

My Side of the Mountain Reading Guide

by Jana Shaw

For the book by Jean Craighead George



LOGOS PRESS
Elementary Literature Series

“A Christian literature program is one in which the students are taught to read great literature and to think while they read, as Christians. As they do, our children must be taught to appreciate a finely-crafted sentence to the glory of God. As Christians, we are people of the word, and consequently, we should be people of words. We should understand words and use them well.” - Logos Curriculum Guide

“Literature exists to teach what is useful, to honor what deserves honor, to appreciate what is delightful. The useful, honorable and delightful things are superior to it: it exists for their sake; its own use, honor, or delightfulness is derivative from theirs.” - C.S. Lewis

Overview

At Logos Press, our desire is for the students to love the truth, the goodness, and the beauty in great literature, and in this learning, to be encouraged in their faithfulness to God. In order to do this, the teacher must also be faithful, and love the literature. If the teacher loves the literature, then the students will love the literature as well.

Suggestions for Use

At this educational level, a good rule of thumb is to assign up to twenty pages per day. If possible, consider reading aloud together for part of the reading assignment. On the fifth day the students will finish the reading assignment on their own and take a comprehension quiz. This encourages the students to be accountable, and gives me the opportunity to assess comprehension.)

Before beginning any new book, pre-read the book together--perusing the front and back covers, making predictions about the story line and setting. On the inside pages search for the author, illustrator, publisher, and copyright date. Then turn to the table of contents and ask the students questions they should be able to deduce or predict from the list of chapter titles.

The students have one comprehension sheet (front and back), ten vocabulary words with original sentences, and one vocabulary quiz per week. Vocabulary sentences should be descriptive and clearly show an understanding of the meaning of the word. Occasionally there will be a puzzle or other activity included. Comprehension questions and vocabulary sentences are graded based on content, restating the question, and correct grammar. If you are grading, you can use a five point scale, awarding one point each for: restating the question, beginning with a capital letter, and ending with the proper end mark. The students receive two points for having the correct answer. Although 3rd and 4th graders are in the grammar stage, in addition to literal questions, we include questions which require students to make inferences and evaluations as well.

Included in this guide are teacher lesson plans for each book. Lesson plans are built around the book *The Seven Laws of Teaching*, by John Milton Gregory. Each law is paraphrased and noted in italics throughout the lesson plan, helping to keep these laws in the forefront of your mind. Answer keys are included in the back of the book to help you get started.

My Side of the Mountain

by Jean Craighead George

My Side of the Mountain

Pre-Reading

Before Opening the Book

Complete the following information:

AUTHOR: _____

ILLUSTRATOR: _____

PUBLISHER: _____

COPYRIGHT (When was this book written?): _____

This book is an example of: (circle one)

FICTION

NON-FICTION

POETRY

BIOGRAPHY

Use the table of contents to discover the following:

Page #

On what page might you discover how Sam survives a snowstorm?

On what page will you find how Sam found the farm?

On which page will you learn how Sam makes his food taste good?

4th Grade — Literature

Lesson Plan: *My Side of the Mountain, Week 1*

OBJECTIVE: The teacher must know the truth or lesson ...

SWBAT: Consistently use correct word attack skills in his reading.
Show comprehension on a literal and inferential level.

| | |
|--|---|
| <p>SUPPLIES: For each student:</p> <ol style="list-style-type: none"> 1. novel 2. Vocab list 3. Comprehension questions 4. Pic-peregrine falcon 5. Map-Catskill Mtns | <p>INTRODUCTION: <i>The learner attends with interest to the lesson given.</i> Talk about camping and hiking experiences. What is like to be outside at night? Ask the students who camps with them? Have they every camped all alone? ☺ Talk about things to do while camping. What makes it fun..... What do you learn while hiking and camping....</p> |
| <p>GENERAL PLAN: Approx 20 pages/ day Mon: pp. 3-24 Tues: pp. 25-46 Wed: pp. 46-68 Vocab work Thurs: pp. 68-85 Fri: Review vocab quiz</p> | <p>REVIEW: <i>Unknown must be explained by the known...</i> Review figurative language-similes, metaphors, and personification. Ask students to give examples. Change similes to metaphors, etc.</p> <p>Pre-read: look at front and back covers of the book. What type of book is it? Do you think it is a story that could actually happen? Has anyone already read this book?</p> |
| <p>REMINDERS:</p> <p>*As you read: note of good style, figurative language, story line, and vocabulary. *Require these things in student writing.</p> <p>*What kind of novel is this? In what person is it written? Who is the main character? What is the setting? What is the plot?</p> | <p>LESSON: <i>The language used as a medium must be common to both...</i></p> <p>Pages 3-24: Look at the map sketch in the front of the book. Talk about the labels. (cattail, apple tree, walnut tree, etc.) Why are each of these things important? •Fill in the vocabulary worksheet using dictionaries a. Remind students to choose the definition which most closely defines the word as it is used in the story. (Hide is not part of the game ‘hide and seek’) b. Check student definitions. c. Students should put words in good sentences orally. •Read pp. 3-24 aloud. •Fish hooks project.</p> <p>Pages 25-40 •Review vocabulary. Teacher defines, students say word, then switch. Use in sentences. •Discuss how this story begins. Where is Sam in the first chapter? (snowstorm) Sam goes back to tell us how he got to the mountain, then he moves on with his story. •Read aloud pp. 25-40 and begin comprehension sheet.</p> <p>Pages 41-54 •Review dictionary skills. Complete vocabulary worksheet using the dictionary. a. Remind students to go back to the page in the book where the vocabulary word is found, and check context. b. Check as a class. Practice putting words in good sentences. •Simile worksheet •Read pp. 41-54 aloud</p> |

