### Vocabulary Focus Words:
For this unit I would recommend to use the vocabulary as a morning work activity to save us on time, quickly review them at the beginning of the lesson.

#### Monday
- Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words:
  1) inspired
  2) gorge
  3) cascades
  4) purse

#### Tuesday
- Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words:
  1) brisk
  2) hemlock
  3) upholstered
  4) congregate
  5) riffles
  6) eddies
  7) emphatic
  8) frantically

#### Wednesday
- Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words:
  1) strode
  2) conquer
  3) lolled
  4) whisked
  5) combustible
  6) independent

#### Thursday
- Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words:
  1) edible/nonedible
  2) mussels
  3) implements
  4) fringe

#### Friday
- Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words:
  1) inspired
  2) gorge
  3) cascades
  4) purse

### Preview/Background Building
Give each student their book, and explain the expectations of the novel study. They will be required to read every night, including two chapters each weekend, with corresponding homework. It is their responsibility to read the assigned chapter each night as well as have their parent sign off.

Each student should have their own copy, that they need to have at school with them each day.

Ask the students to look at the book’s cover and predict what the story will be about. Record these predictions on butcher paper and keep them.

### Discussing Chapter 1
Complete Anticipation Guide
- Introduce the chapter and discuss: Why is this chapter called *I Hole Up in a Snowstorm*?
  - As a class read the author’s preface. Define PREFACE. How does the author introduce the book's SUBJECT, PURPOSE, AND PLAN?
  - *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)*
  
  - After reading discuss: Why does this chapter make you feel as though you jumped into the middle of the story?

### Discussing Chapter 2
Complete Anticipation Guide
- Before Reading Discuss: Why is this chapter called *I Get Started on This Venture*?
  - *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)*
  
  - How do you know that Sam had planned and prepared to go to a certain place?
  - How do you know that Sam didn’t have experience

### Discussing Chapter 3
Complete Anticipation Guide
- Before Reading Discuss: Why is this chapter called *I Find Gribley’s Farm*?
  - *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)*
  
  - How does Sam know Miss Turner believes him when he says he is going to live on his great-grandfather’s farm?
  - Discuss what Sam may have

### Discussing Chapter 4
Complete Anticipation Guide
- Before Reading Discuss: Why is this chapter called *I Find Many Useful Plants*?
  - *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)*
  
  - This author uses many adverbs and adjectives and figurative language. The first paragraph says, “Birds were dripping from the trees, little birds, singing and flying
What's missing?

With your students, make a list of questions they have as they finish reading this chapter. (Ex: How did Sam get a falcon?) Sam said he was scared for two days when the blizzard hit. Discuss FEAR. What are some things that fear makes people do? Besides being trapped in his tree, what are some other things Sam was probably afraid of?

After the snowstorm, after he dug his way through the snow, Sam laughed. Discuss times when your students LAUGH. Is it always at something funny? Discuss why you think Sam laughed? Who or what was he laughing at, or about?

Describe a time when you shouted, either out loud or to yourself, “I DID IT!” Discuss the deeper meaning to, “I did it.” Have some students share some of their personal experiences with it. What did Sam do?

Optional:
On back door of class room begin to develop and make a life-sized replica of Sam’s tree home. See if you can devise a way to add surroundings as the novel progresses. Fathers,

with living in the wilderness?

No one took Sam seriously about running away. If people laugh at your ideas, does it discourage you and make you give up, or does it make you more determined to succeed? Explain.

Discuss with your students, RUNNING AWAY. According to the author, this is a common desire among children. Is it different today than when the author wrote the book (1959)? Talk about safety concerns. Would it be possible to do what Sam did, today? Why or why not?

Discuss POINT OF VIEW with your students. From the first two chapters, which point of view is the author using to tell the story? Do you think that the author, Jean, is really Sam? Explain why you do or do not think so. Have students make predictions about this.

Bill took time to teach Sam how to make a fire, and then practiced with him so he’d get it right. Describe a time when someone took time to teach you something.

meant by, “I knew what she (Miss Turner) was thinking . . .” What did he know and how did he know it?

Sam’s IMAGINATIONS of Great-grandfather’s farm have merged with REALITY, and Sam’s having a hard time realizing he is actually at the Gribbley farm. How does reality finally settle in? Discuss with your students a time when they thought and dreamed about something so long that when it actually happened, reality was hard to believe. Were they disappointed?

Good news is hard to keep to oneself. What did Sam want to do with the good news of his find of the farm? In the end, why didn’t he share it?

Sam wants to tell someone else the good news about his fire. Who, what, and how does he want to tell? In the end, why didn’t he?

Why did Sam feel INDEPENDENT” after making the fire his fourth night away from home? Discuss the meaning of independent and its significance to the story. Ask the students about a time when they felt independent.

Discuss: If you told a librarian today that you and pouring over the limbs.” Explain how you picture that sentence. Sam finds Great-grandfather’s farm from Miss Turner’s drawings. After spending the night beside the stone wall, Sam surveys the Gribbley farm—his farm. List all the things he discovered. Explain why Sam ate a flower?

What did Sam mean by, “I have my fire in my pocket”? Discuss: How do you know that Sam has really studied how to survive on the land—from this chapter alone? Sam said he collected almost a peck of mussels. Talk about how much is a PECK.

Quiz on Chapters 1-4
Vocabulary Quiz

Science Activity can count as extension lesson and science lesson “Plant and Fungi classifications” Talk about the different plants that Sam finds and uses, list them and classify them.
grandfathers, uncles, and brothers will be a good resource. Suggested items: cardboard boxes, crates, turtle shell, deer hide, leather strips, pole, acorns, deer fat

you needed or wanted to learn. Have students think of times that someone took time to teach them something or visa versa

Discuss with your students why Sam cried. Was it just that he was cold and hungry, or could there have been other reasons?

What do you think the significance was of Sam's “setting out directly for the highway” the next morning?

were "going to trap animals and eat nuts and bulbs and berries and make (your)self a house” what do you think probably would happen? Be specific.

Sam thinks, “I knew how to make fire, and that was my weapon. With fire I could conquer the Catskills.” What WAR was Sam going to wage? Was it a TANGIBLE OR INTANGIBLE war? Discuss the difference between the two words, give examples, have students give examples to gauge understanding.

