

Teacher Guide

Grades 7–8

My Side of the Mountain

Jean Craighead George

NOVEL UNITS[™]



NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



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MY SIDE OF THE MOUNTAIN

by
Jean Craighead George

Teacher Guide

Written by
Phyllis A. Green

Note

The Puffin Book paperback edition was used to prepare this guide. The page references may differ in the hardcover or other paperback editions.

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with your class.

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Table of Contents

Summary.....	3
About the Author.....	3
Initiating Activities.....	4
Teacher Information	7
Twenty-Two Chapters.....	7
Chapters contain: Vocabulary Words, Discussion Questions and Activities, Supplementary Activities	
Post-reading Discussion Questions and Activities.....	23
Post-reading Supplementary Activities	24
Teaching Across the Curriculum.....	24
Vocabulary Activities.....	26
Literature Circles in the Novel Units® Approach	31

Skills and Strategies

Thinking

Brainstorming, comparison/
contrast, classification,
visualization

Comprehension

Predicting, summarizing,
cause and effect

Writing

Research, narrative, pattern
writing, persuasive, news-
paper writing, journaling

Vocabulary

Context clues, classification,
metacognition

Listening/Speaking

Dramatizing, interviewing,
demonstration speeches,
literature circles

Literary Elements

Characterization, personifica-
tion, similes, story elements,
alliteration

Chapters 3 and 4: “I Find Gribley’s Farm” and “I Find Many Useful Plants” — Pages 20-28

Vocabulary:

strode 20 lolled 21 ravines 22 warbler 25
 mussels 26

Predicting (Before you read the chapters).

How would you go about finding Gribley’s farm? How would a boy from New York City do it? Record your ideas so that you can check them after you’ve read the chapters.

Discussion Questions and Activities:

1. What is Sam’s first investigative tool for finding the Gribley farm? (*He asks people on the streets of Philadelphia. Why isn’t it successful? (unlucky, not scientific)*)
2. How does Miss Turner figure it out for Sam’s search for the Gribley farm? (*She finds Gribley’s farm in an old book of Delaware counties.*)
3. What is easier for Sam to follow than the old roads? (*streams. Why? (They are natural and there are many as much as roads.)*)
4. How does Sam describe the first fire? (*pages 20-24*) Have you ever figured something out and it seemed like magic? (*Answer: vary.*)
5. How do Sam’s preparations for his adventure help him in dealing with danger? (*Reading a manual on edibles and non-edibles in a forest tells Sam what to eat.*)

Supplementary Activities:

1. Start a chart of the plants and animals Sam encounters. Identify each with either a picture or a written description. List also how Sam uses the plant.

Plant Name	What It Is	How Sam Uses It

2. Start a story map to summarize the story so far. Keep filling in the story map as you continue reading. (See pages 1-5 of this guide.)

Survival Chart

Needs	How Sam Provides Them
Food	
Water	
Warmth	
Shelter	
Love	
Companionship	
Mental Stimulation	

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Literature Circles in the Novel Units® Approach

Literature circles are small groups of three to five students who meet to share their thoughts about books. Students individually read their books initially. Then either in journals or within class discussion, students are, at specified times in their reading, asked to reflect on what they've read. Various tools can be used to record their reflections. A reading response journal and bookmarks (see below and next page) are two possibilities. Students then meet in their literature circles to respond to their peers' and discuss.

The bookmarks are provided so students can mark particular parts of their books to share and write ideas and questions to ponder on the bookmarks. Possible bookmarks include these:

- Setting
- Plot Change
- Minor Character
- Protagonist
- Memorable Statement
- Symbol
- Figurative Language
- Beginning of the Story
- Something Surprising
- Book's Resolution

My Side of the Mountain
The beginning—the story is to

My Side of the Mountain
Something new I learned

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