My Side of the Mountain

Jean Craighead George





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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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Skills and Strategies

Thinking

Brainstorming, comparison/contrast, classification, visualization

Comprehension

Predicting, summarizing, cause and effect

Writing

Research, narrative, pattern writing, persuasive, newspaper writing, journaling

Vocabulary

Context clues, classification, metacognition

Listening/Speaking

Dramatizing, interviewing, demonstration speeches, literature circles

Literary Elements

Characterization, personification, 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 ravi. 5 22 warbler 25 mussels 26

Predicting (Before you read the chapass).

How would you go abou finding library How would a both m New York City do it? Record your ideas so that Julic Louis them after you've read to consters.

Discussion Questions no Activities:

- 1. What is 5 n's fire vestigative tool for find a the libiey farm? (He asks people on the street for the Why isn't it successful universe not scientific)
- How wes Miss Turner figure in San scale for the Gribley farm? She find Gribley's farm an old book of Delawar Sun 1
- 3. What is easier for promow than the old ro Js? streens, Why? (They are natural and of the roll as much as roads.)
- 4. How a s s n describe the first fire? ogges 2 (4) Have you ever figure a something out and it seemed like magic? (Answers)
- 5. How do Sam's progrations of heaventure help him in this will anger? (Reading a manual on ecoles of heaventure) bles in a forest tells Sam that a each

Supplementary Activ.

1. Start a chart of the plants and animals Seen unters. Identify each with either picture or a written description. List also here any uses the plant.

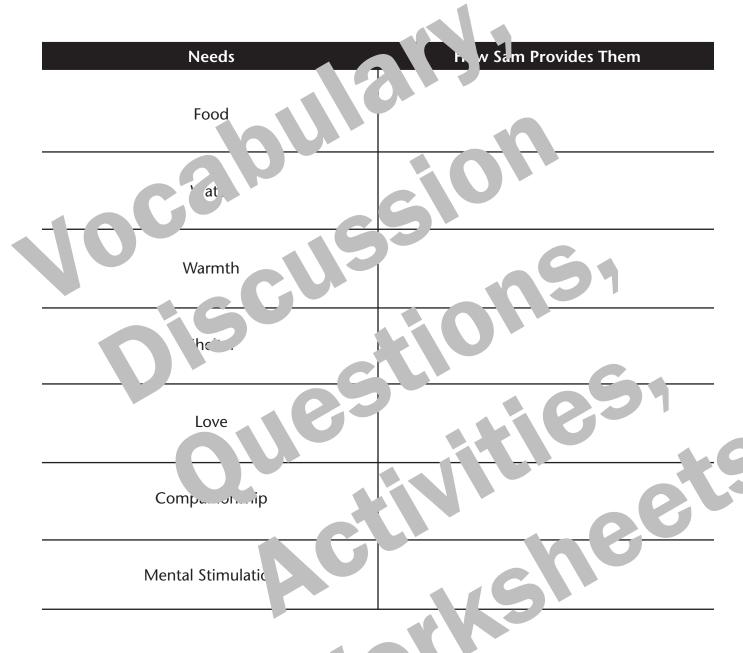


2. Start a story map to summan, the solution of the story map as you continue reading. (See pages 1 5 or this guide.)

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Survival Chart



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 the reflections, asked to reflect on what they've read. Various tools can be used to recombine reflections. A reading response journal and bookmarks (see below and next page) are the possibilities. Students then meet in their literature circles to respond to their pages.

The bookmarks are provinced students of they can mark particular arts of their books to share and write ideas and clean as a ponder on the bookmarks loss le bookmarks include these:

etting

hange

Minor Character

Protagonist

Memorable Staten

S nile
Figurative Language
Beginning of the Story
Something Surp sing
Book's Resc Ton-



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