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<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) remote 2) obvious 3) flanges 4) cavity 5) exhausted 6) reaped 7) escorted 8) wiry 9) teetered</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) shallows 2) shinnied 3) exertion 4) stroobly 5) quiver 6) nubby 7) raving</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) deadfall 2) savory 3) bough 4) hoods and jesses 5) Jack-in-the-pulpit 6) wood pewees</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) trillium 2) bloodroot 3) berated 4) stately 5) harassing 6) niche 7) baron 8) tethers</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) loping 2) carcass 3) poaching 4) hypnotized 5) mess of fish</td>
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| Discussing Chapter 5 Why is this chapter called The Old, Old Tree? | Before reading 
Discuss: Why is this chapter called The King’s Provider? | Before reading 
Discuss: Why is this chapter called What I Did About the First Man Who Was After Me? | Before reading discuss: Why is this chapter called I Learn to Season My Food? | Before reading discuss: Why is this chapter called How a Door Came to Me? |
| (Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) | (Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) | (Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) | (Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) | (Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) |
| Sam is finding out that caring for his body is a | According to Sam, why are trout easy to catch? What sign shows that trout are hungry? Research, then explain the | | Describe the weasel's "attack" on Sam. Why do you think this small animal frightened Sam? | In the previous chapter, we read that Sam thought about needing a deer and thinking about |
| DIFFERENCE BETWEEN | full time job. Locate the paragraph that describes this dilemma. Discuss the REALITIES of “living” before modern conveniences. How does the author prepare a person who might want to live on the land as Sam did? How did Sam get the idea about burning out the tree? How do you know he read a variety of books? Discussing Chapter 6 Why is this chapter called I Meet One of My Own Kind and Have Trouble Getting Away? (Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group How did Sam know something was happening in the forest? How did he’d get one. Stealing a poached deer had not occurred to him, yet when the opportunity came he went into action. DESCRIBE all the things Sam had to do, in such a short time and without warning. THINK about something you want and need. Have you prepared for its acquisition should the time come? State the “item” and then WRITE all the preparations needed to acquire it. This chapter is full of DESCRIPTIVE ACTION VERBS. List all the action verbs from the first ten paragraphs in this chapter. Find the ONOMATOPOEIA in this chapter. Why do you think that Sam didn’t sense the hunter as he had the warden? Quiz on Chapters 5-10 Vocabulary Quiz | Duck hawks and peregrine falcons. Discuss with your students: Why do you think Sam wanted a falcon so badly? Do you think he understood all of the reasons at the time? COMPARE the very end of chapter 6 with the very end of chapter 7 to see if his reasons may have changed or been expanded. If time allows take comparing and contrasting to the next level, have the students compare and contrast themselves with same using a venn diagram. Science Extension: keep the lesson going into science using the attached Classify the types of animals that Sam meets throughout the book. This can be ongoing. |
| --- | --- | --- | --- |
| How do you think Sam knew what would be “savory” to his young falcon? Describe the way Frightful looked when she went to sleep. What details of Sam’s bird did he notice while he waited for the man to leave? What were clues that Sam had left in the forest to betray his presence? EXPLAIN what you think Mrs. George meant by “When I could see the man I felt to be there…” Discuss, then write, with your students, answers to the following: Have you ever thought of your home as a “pleasant habit”? ANALYZE with your students what mental pictures this phrase paints. IMAGINE yourself to be “perfectly free,” not having to be anywhere at any particular time. List as many reasons you can why Sam was “perfectly free.” DESCRIBE how you would live if you were “perfectly free.” “The man” was yawning and pacing outside Sam’s tree home. What | How did Sam get the idea about burning out the tree? |
| What difference did it make that there were cattails and frogs in the marsh? Why do you think the author mentioned this? What did Sam “see” when the deer darted away? How did Sam keep busy the days after he got back to his tree home? What is Frightful Learning to do? What precautions does Sam take to keep himself a secret from the warden? DISCUSS with your students: Does it seem strange to you that the warden didn’t “feel” Sam the same as Sam “felt” him? That he didn’t hear the screaming of the weasel deep in the woods and go to investigate? What EVIDENCE do we have that the warden hadn’t seen the tree house opening and that he didn’t know where Sam was? Name the five senses. Discuss reasons for or against the notion that Sam may have had a “SIXTH SENSE.” Discuss causes and effects that you’ve read about in the story. Record them on the board. | |
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<th>What did Sam mean by, “She meant <em>my</em> strawberry supply”? If you could advise Sam, what advice would you give him regarding food and shelter? Why do you think Sam was more <strong>ANGRY</strong>, with the little old woman, than <strong>AFRAID</strong>? Explain why you think after being afraid he’d be seen and “taken back where he belonged” (in the last chapter), that he doesn’t try to cover for where he lives with the little old woman? Do you think he was waiting for? <strong>WRITE</strong> at least one paragraph describing what <strong>MIGHT</strong> happen if Sam, with Frightful, and the man met?</th>
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</table>
| Closure: Chapter 7 Anticipation Guide  
If you choose to do the daily journals have students close by filling out their journal for the corresponding day. | Closure: Chapter 8 Anticipation Guide  
If you choose to do the daily journals have students close by filling out their journal for the corresponding day. | Closure: Chapter 9 Anticipation Guide  
If you choose to do the daily journals have students close by filling out their journal for the corresponding day. | Closure: Chapter 10 Anticipation Guide  
If you choose to do the daily journals have students close by filling out their journal for the corresponding day. | Closure: Chapter 11 & 12 Anticipation Guide  
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**My Side of the Mountain Week 3**  
**Novel Study:**

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<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) vessel 2) inspiration 3) tethered 4) furtively 5) vengeance 6) scrabbly 7) sassafras 8) pennyroyal</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) abandoned 2) mantle 3) knotholes 4) axe 5) hacksaw 6) mallet 7) trophies</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) sprinting 2) ferocity 3) fascinated 4) precaution 5) abandoned 6) eerie 7) cache</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) moral 2) nerve-racking 3) puffballs 4) hawthorn bush</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) superb dignity 2) plumage 3) accent 4) cosmetic 5) conspicuous</td>
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<td>Discuss Chapters 11 &amp; 12 Complete Anticipation Guide</td>
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<td>Discuss Chapters 14 Complete Anticipation Guide</td>
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| Chapter 11 Before you read... Why is this chapter called *Frightful Learns Her ABC’s*? *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)*  

*ABC’s is an IDIOM. Discuss with your students what*  

Describe the **PERSONIFICATION** in the first four paragraphs at the beginning of this chapter. *(What is personified and what is “she” doing?)* |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |
| Discuss Chapters 13 Complete Anticipation Guide                        |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |
| Before you read chapter 13 Why is this chapter called *Autumn Provides Food and Loneliness*? *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)* |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |
| Discuss Chapters 15 Complete Anticipation Guide                        |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |
| Before you read Chapter 15.. Why is this chapter called *I Find Out What to Do with Hunters?* *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)* |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |
| Discuss Chapters 16 Complete Anticipation Guide                        |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |
| Before you read Chapter 16.. Why is this chapter called *Trouble Begins?* *(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)* |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |                                                                                                                                             |

*Discuss the chapter title (before reading). PREDICT what will happen. After reading, discuss if the title fits the narrative.*
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<th>Prompt</th>
<th>Activity</th>
<th>Example</th>
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<td>learning one’s ABC’s might mean.</td>
<td>COMPARE AND CONTRAST the way Sam tanned his hide and the amount of time spent doing it with tanning a deer hide today. (Use your research from chapter 10.)</td>
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<td>DESCRIBE how Sam spent his days during June, July and August.</td>
<td>If you were going to train a falcon as Sam did, what would you do?</td>
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<td>If you were going to train a falcon as Sam did, what would you do?</td>
<td>LIST IN SEQUENCE the steps that Sam took.</td>
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<td>Add a leather or leather-like door to your classroom tree.</td>
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<td>Discuss INSTINCT.</td>
<td>WRITE at least one paragraph describing an accomplishment that you have achieved totally on your own.</td>
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<td>When Frightful caught Describe how Sam was preparing to live in the tree all winter? (food, clothes, heat)</td>
<td>Discuss TRUTH IS STRANGER THAN FICTION. How does that maxim fit this chapter?</td>
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<td>What do you think was causing Sam to be lonely and think of going home? What snapped him out of his lonely thoughts?</td>
<td>SAMARITAN how Sam is going to use an axe of an old wagon for his stove. Sketch a picture of a possible stove for Sam. Write a paragraph describing a time when you, or someone you know, lost a pet. Describe your feelings of helplessness. Conclude with the outcome. Read Sam’s journal entries from this chapter again. If you Kept a JOURNAL for one month what interesting and historical information about your life would appear.</td>
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<td>Might is Right. “Discuss with your students the following: How many deer did Sam get during hunting season? What did they provide for him? Sam also had rabbit-fur underwear. In the previous chapter, the author says that Sam “scraped the skins of the day” yet doesn’t give any details about where he got these skins. SPECULATE how Sam got his underwear.</td>
<td>EXPLAIN why you think Sam is not homesick.</td>
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<td>There is a special kind of moon known as the “harvest moon.”</td>
<td>Sam said he didn’t want to attract any attention. Imagine how Sam looks.</td>
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<td>INVESTIGATE and report on what it looks like and when it occurs.</td>
<td>Why do you think he wanted to go to town on a day that he knew the library was closed?</td>
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<td>Sam got to the last deer before the hunter did. We have no details as to how he managed it. WRITE at least one paragraph which details how Sam got to the third deer and hid it before the hunter found it.</td>
<td>Discuss with your students all that Sam did ALONE to have the wardrobe he has. How would your students feel about themselves if they had done all that? WRITE at least one paragraph describing an accomplishment that you have achieved totally on your own. COMPARE AND CONTRAST Sam’s losses and gains in the time he has been on his own in the Catskill Mountains. Make as complete a list</td>
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her first prey, was it instinct or was it Sam's training?

