies* the plumping mill technology to something new. That's really the point of education--to learn things that you can apply to solve situations in your own life. It's good to learn as much as you can because you never know what situations you might be in, that you might need an idea to help yourself or the people you love.

Give an example of sometime you used something you already knew to help you solve a problem, sometime when you applied something you already knew to help you solve a problem or accomplish something.