Lesson plan continued on next page

Name _____

Date _____

My Side of the Mountain

Vocabulary List 1

Study this list carefully. Although some of the words have been defined for you, you will need to use a dictionary to write a short definition on the lines provided.

1. hemlock (n) - an evergreen tree in the pine family with short blunt needles and small cones.

2. gorge (n) - (synonym-*ravine*) _____

3. tethers (n) - ropes or chains attached to an animal so it can graze only within a certain limit.

4. hide (n) - _____

5. folly (n) - a thoughtless act, practice, or idea

6. tinder (n) - material used to catch fire from a spark

7. game (n) - _____

8. emphatic (adj) - said or done with force; strongly expressed

9. bough (n) - one of the main branches of a tree

10. edible (adj) - _____

11. fret (v) - to be unhappy, discontented, or worried

12. peregrine falcon (n) - a large swift falcon with a blue-gray back that catches other birds in flight

My Side of the Mountain

Vocabulary 1

Study this list carefully. Although some of the words have been defined for you, you will need to use a dictionary to write a short definition on the lines provided.

1. hemlock -an evergreen tree in the pine family with short blunt needles and small cones.
2. gorge - synonym-*ravine*- a deep, narrow, usually rocky valley.
3. tethers - ropes or chains attached to an animal so it can graze only within a certain limit.
4. hide - the skin of some larger animals, e.g. deer, cattle, or buffalo
5. folly - a thoughtless act, practice, or idea
6. tinder - material used to catch fire from a spark
7. game – animals for hunting
8. emphatic - said or done with force; strongly expressed
9. bough - one of the main branches of a tree
10. edible –able to be eaten
11. fret - to be unhappy, discontented, or worried
12. peregrine falcon - a large swift falcon with a blue-gray back that catches other birds in flight

Vocabulary Sentences 1

1. Miles used his deer hide to make moccasins for his sore feet.
2. Since Chloe and Lorna were not sure if the berries were edible, they did not pick any.
3. Jackson used flint and steel to light the tinder, and make a big campfire to cook the fish.
4. Abby spied the noblemen hunting duck with their peregrine falcons.
5. The guide told Moriah and Megan to follow the path to the big hemlock tree.
6. Ethan pitched his tent in a flat spot on the edge of the deep gorge.
7. The falcon escaped when Alex lost hold of its tethers.
8. Preston yelled emphatically when he saw the bear, “Drop the meat and run!”
9. Mr. Shaw and Mr. Whitling hunted for game over Thanksgiving break.
10. Andy told Cole not to fret because the bough on the tree looked strong enough to hold him.

Vocabulary Quiz 1

I. Write the definition for the following vocabulary word.

1. bough - one of the main branches of a tree
2. fret - to be unhappy, discontented, or worried
3. folly- a thoughtless act, practice, or idea
4. emphatic - said or done with force; strongly expressed

II. Fill in the blank with the correct vocabulary word.

5. Moriah used beads to decorate her moccasins that she made from deer hide.
6. Alex lit the tinder to start a big campfire to cook the fish.
7. When Cole let go of the tethers, the falcon flew away.

III. Sentence work will vary.

8. edible
9. game
10. gorge

Questions pp. 3- 68

I. Vocabulary Section

1. Ethan used deer hide to make moccasins for the Indian Feast.
2. Preston used flint and steel to light the tinder, and make a big campfire to cook the fish.
3. The falcon escaped when Andy lost hold of its tethers.
4. Alex told Miles not to fret, because the bough on the tree looked strong enough to hold him.