Chapter 12...
Why is this chapter called *I Find a Real Live Man*?

*(Read the chapter as a class, or have the students partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)*

Explain what you think the author means by, "One of the gasping joys of summer..."?

Frightful's senses are extraordinarily sharp. **DESCRIBE** two instances in this chapter when Frightful alerted Sam to something before Sam knew it.

Sam has had a taste of living with
another human being. Calculate how long Sam has been away from home and how long it has been since he has had a conversation with a person.

**Predict** if Sam will make it through the winter alone. Give good reasons for your answer.

A police siren and an unshaven man with torn clothes. How did Sam put the two together?

**Hypothesize** or make your own theory about the siren.

The author makes some subtle **inferences** in this chapter about Bando and Sam’s feelings. How do you know Bando admired Sam? How do you know Sam was lonely? How do you know Sam was more connected with his own species—humans—than with his animal friends? Answer with Bando’s and Sam’s actions,
rather than stated thoughts.

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<tr>
<td>Monday</td>
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<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) quarry 2) originated 3) hole 4) ingenious 5) sensationalism 6) serenade 7) ingenuity 8) banked 9) sired 10) elegance</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) fatigue 2) copse 3) shrews 4) penetrated 5) treacherous 6) undercoverts 7) resilient 8) forage 9) cached</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) amateur 2) falconer 3) obtainable 4) conceded 5) forum 6) sociable 7) untoward</td>
<td>Begin each lesson by listing the following vocabulary on the board, discussing and defining Vocabulary Focus Words: 1) boredom</td>
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<td>Chapter 17 &amp; 18</td>
<td>Chapter 19</td>
<td>Chapter 20</td>
<td>Chapter 21</td>
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<tr>
<td>Before Reading: Why is this chapter called I Pile Up Wood and Go on with Winter? (Read the chapter as a class, or have the student’s partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) Calculate how long</td>
<td>Before Reading: Why is this chapter called I Look at Winter and Find Spring in the Snow? (Read the chapter as a class, or have the student’s partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) NECESSITY IS THE MOTHER OF INVENTION. Relate this maxim to Sam’s making snowshoes for himself. Explain what Sam meant by, “I lived close to the weather.” INTERPRET what Sam meant by, “. . . the forest sparkled and shone in</td>
<td>Before Reading: Why is this chapter called The Spring in the Winter and the Beginning of My Story’s End? (Read the chapter as a class, or have the student’s partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) Discuss with your students all the signs that show that spring is</td>
<td>Before Reading: Why is this chapter called I Cooperate with the Ending? (Read the chapter as a class, or have the student’s partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group) SPECULATE as to what you think is happening</td>
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</tbody>
</table>
Sam cut and stacked wood, and give the dates. Read the words carefully in this chapter and then compare with chapter one and read carefully.
The author uses SIMILE to compare something with Sam's nervousness in cutting and piling wood. What is it?
Sam says that living on a mountaintop in winter was “fun and wonderfulness.” Do you agree or disagree?
WRITE a paragraph giving at least five specific reasons for your position.

Chapter 18:

Why is this chapter called I Learn About Birds and People?

(Read the chapter as a class, or have the student’s partner read. I suggest starting off whole group. You can also differentiate this part, give the higher students the questions below while you walk through them with the rest of the class whole group)

Optional: Try to follow Sam’s directions to make a snowshoe.

cruel splendor.”
What health problems was Sam beginning to experience? What did he think caused it? What did Sam eat that “cured” him? What influence did his mother have on him?
What was the first sign that told Sam spring was coming? What was the first new life in the neighborhood?

What do you think gave Matt Spell the idea that Sam was the “wild boy” while Sam was feeding him that fantastic story? Sam said he liked Matt. What made Sam lie so blatantly to him then? Discuss a time(s) when you carried on an ARGUMENT in your mind. Write a paragraph of dialogue between the “persons” in your mind. (What was the topic? What was the decision? Who won the debate?)

Give reasons and/or evidences to prove why you DO OR DO NOT think Sam is ready to be found.

ANALYZE the book in the following areas:
a) Conflict. Is there a struggle between opposing forces? What is it? Explain the struggle as EXTERNAL OR INTERNAL or both.
b) Suspense. Do you have a feeling of uncertainty regarding the action or outcome of the story? What was it that kept your interest if it wasn’t suspense?
c) Type (genre). Is this book purely fiction or non-fiction? Explain what is fiction, and what is non-fiction in this book.

Discuss: What is there about this story that makes it timeless?

Discuss: What is there about this story that makes it timeless?

Unit Test
Skill Test: Compare and Contrast

Rewrite an alternate ending for chapter twenty-two. Make a satisfying ending that doesn't need a sequel. What about Sam’s family members whom we have not met previously? How would you handle the new characters that were introduced in chapter twenty-one? Discuss how Sam felt about being a celebrity? How would you have handled the reporters and photographers differently?

everything that Sam has experienced. How has the author been preparing the reader for the story’s end? Has the author left you hanging, or have all the loose ends of the story been tied up? Using at least three sentences, state how you feel about leaving Sam?

Research to find out what skunk cabbage is. Find an example of EXAGGERATION in paragraphs four through nine.

What do you think was Sam’s emerging in your area. Everything that Sam has experienced. How has the author been preparing the reader for the story’s end? Has the author left you hanging, or have all the loose ends of the story been tied up? Using at least three sentences, state how you feel about leaving Sam?

Optional: Try to follow Sam’s directions to make a snowshoe.
Explain how Sam's attitude has changed since chapter 16? What was the reason for the change?
Explain how the winter chickadees were like the people in Sam's neighborhood in NYC.
Reread the last sentence of paragraph six. Who is Sam thinking about—Mr. Bracket, the chickadee or Mr. Bracket of Third Avenue?
What was the menu for Christmas dinner? What gifts did Sam make for Bando?
Define **PREMISE**. The author states, in this chapter, the premise for this book. What is it?
**COMPARE AND CONTRAST** Sam and Bando's greeting with the greeting of Sam and his father. Explain the difference.
Explain how you know that Sam's father is proud of him.

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STUDENT PROJECTS

Students may choose any projects from the list below. All projects may be done individually or as a group. Students can use art/graphics, displays, costumes or videos, or any combination to illustrate their projects.

PRESENTATIONS
1. Create a timeline on a large piece of paper representing key events within this book. Present your timeline to the class.

2. Interview fellow students and other adults in your school or community who have read this book. Create a series of questions that could include their opinion of this book and which part of this book they liked best and why. Present this information to the class.

ART/GRAPHICS
3. On a large piece of paper, draw scenes of persons, places or events within this book. Walk your classmates through this book as you present your artistic representation.

4. On a large piece of paper, draw a map of the Catskill Mountain wilderness where Sam lives. Include major locations keyed to important specific events within this book. Use your creative imagination to develop your vision of specific locations. Make the map large enough to present in class.

5. Develop a shadow box showing a specific event or theme portrayed in this book.

6. Design a cover for this book. It must include the title, author and some creative artistic representation.

7. Make a collage of persons, places, or events represented in this book.

8. Create a quote poster of significant phrases within this book. Feel free to include an artistic representation of the quotes.

WRITING PROJECTS
9. Write a poem that captures the theme of this book and present it to the class for discussion and evaluation.

10. Pretend you are a book critic for a famous kid’s magazine. You are going to write a book review of *My Side of the Mountain* and tell other students what you like and don’t like about the book.

11. Make a front page for a newspaper. Use the headline, ”WILD BOY LIVING IN CATSKILLS” Write what you think should be in the article.
**DRAMATIZATIONS**

12. Either as a solo presentation or in a group, pick out a scene from this book and act it out in front of the class. You may use props, costumes or any visuals to enhance your reenactment.

**TECHNOLOGY**

13. Prepare a home video presentation of a scene or event within this book and show the video to the class.
14. Using a picture display from your digital camera, take photos of places, people, or objects within your community and assign names to your display that represent characters, places or objects portrayed in this book.
15. Design a computer-generated cover for this book that must include the title, author, and some artistic representation.

**OTHER**

16. Create a board game using people, places, and events from the book. Use dice or a spinning wheel to move players around the board. You can create game pieces using ideas from this book. Make up your own rules for the game and decide how someone will win.
CHARACTER BANK

List characters as they appear and write a brief summary of why they are significant.

1. Name: __________ Significance: ____________________________________

2. Name: __________ Significance: ____________________________________

3. Name: __________ Significance: ____________________________________

4. Name: __________ Significance: ____________________________________

5. Name: __________ Significance: ____________________________________

6. Name: __________ Significance: ____________________________________

7. Name: __________ Significance: ____________________________________

8. Name: __________ Significance: ____________________________________

9. Name: __________ Significance: ____________________________________

10. Name: __________ Significance: ____________________________________

11. Name: __________ Significance: ____________________________________
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<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Title</th>
<th>Parent Signature</th>
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<tbody>
<tr>
<td>Day 1</td>
<td>1</td>
<td>I Hole Up in a Snowstorm</td>
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<tr>
<td>Day 2</td>
<td>2</td>
<td>I Get Started on This Venture</td>
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<tr>
<td>Day 3</td>
<td>3</td>
<td>I Find Gribbley's Farm</td>
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<td>Day 4</td>
<td>4</td>
<td>I Find Many Useful Plants</td>
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<tr>
<td>Weekend</td>
<td>5 &amp; 6</td>
<td>The Old, Old Tree &amp; I Meet One of My Own Kind and Have A Terrible Time Getting Away</td>
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<tr>
<td>Day 5</td>
<td>7</td>
<td>The King's Provider</td>
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<td>Day 6</td>
<td>8</td>
<td>What I Did About the First Man Who Was After Me</td>
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<td>Day 7</td>
<td>9</td>
<td>I Learn to Season My Food</td>
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<tr>
<td>Day 8</td>
<td>10</td>
<td>How a Door Came to Me</td>
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<tr>
<td>Weekend</td>
<td>11 &amp; 12</td>
<td>Frightful Learns Her ABC's &amp; I Find a Real Live Man</td>
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<td>Day 9</td>
<td>13</td>
<td>The Autumn Provides Food and Loneliness</td>
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<td>Day 10</td>
<td>14</td>
<td>We All Learn About Halloween</td>
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<td>Day 11</td>
<td>15</td>
<td>I Find Out What to Do with Hunters</td>
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<tr>
<td>Day 12</td>
<td>16</td>
<td>Trouble Begins</td>
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<tr>
<td>Weekend</td>
<td>17 &amp; 18</td>
<td>I Pile Up Wood and Go on with Winter &amp; I Learn About Birds and People</td>
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<tr>
<td>Day 13</td>
<td>19</td>
<td>I Have a Good Look at Winter and Find Spring in the Snow</td>
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<td>Day 14</td>
<td>20</td>
<td>The Spring in the Winter and the Beginning of My Story's End</td>
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<td>Day 15</td>
<td>21</td>
<td>I Cooperate with the Ending</td>
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<td>Day 16</td>
<td>22</td>
<td>The City Comes to Me</td>
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<td>Day 17</td>
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<td><strong>Book Test</strong></td>
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Homework Comprehension Questions:
Complete on your own paper and attach: Due Friday

Chapter 1:

1) Who is the author of the book *My Side of the Mountain*?
2) On what date was Sam holed up in a tree during a storm?
3) Where is Sam's bed and of what is it made?
4) How long has Sam been living on the land?
5) What does Sam eat?
6) What is The Baron?
7) What was the door on the tree home made of?

Chapter 2:

1) When (what month) did Sam leave New York City?
2) How much money did he take with him?
3) How did Sam get to the Catskills?
4) About what time did he arrive at his destination?
5) As Sam entered the woods, what did the truck driver call after him?
6) Where had Sam's dad tried to run away?
7) In the end, what had Sam's father told him to do?
8) What did Sam use, the first time, to tie his two whittled twigs together with?

Chapter 3

1) What did Bill tell Sam as he left the house?
2) Sam thought he only needed to know two things; what were they?
3) How many rides did it take Sam to get to Delhi?
4) Where did Sam sleep in Delhi?
5) What did Sam eat for supper in Delhi?
6) What color eyes did the librarian have?
7) What was the librarian's name?
8) Where did Miss Turner find the Gribley farm?

Chapter 4

1) What had Sam read in a manual about plant life?
2) Which animal had tastes similar to humans?
3) What did Sam find in the stream that he could eat?
4) How did Sam cook the mussels?
5) What kinds of trees did Sam find on his great-grandfather's farm?
6) Why were hickories gold trees to Sam?
7) What was the stream on the farm going to supply Sam with?
8) How many trees were in and near the old house foundation?
9) What was in the marsh?
10) What was in the center of the mountain meadow?
11) What kinds of trees were at the top of the meadow? To the West? To the right or East?
12) Why couldn't Sam hear himself step in the forest?
13) What covered the boulders that stood among the hemlocks?
Homework Comprehension Questions:
Complete on your own paper and attach: Due Friday

**Chapters 5 & 6 (complete over the weekend)**
1) What did Sam find in the old tree at first?
2) What did Sam use to dig with?
3) How many pairs of pants was Sam wearing?
4) How many sweaters was Sam wearing?
5) What color are dogtooth violet leaves?
6) What do dogtooth violet bulbs taste like?
7) What kind of eggs did Sam have for lunch that day?
8) What did the little old lady say to Sam that scared him?
9) What did Sam answer that made the little old woman think he lived in Delhi?
10) What chased the little old woman’s chickens?
11) What did the little old woman call the peregrine falcon flying overhead?

**Chapter 7**
1) What did Miss Turner whisper as Sam left the library?
2) Where did Sam get a haircut, and by whom?
3) What do May apples taste like?
4) What did Sam catch in the stream?
5) What did Sam use for a barbecue for his catch?
6) Where do duck hawks prefer to nest?
7) What did Sam have for breakfast on the morning he watched the falcon?

**Chapter 8**
1) What was the man wearing?
2) What food was in Sam’s trap?
3) What bites of the game did Sam feed Frightful?
4) How did Frightful’s eyes close?
5) Who was “the man” at Sam’s tree home?
6) What had alerted the outside world of Sam’s presence?
7) How long had the mountains been without rain?
8) What did Sam make for his supper?

**Chapter 9**
1) Where was the box trap?
2) What was in the trap?
3) How did Sam describe the weasel?
4) What did Sam name the weasel?
5) Why was Frightful tense with fright?
6) Where did Sam spend the second day away from the fire warden?
7) Why did Sam start a fire with very dry wood?
8) What did Sam use for journal paper?

**Chapter 10**
1) One early morning, what was Sam smoking?
2) What kind of wood is best for smoking fish?
3) What screamed and scared Sam into his tree?
4) Who said, “You stay right there”?
5) What did the Baron take with his teeth?
6) What two movements did Sam do when the shot rang out?
7) How long did Sam figure he had to hide the dead deer before the hunter appeared?
8) Why did Frightful cry?
9) How did Sam keep Frightful quiet?

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<tr>
<td></td>
<td><strong>Sam ran away because he didn’t have enough food to eat.</strong></td>
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<td></td>
<td><strong>Frightful was a tame raccoon.</strong></td>
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<td></td>
<td><strong>Sam dug a hole in an old beech tree for a hideout.</strong></td>
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<td></td>
<td><strong>The Baron was a weasel.</strong></td>
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<td></td>
<td><strong>Sam’s tree home was in the Catskill Mountains.</strong></td>
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What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<td></td>
<td>Sam’s father drove him to the Catskills</td>
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<td></td>
<td>Sam made a fishhook from twigs.</td>
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<td></td>
<td>Sam had a good rest his first night in the woods alone.</td>
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<td></td>
<td>A nice old couple made Sam breakfast the next morning.</td>
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<td></td>
<td>Sam took notes on how to make a good fire.</td>
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What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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Before Reading: True or False?

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<tr>
<td>Bill packed Sam a lunch for his day in Delhi.</td>
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<tr>
<td>Mrs. Foster, the librarian, helped Sam find the Gribley farm.</td>
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<tr>
<td>Sam gets a fire made after three tries.</td>
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<tr>
<td>The trout Sam caught, filled him up.</td>
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<tr>
<td>Sam went right to sleep in the shelter of the stone wall.</td>
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After Reading: Is the predictions True or False?

What do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<td><strong>Sam discovered that a flower from a tree that the birds were pecking, was tasty.</strong></td>
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<td></td>
<td><strong>Sam found an old shovel by his great-grandfather’s house.</strong></td>
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<td></td>
<td><strong>Sam was so hungry that his stomach pinched.</strong></td>
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<td></td>
<td><strong>The farmland was flat without many rocks.</strong></td>
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<td></td>
<td><strong>It was dark when Sam finally got an idea while standing before a kingly hemlock tree.</strong></td>
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<td>Sam got the idea of burning the tree out, while cooking his lunch.</td>
<td>Dogtooth violets are little yellow lilies.</td>
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<tr>
<td>Sam began building a tree house in the branches of a hemlock tree.</td>
<td>Sam ate a turtle’s egg for his lunch.</td>
<td></td>
</tr>
<tr>
<td>Dogtooth violets are little yellow lilies.</td>
<td>Sam got pinched by the crayfish he caught for his dinner.</td>
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<td>Sam finished his house in the pouring rain.</td>
<td>Sam finished his house in the pouring rain.</td>
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<tr>
<td>After the fifth of June, Sam began to build a bed frame.</td>
<td>Food was much easier for Sam to get now.</td>
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<tr>
<td>Food was much easier for Sam to get now.</td>
<td>It was a duck hawk that tipped Sam off that something was happening in the forest.</td>
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<tr>
<td>It was a duck hawk that tipped Sam off that something was happening in the forest.</td>
<td>The little old lady was picking grapes.</td>
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What do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<td>Miss Turner was disappointed to see Sam.</td>
<td>Sam went directly back to his tree house from the library.</td>
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<tr>
<td>There were three little birds in the nest.</td>
<td>Sam got hit twice by the mother falcon.</td>
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<tr>
<td>Sam named the bird Beauty.</td>
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What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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Anticipation Guide Chapter 8

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<td></td>
<td><strong>Sam likened the difference between animals and humans to cap pistols and cannons.</strong></td>
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<td></td>
<td><strong>The man that Sam saw had on a forester’s uniform.</strong></td>
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<td><strong>The food that Sam fed Frightful made her sick.</strong></td>
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<td></td>
<td><strong>Time dragged as Sam worried about the man.</strong></td>
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<td></td>
<td><strong>Finally, Sam went back to the cliff.</strong></td>
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What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<tr>
<td>The fire warden spent the night beside Sam’s tree home.</td>
<td>Sam’s box trap was empty.</td>
<td>Frightful is beginning to fly a little.</td>
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<tr>
<td>Sam put his new bed under thick maple branches.</td>
<td>After the warden left, Sam had frogs’ legs for breakfast beside his house.</td>
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<tr>
<td>What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.</td>
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</table>
Anticipation Guide Chapter 10

<table>
<thead>
<tr>
<th>Before Reading: True or False?</th>
<th>Prediction from the Chapter</th>
<th>After Reading: Is the predictions True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The mother falcon found Sam and began to attack him. Sam was swimming in the gorge when the shot rang out. The hunter stopped by Sam’s tree house. Sam had venison roast to eat the first night after he got the deer. Little bubbles of air snapped as the earthworms came to the surface.</td>
<td></td>
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</tbody>
</table>

What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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### Anticipation Guide Chapter 11 & 12

<table>
<thead>
<tr>
<th>Before Reading: True or False?</th>
<th>Prediction from the Chapter</th>
<th>After Reading: Is the predictions True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam had a good visit with Harold and Grace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam used an oak tree for tannic acid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam ate frog soup in a turtle shell.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam smoked the venison meat to preserve it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam baited his deer trap with hickory salt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam went to the farmhouse site to look for pears.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam made Kool Aid to drink during the hot summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam thought the man was a bandit that the police were after.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bando made blueberry jam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam was relieved when Bando left.</td>
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</tbody>
</table>

What do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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Homework Comprehension Questions:
Complete on your own paper and attach: Due Friday

Chapters 11 & 12 (complete over the weekend)
1. In order to tan hide, it has to be steeped in what?
2. How could one make tannic acid?
3. How long did Sam soak his deer hide in his homemade tannic acid?
4. How did Sam make the stiff “leather” soft?
5. Besides the door, what else did Sam use the newly tanned leather for?
6. What did Sam do with the meat he couldn’t eat?
7. What did Sam use for soap when he took a bath?
8. How did The Baron become glossy?
9. Where was the raccoon when Sam and Frightful first saw him?
10. What did Sam name the young raccoon?
11. How long did it take to fatten him up?
12. What did Jessie do for Sam at the stream?

Chapter 13
1. On October 15th, how did The Baron look?
2. What color would the Baron be in winter?
3. What new fur clothing would Sam make for himself?
4. What did Sam use to drag the clay up the mountain?
5. What street did Sam live on in New York City?
6. Who or what hugged Sam?
7. How long did it take Sam to get the fireplace worked out?
8. What did Sam wave in an effort to get Frightful back?
9. Why did Sam say he needed Frightful in the winter?

Chapter 14
1. Who licked the edges of his turtle-shell bowl while Sam was eating?
2. The Baron frowns like whom?
3. What did Sam roll in front of his store tree to protect his food supply?
4. What did Sam do regarding his wardrobe on November 1?
5. Where did Sam and Frightful eat lunch on November 1?
6. What did Sam bake his fish in?
7. On Halloween night, how big was the moon?
8. On October 31st, the stars were like what?

Chapter 15
1. When did Sam hear the first shot signaling hunting season?
2. Where did that first deer that Sam “retrieved” from the hunter, fall?
3. How long did Sam wait in the tree for that first deer?
4. When did Sam go after the deer?
5. How do hawthorn berries taste?
6. How does one identify the hawthorn bush?
7. How long after he heard the first shot, was Sam able to build a fire and cook a meal?
8. When did Sam write, “Hunters are excellent friends if used correctly”?
9. Why did Sam have trouble tanning these later deer hides?
10. The third hide was made into what?
11. What did the jacket look like?

Chapter 16
1. What date did Sam stand in his doorway dressed in deerskins?
2. What were Sam’s moccasins lined with?
3. What color were Frightful’s eyes?
4. Who said, “. . . this is not food . . . please don’t eat it.”?
5. What color were Frightful’s back feathers?
6. What did Sam cut his own hair with?
7. What day did Sam go to town?
8. Where did Sam tether Frightful?

Parent Signature: ______________________________________________________
Homework Comprehension Questions:
Complete on your own paper and attach: Due Friday

Chapters 17 & 18 (complete over the weekend)
1. What birds did Sam hear the morning after he went to town in his deerskins?
2. What did Sam put on the x?
3. What color was the sky while Sam stacked wood?
4. Where was ice building up?
5. Where did Sam put Professor Bando’s jam?
6. With what did Sam improve his acorn pancakes?
7. What was Frightful's signal of good spirits?
8. Who was Mr. Bracket of the Catskills?
9. What time did Sam hand a small red cluster of teaberrys on his deerskin door?
10. Who said, “Hallooo”?
11. How many pinches did Bando give Sam’s arm?
12. What were the dates of the newspaper clippings?
13. How old is Mrs. Thomas Fielder?
14. What was the name of the mountain that Sam lived on?

Chapter 19
1. During what months did humanity seem far away?
2. What animal did Sam use as his barometer for weather forecasting?
3. What was tunneling in Sam’s house at night?
4. What animal looked like a broken limb?
5. What was the great horned owl’s wingspan?
6. While Sam built an igloo, from which direction was a gray sheet of cloud coming up the mountain?
7. What did Sam call frozen possum stewed with lichens, snakeweed, and lousewort?

Chapter 20
1. How much sap does it take to make a cup of maple syrup?
2. Who worked after school on the Poughkeepsie New Yorker?
3. Who said, “I saw that!”?
4. About how old is Matt Spell?
5. What color are Matt Spell’s eyes?
6. What did Sam make for cold, hungry Matt to eat?
7. When did Matt say he’d meet Sam?

Chapter 21
1. Who was quiet and tall and sitting on the edge of a cliff?
2. Where was Aaron from?
3. What did Aaron do?
4. Who said, “Let’s hear you sing aloud”?
5. On which road did Sam meet Matt?
6. What did Sam prepare baked trout in?
7. Why did Bando come in the spring?
8. What did Bando smoke?
9. What was Mr. Jacket’s name?
10. How many books did Sam get from the library that spring?

Chapter 22
1. Who said, “I know you are there”?
2. Who said, “When you are of age, you can go wherever you please. Until then, I still have to take care of you, according to all the law I can find”?
3. What day did Sam’s family arrive?
4. Who bit Sam’s ankle?
5. Who said, “This is a great day for the Katerskills.”?
6. What did the family eat that first evening?
7. Who was Sam’s youngest sister?
8. What did Sam’s

Parent Signature:_____________________________________________
<table>
<thead>
<tr>
<th>Before Reading: True or False?</th>
<th>Prediction from the Chapter</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1) Sam built a fireplace of clay in his tree room.</td>
<td></td>
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<tr>
<td>2) Sam was so lonely he was on the verge of tears.</td>
<td></td>
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<tr>
<td>3) Sam thought that Frightful flew away.</td>
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<tr>
<td>4) Frightful and Sam almost died for lack of oxygen in their tree room.</td>
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<tr>
<td>5) After Sam took his door down, he wrapped in a blanket that Bando had left.</td>
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</table>

What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<tr>
<td></td>
<td>1) Sam dried apple slices by hanging them from tree branches.</td>
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<tr>
<td></td>
<td>2) Sam used rabbit and squirrel skins for his winter underwear.</td>
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<td></td>
<td>3) On Halloween night, the moon’s color was orange.</td>
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<td></td>
<td>4) A big raccoon scared Jessie C. stiff.</td>
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<td></td>
<td>5) A skunk sprayed Sam.</td>
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<tr>
<td></td>
<td>1) After the Halloween party, Sam discovered that he did not have enough nuts to last all winter.</td>
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<tr>
<td></td>
<td>2) Sam and Frightful went to the library.</td>
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<tr>
<td></td>
<td>3) The first deer that Sam got from the hunter was a nice young buck.</td>
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<tr>
<td></td>
<td>4) Sam had to smoke all the meat from the three deer.</td>
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<td></td>
<td>5) Sam thought his deer-hide jacket was handsome.</td>
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What do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<th>After Reading: Is the predictions True or False?</th>
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<tbody>
<tr>
<td>1) No one paid any attention to Sam in town.</td>
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<tr>
<td>2) Sam thought that he had made a new friend.</td>
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<tr>
<td>3) Sam told “Mr. Jacket” where he lived.</td>
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<tr>
<td>4) Sam was so happy that he stopped by the strawberry lady to say “Hi.”</td>
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<tr>
<td>5) Sam looked at himself in the spring “mirror.”</td>
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What do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<th>After Reading: Is the predictions True or False?</th>
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<tbody>
<tr>
<td>1) Sam used dry limbs and dead trees for his wood supply.</td>
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<tr>
<td>2) The Baron Weasel hated the snow.</td>
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<tr>
<td>3) Sam tried to eat moss.</td>
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<tr>
<td>4) After dinner each winter night, Frightful would sit on the bedpost and preen and wipe her beak and shake.</td>
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<tr>
<td>5) Sam slept with his suit and moccasins on.</td>
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</table>

What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<th>After Reading: Is the predictions True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Sam thought the winter was nice.</td>
<td>2) Sam named chickadees for his neighbors in New Jersey.</td>
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<tr>
<td>3) Bando had promised to come and visit Sam for Christmas.</td>
<td>4) Sam was embarrassed that his father found him.</td>
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<tr>
<td>5) Bando, Sam, and Sam’s father all slept in the tree home.</td>
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</tbody>
</table>

What do you predict will happen in the next chapter? Why do you think so? Use examples from the text.
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<th>Prediction from the Chapter</th>
<th>After Reading: Is the predictions True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Sam was hungry for roast beef.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) Sam climbed trees and cut down tender limbs for the deer.</td>
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</tr>
<tr>
<td></td>
<td>3) The owl eggs were in a hollow oak.</td>
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<tr>
<td></td>
<td>4) Sam’s mother worked in a children’s hospital.</td>
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<td></td>
<td>5) The ice storm was in January.</td>
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</table>

What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.
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### Anticipation Guide Chapter 20

<table>
<thead>
<tr>
<th>Before Reading: True or False?</th>
<th>Prediction from the Chapter</th>
<th>After Reading: Is the predictions True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Sam decides that Jessie Coon James is a she-coon.</td>
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<tr>
<td></td>
<td>2) Matt Spell was a reporter from Delhi.</td>
<td></td>
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<tr>
<td></td>
<td>3) Sam talked to himself a lot.</td>
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<td></td>
<td>4) The mountains were snow-capped, but the valleys were green.</td>
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<td></td>
<td>5) At the end of February, Sam made maple syrup.</td>
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</tbody>
</table>

What do you predict will happen in the next chapter? Why do you think so? Use examples from the text. 
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## Anticipation Guide Chapter 21

<table>
<thead>
<tr>
<th>Before Reading: True or False?</th>
<th>Prediction from the Chapter</th>
<th>After Reading: Is the predictions True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) <strong>When Aaron came back, he stayed a week.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) <strong>Bando bought a pickup so he could visit Sam oftener.</strong></td>
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</tr>
<tr>
<td>3) <strong>Sam made turtle soup for Mr. Jacket.</strong></td>
<td></td>
<td></td>
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<tr>
<td>4) <strong>The longer Matt was with Sam, the less he talked.</strong></td>
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<td></td>
</tr>
<tr>
<td>5) <strong>Jessie C. James has babies.</strong></td>
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</tbody>
</table>

What do you do you predict will happen in the next chapter? Why do you think so? Use examples from the text.

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<table>
<thead>
<tr>
<th>Before Reading: True or False?</th>
<th>Prediction from the Chapter</th>
<th>After Reading: Is the predictions True or False?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Sam’s parents and siblings arrived with a tent and camp stove.</td>
<td>2) Sam gave interviews and tours to reporters and photographers.</td>
<td>3) Sam’s dad brought hammocks for everyone to sleep in.</td>
</tr>
</tbody>
</table>
| 4) Sam’s mother didn’t want anyone to think she neglected him. | 5) Sam was glad to see his family. | After Reading... Were your predictions correct? How would change the ending of the story? Or would you leave it the same?  
_____________________________________________________________________________  
_____________________________________________________________________________  
_____________________________________________________________________________  
_____________________________________________________________________________  
_____________________________________________________________________________ |
Name:______________________

Summary and Making Connections

Title: My Side of the Mountain

Chapter(s):_____ Date:_____ Pages Read:_____ 

SS (Summary Statement)
Tell us what happened in this chapter.

MS (Meaning Statement)
What lessons is the author trying to teach us in this chapter?

ES (Evaluative Statement)
Tell us what you liked and didn't like in this chapter.

PS (Personal Statement)
What would you do if you were one of the characters in this chapter?
Predictions

When Sam left New York City to live on his great-grandfather’s land in the Catskill Mountain wilderness, he took only a few precious items. He carried a penknife, a ball of cord, an ax, flint and steel, and forty dollars in his pockets. What do you think Sam planned to do with these items? Write your predictions on the back.

- penknife
- ball of cord
- ax
- flint and steel
- forty dollars

Do you think Sam was wise when he selected these items to take with him? Explain your answer on the back.

If you were to leave your home to live in the wilderness, what important items would you take? Make a list of the ten most important items. Then, explain why you would choose to take each. Save this list until you have finished reading My Side of the Mountain. Then look back at your list to see if you would make any changes.

<table>
<thead>
<tr>
<th>Ten Most Important Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>6.</td>
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</tbody>
</table>
The town of Delhi is about 200 miles (320 km) north of New York City. Sam’s great-grandfather’s farm was located in the Catskill Mountains near this town.

Would you travel this distance by yourself to a town you had never seen to find your great-grandfather’s land? What would you do once you arrived there?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
Graphing Food

Sam has to plan ahead to store food for the winter months. The graphs below show two ways Sam could have organized his food. Use the graphs to answer the questions.

(hint: 2 cups = 1 pint; 2 pints = 1 quart)
1. How many cups of cattails does Sam have? _______
2. How many cups of berries are there? _______
3. How many quarts of raspberries have been stored? _______
4. There are ten cups of arrow leaves. How many more cups of dandelions than arrow leaves are there? _______
5. How many pints of jack-in-the-pulpits are there? _______
6. If Sam made bread and used one pint of cattails to make flour, how many cups would he have left? _______
7. Which plant has Sam stored the least amount of? _______
8. Which plant has Sam stored the greatest amount of? _______
9. If Sam ate half his store of wild carrots by January, how many cups would he have left for the spring months? _______

(hint: 16 ounces = 1 pound)
1. How many pounds of smoked squirrel are there? _______
2. How many ounces of rabbit meat does Sam have stored? _______
3. How many more pounds of venison than fish are there? _______
4. If Sam used 24 ounces of turtle to make soup, how many pounds would he have left? _______
5. How many pounds of meat does Sam have in all? _______
Review

1. What did Sam use as a calendar?

2. _______ What did Sam eat that tasted like potatoes?
   A. Cattail roots
   B. Grubs
   C. Inner tree bark

3. Why did Sam want the falcon?

4. Who was The Baron?

5. _______ How did Sam cook eggs?
   A. He used river water and a cup from home.
   B. He used a large leaf filled with water.
   C. He put the egg on the hot coals.

6. How many siblings did Sam have at home?

7. _______ How did Sam learn to build a fire?
   A. He read it in a book.
   B. Bill taught him after the first night.
   C. He heard it on the radio.

8. _______ What did the little old lady force Sam to do?
   A. Escort her back to town
   B. Pick strawberries
   C. Answer A and B
   D. Tell him where he lived

9. Why did the female falcon attack Sam?

10. Why did Sam think hickory trees were wonderful?
My Side of the Mountain: Chapters 1 - 7

Complete.

<table>
<thead>
<tr>
<th>vague</th>
<th>loam</th>
<th>gorge</th>
<th>slat</th>
<th>tinder</th>
</tr>
</thead>
<tbody>
<tr>
<td>sentinel</td>
<td>citified</td>
<td>eddy</td>
<td>noose</td>
<td>cascade</td>
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<tr>
<td>reap</td>
<td>grove</td>
<td>combustible</td>
<td>tether</td>
<td>emphatic</td>
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<td>loll</td>
<td>bough</td>
<td>depression</td>
<td>brisk</td>
<td>remote</td>
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<td>flange</td>
<td>teeter</td>
<td>implement</td>
<td>crotch</td>
<td>mussel</td>
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<tr>
<td>dale</td>
<td>wiry</td>
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</tbody>
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Matching

Match each definition with a word.

1. ____________  a projection used for strength or for attaching to another object
2. ____________  a rich soil consisting of a mixture of sand and clay and decaying organic materials
3. ____________  forceful and definite in expression or action
4. ____________  rush down in big quantities
5. ____________  a miniature whirlpool or whirlwind resulting when the current of a fluid doubles back on itself
6. ____________  a loop formed in a cord or rope by means of a slipknot; it binds tighter as the cord or rope is pulled
7. ____________  any of numerous shellfish that resemble clams; a bivalve mollusk
8. ____________  gather
9. ____________  being or having the customs or manners or dress of a city person
10. ____________  area of land lower than its surroundings
11. ____________  an open river valley
12. ____________  lean and sinewy
13. ____________  to act in a lazy manner; to lounge; to recline, droop
14. ____________  not precisely limited, determined, or distinguished
15. ____________  something used in performing a task or other work; tool; instrument
16. ____________  a small growth of trees without underbrush
17. ____________  something or someone that serves to guard
18. ____________  material for starting a fire
19. ____________  any of the larger branches of a tree
20. ____________  move unsteadily, with a rocking motion
Multiple Choice
Select the definition that most nearly defines the given word.

1. _______  rumpus
   A. a noisy disturbance; an uproar
   B. something designed or invented to achieve a particular purpose

2. _______  niche
   A. a canopy used to shelter people or things from rain or sun
   B. an enclosure that is set back or indented

3. _______  device
   A. a noisy disturbance; an uproar
   B. something designed or invented to achieve a particular purpose

4. _______  corm
   A. a short, thickened, underground, upright stem in which food is stored
   B. anything that serves as an enticement

5. _______  poach
   A. an enclosure that is set back or indented
   B. hunt illegally

6. _______  berate
   A. hunt illegally
   B. to scold severely or rebuke harshly

7. _______  awning
   A. a canopy used to shelter people or things from rain or sun
   B. in a sly, secretive manner

8. _______  pewee
   A. small olive-colored woodland flycatchers of eastern North America
   B. a short, thickened, underground, upright stem in which food is stored

9. _______  lure
   A. anything that serves as an enticement
   B. small olive-colored woodland flycatchers of eastern North America

10. _______  savory
    A. to scold severely or rebuke harshly
    B. pleasing to the sense of taste
My Side of the Mountain: Chapters 8 - 12

Complete.

Review

1. ______  How did Sam get mussels?
   A. He used a net.
   B. Frightful brought them.
   C. Jessie C. James found them.

2. Who was Bando?

3. What was the visitor's name for Sam?

4. What were the best tunes for willow whistles?

5. ______  Why did the hikers leave Sam's area?
   A. Their picnic was over.
   B. It began to rain.
   C. The Baron scared them.
   D. Frightful attacked them.

6. ______  How did Sam get his first deer?
   A. It died of natural causes.
   B. A poacher killed it.
   C. He used a figure-four trap.
   D. He shot it with an arrow.

7. What did the teacher bring from town?

8. ______  Why didn't Sam need to teach the visitor how to live off the land?
   A. The visitor didn't want to learn.
   B. The visitor already knew how to do it.
   C. The visitor would be leaving soon.

9. How did Sam know he had caught a deer in his trap?

10. Who saw the smoke from Sam's fire and came to investigate?
My Side of the Mountain: Chapters 13 - 19

Complete.

Review

1. _______ How did Sam test his fireplace?
   A. He watched the smoke.
   B. He watched Frightful's face.
   C. He kept The Baron near it.

2. Why did Sam consider hunters as friends?
   _______

3. _______ Sam invited Mr. Jacket to come to his camp.
   A. True
   B. False

4. What had Sam forgotten to do before winter?
   _______

5. _______ Why was Sam surprised Mr. Jacket was a friend?
   A. Mr. Jacket made fun of him.
   B. They were so different.
   C. They hadn't fought.

6. _______ How did Sam celebrate Halloween?
   A. He watched different animals come to the food pile.
   B. He was sprayed by a skunk.
   C. He fell on the mess made by raccoons.
   D. All of the above

7. What did Sam do to invite the animals to a Halloween party?
   _______

8. Who helped Sam overcome his loneliness while he was digging the clay?
   _______

9. What did Mr. Jacket call Sam?
   _______

10. _______ Why had Sam gone to town?
    A. To make a friend
    B. To get matches
    C. To visit the library
My Side of the Mountain: Chapters 19 - 22

Complete.

Review

1. _______ What did the deer teach Sam about plants?
   A. Moss was good to eat.
   B. Some plants were poisonous.
   C. There were plants under the snow.

2. _______ What did Sam use as a barometer?

3. _______ How did Sam name the birds?
   A. He gave them numbers.
   B. He used names from Third Avenue people.
   C. He used their songs and actions.

4. _______ Why did Sam stack the wood near the tree?
   A. He used the wood as a wind break.
   B. He wanted to hide the entrance to the tree.
   C. He wanted to be able to reach it when the snow was deep.

5. _______ What vitamin did Sam lack during the winter?

6. _______ What did Sam tell Matt Spell?
   A. That he was Sam Gribley
   B. That he lived on the Gribley farm
   C. That he was the wild boy
   D. Answer A and C

7. _______ What had Dad brought with him?
   A. The entire family
   B. Food
   C. Hammocks
   D. All of the above

8. _______ The Baron was a carnivore.
   A. False
   B. True

9. _______ Who came for Christmas?

10. _______ What event killed many birds?
    A. The ice storm
    B. The blizzard
My Side of the Mountain: Chapters 19 - 22

Complete.

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Multiple Choice
Select the definition that most nearly defines the given word.

1. ________  conservationist
   A. marked by independence and creativity in thought or action
   B. someone who works to protect the environment from destruction or pollution

2. ________  serenade
   A. to sing or play music
   B. a covered entrance to a building

3. ________  rendition
   A. a performance of a musical composition or a dramatic role
   B. an instrument that measures atmospheric pressure

4. ________  concoction
   A. contrary to your interests or welfare
   B. any foodstuff made by combining different ingredients

5. ________  barometer
   A. someone who works to protect the environment from destruction or pollution
   B. an instrument that measures atmospheric pressure

6. ________  momentum
   A. a steep rugged rock or cliff
   B. force or speed of movement

7. ________  forum
   A. to draw conclusions, interpret, and try to explain their observations
   B. a public meeting or assembly for open discussion

8. ________  crag
   A. force or speed of movement
   B. a steep rugged rock or cliff

9. ________  sanguine
   A. confidently optimistic and cheerful
   B. any foodstuff made by combining different ingredients

10. ________  untoward
    A. contrary to your interests or welfare
    B. give over; surrender or relinquish to the physical control of another
My Side of the Mountain by Jean Craighead George

Author ____________________________ Date ____________

# of pages __________________________

Main Characters ______________________

Setting ______________________________

Introduction - Explain why Sam was running away.

____________________________________

____________________________________

____________________________________

Point of view - The story was told in first person. Do you think this is an effective point of view? Why or why not? How would the story be different if it had been told using a different point of view?

____________________________________

____________________________________

____________________________________

Character - Describe Sam's character traits. Give an example of how each trait was shown.

____________________________________

____________________________________

____________________________________

____________________________________
1. How does Dad feel about Sam running away to Gribley’s land?
   A. He thinks Sam’s idea is ridiculous.
   B. He wants to join Sam to provide protection.
   C. He is amused but states every boy should have such an adventure.
   D. He considers the idea disobedient and will punish Sam.

4. What first attracts Sam to the old tree?
   A. Its ghostliness
   B. Its kingliness
   C. Its apple supply
   D. Its location in the grove

2. What detail shows that Sam prepared for his undertaking?
   A. He read a library book about surviving on the land.
   B. He brought along food to eat until he got to the mountain.
   C. He made plans with a truck driver to give him a ride home if necessary.
   D. He developed a superior attitude about the outdoors so he would be unafraid.

5. How does Sam get Frightful?
   A. He takes the falcon from its nest in a cliff.
   B. A weasel releases the falcon when it sees Sam.
   C. An old woman from Delhi gives Sam the falcon.
   D. He finds the falcon in a patch of buttercups near a stream.

3. After his initial night in the wilderness, Sam gains a sense of—
   A. giddiness
   B. humbleness
   C. independence
   D. wisdom

6. Look at the outline of information from the novel.

I. ____________________
   A. Collect oak chips
   B. Chop down oak tree
   C. Burn hole in stump
   D. Place deerskin in water

   What information belongs on the blank line?
   A. How to tan a deer hide
   B. How to build a deer trap
   C. How to smoke deer venison
   D. How to scrape fur off a deer hide
7 On the mountain, Sam enjoys—
   A plenty of naturally good-tasting foods
   B cool weather even during summer
   C regular contact with people
   D a private bathing spring

8 What does Sam make from sassafras and pennyroyal?
   A Beverages
   B Meats
   C Salt
   D Soaps

9 To whom does the English teacher compare Sam?
   A Tom Sidler
   B Daniel Boone
   C Warden Jim Handy
   D Henry David Thoreau

10 How does Sam benefit most from hunting season?
   A He has time to whittle utensils.
   B He tracks lost game for food and hides it.
   C He learns to shoot guns by watching hunters.
   D He uses his extra time indoors to sew clothing.

11 Look at the diagram.

   Cause

   Effect

   Sam goes into a drugstore in town.

Which cause listed below belongs in the diagram?
   A Sam wants to buy a comic book.
   B Sam has not had company in a while.
   C Sam hopes to run into the strawberry lady.
   D Sam thinks people will compliment his deerskin suit.

12 How do Bando and Sam react differently to the newspaper articles about the wild boy in the mountains?
   A Bando is jumpy, but Sam is calm.
   B Bando is amused, but Sam is nervous.
   C Bando is astonished, but Sam is bored.
   D Bando is angry, but Sam is proud.
13 What do both Sam and Bando value?
   A Jazz music
   B Living a typical life
   C The American wilderness
   D Education over experience

15 Dad learns to like Frightful mainly because the falcon is—
   A a companion
   B a provider
   C beautiful
   D wild

14 Read the sentence from the novel.
   “...if the reporters start getting too hot on your trail, I'll call the New York papers and give them a bum steer.”

   What is a bum steer?
   A Idle gossip
   B Exciting news
   C Facts and details
   D Misleading information

16 Sam lives “close to the weather,” meaning he—
   A prefers the other seasons to winter
   B goes outdoors even during a blizzard
   C hides in his tree due to a fear of storms
   D watches for signs of change in conditions

17 Read the sentences from the novel.
   We all had our little “patch” in the wilderness. We all fought to return there.

   What idea is expressed in the sentences?
   A Bitterness
   B Gratitude
   C Power
   D Refuge
(Main Idea & Details)
18 Instead of newspapers and radio, Sam gets his weather reports from—
A birds and animals
B letters from Bando
C moisture in the air
D talks with Warden Hardy

(Summarize Major Ideas)
21 What story does Sam tell Matt Spell about the “wild boy”?
A There is no wild boy. There is only an ordinary boy on Gribbley farm that hunts with his falcon.
B A boy from New York City ran away. He takes shelter in deserted barns around the countryside.
C There is a wild boy who lives in a cave, wears a bearskin, has long, matted hair, and eats wild game and roots.
D There is a wild boy who has brown hair, wears a deerskin suit, appears healthy, and can build a fire using flint.

(Main Idea & Details)
19 Why does Sam begin feeling tired during January?
A He has lacked a balance diet.
B He has had many nosebleeds.
C He has eaten too many plants.
D He has been cold for too long.

(Character Analysts)
20 How does Sam know he feels safe in his environment?
A He acts like an animal instead of a human.
B He cries more often since no one can see him.
C He stops keeping a journal and takes more walks.
D He writes less about himself and more about animals.
(Sequencing)
23 What first signals the end of Sam's solitary life?

A He talks to reporters and photographers.
B He asks Bando for a shirt and blue jeans.
C He helps build a guest house out of a tree.
D His entire family comes to the forest to live.

(Main Idea & Details)
25 Sam performs all of the following tasks by himself EXCEPT—

A trapping animals
B training a falcon
C making fire with flint
D operating farm equipment

(Character Analyses)
24 How does Sam change in the story?

A First he is smug, and then he is humble.
B First he is appreciative, and then he is bitter.
C First he is rebellious, and then he is obedient.
D First he is frightened, and then he is confident.
(Character Analysis)
26. How is Sam best described?
   A. Adventurous
   B. Ambitious
   C. Suspicious
   D. Unsociable

(Making Connections)
27. What does Sam gain specifically from his year in the wilderness?
   A. A love of reading and writing
   B. Fame for being quietly different
   C. A desire to spend his life as a word traveler
   D. Courage and appreciation for true companionship

(Support Responses)
28. Explain why Sam is seldom bored while living off the land. On the lines below, provide three examples to support your explanation.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Answer Key

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