MY SIDE OF THE MOUNTAIN NOVEL STUDY

SURVIVAL JOURNAL + VOCABULARY

GRADES 5-7


My name _____ Date _____

Survival Journal: Shelter

Show how Sam stays safe, dry and warm.

First night: staying covered
Where it is _____
What it is made of _____
How it keeps Sam safe _____

The home Sam makes
Where it is _____
What it is made of _____
How it keeps Sam safe _____

Keeping warm and dry
Where it is _____
What it is made of _____
How it keeps Sam safe _____

Draw Sam's home. Label two parts.


My name _____ Date _____

Survival Journal: Tools

Show how Sam uses tools in the woods.

Axe: cutting and chopping
What Sam does with it _____
Chapter or part I found it _____

Rope or cord: tying and carrying
What Sam does with it _____
Chapter or part I found it _____

Light: seeing in the dark
What Sam does with it _____
Chapter or part I found it _____

Pack: carrying what I need
What Sam does with it _____
Chapter or part I found it _____

Pot: cooking and boiling
What Sam does with it _____
Chapter or part I found it _____

Map: knowing where I am
What Sam does with it _____
Chapter or part I found it _____

My Side of the Mountain Novel Study - Survival Journal, Tools

22 STUDENT PAGES





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PREVIEW

How to Run the Novel Study

One plan for the whole book: 5 parts, a question page for each, and a survival journal that grows as students read.

A plan for 5 parts

Read	Part	Page	Talk about it
Part 1	Running Away	5	What does a kid need to survive alone? What would you want to bring?
Part 2	Making a Home	6	What does Sam need first: shelter, fire or food? Why?
Part 3	Learning the Woods	7	What can you learn from trying and failing? Where does Sam do that?
Part 4	Winter	8	How does winter change what Sam has to do?
Part 5	Visitors and Choices	9	Is Sam happier alone or with people? What changed his mind?

The routine

- **Split the book into five parts**, each about a fifth of it. Chapter numbers differ between editions, so each question page has a line for the chapters you assign.
- **Students answer** that part's question page (pages 5 to 9). Each page has recall, think, prove-it and your-view questions.
- **Keep the survival journal going** alongside: shelter (page 11), food (page 12) and tools (page 13). Add to a log after each part.
- **Study the story** with the conflict organizer (page 14), Sam Changes (page 15), the setting organizer (page 16) and Prove It With the Text (page 17).
- **Teach the vocabulary** with the three word pages (pages 18 to 20), then the match and the word detective.
- **Finish** with the final review (page 23) and the essay (pages 24 to 26).

Ways to use it

- Whole class: read together, answer on paper, then talk.
- Literature circles: one group per journal log.
- Independent or sub plans: a question page and a journal page need no prep.
- More support: use the starters and talk it through with a partner first.

Spoilers and your answer key

The answer key (pages 27 to 29) gives away the ending. Keep it away from students until the book is finished. Most questions ask for an opinion or a detail from the student's own copy, so the key says Varies and tells you what to look for.

PREVIEW

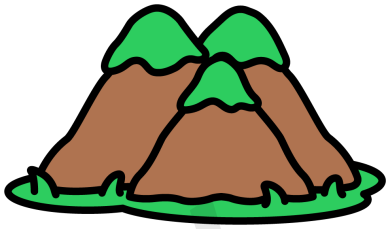
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My name _____ Date _____



Part 1: Running Away

Read the part. Then answer each question.



Chapters my teacher gave me _____

1. Recall: In which big city does Sam live at the start, and where does he go?

2. Recall: Why does Sam want to leave his family's home? Give two reasons from your reading.

3. Think: Is running away to the woods a smart plan? What helps Sam, and what could go wrong?

4. Think: Pick one thing Sam brings with him. Why is it useful in the woods?

5. Prove it: Copy a short phrase (under eight words) that shows what Sam is like. Say what it shows.

6. Your view: Would you want to try Sam's plan for one week? Give two reasons.

Starters: The text says ____. This shows ____. I think ____ because ____.

PREVIEW

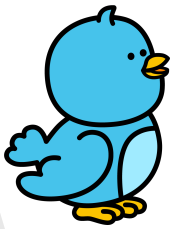
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My name _____ Date _____



Part 3: Learning the Woods

Read the part. Then answer each question.



Chapters my teacher gave me _____

1. Recall: Name two ways Sam gets food in the woods.

2. Recall: What is the name of the falcon Sam trains?

3. Think: How does Sam learn what he needs to know? Is it books, trying things, or both? Use a detail.

4. Think: Sam depends on animals and plants. How does he show he respects them?

5. Prove it: Show how one of Sam's skills has improved since the start. Give an early detail and a later one.

6. Your view: Why might Sam want an animal friend? Would you? Explain.

Starters: The text says ____. This shows ____. I think ____ because ____.

PREVIEW

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My name _____ Date _____



Part 5: Visitors and Choices

Read the part. Then answer each question.



Chapters my teacher gave me _____

1. Recall: Name one person who finds Sam or becomes part of his life in the woods.

2. Recall: What happens between Sam and his family by the end of the book?

3. Think: How does Sam's feeling about being alone change from the start to the end? Use two details.

4. Think: Why do you think the author called the book My Side of the Mountain?

5. Prove it: Show one way Sam has changed. Give one detail from the beginning and one from the end.

6. Your view: Was the ending a good one for Sam? Give a reason from the book.

Starters: The text says ____. This shows ____. I think ____ because ____.

PREVIEW

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My name _____ Date _____



Survival Journal: Shelter

Show how Sam stays safe, dry and warm.



First night: staying covered

Where it is _____

What it is made of _____

How it keeps Sam safe _____



The home Sam makes

Where it is _____

What it is made of _____

How it keeps Sam safe _____



Keeping warm and dry

Where it is _____

What it is made of _____

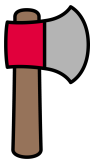
How it keeps Sam safe _____

Draw Sam's home. Label two parts.

PREVIEW

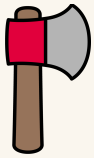
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My name _____ Date _____



Survival Journal: Tools

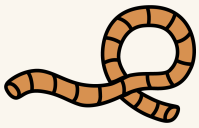
Show how Sam uses tools in the woods.



Axe: cutting and chopping

What Sam does with it _____

Chapter or part I found it _____



Rope or cord: tying and carrying

What Sam does with it _____

Chapter or part I found it _____



Light: seeing in the dark

What Sam does with it _____

Chapter or part I found it _____



Pack: carrying what I need

What Sam does with it _____

Chapter or part I found it _____



Pot: cooking and boiling

What Sam does with it _____

Chapter or part I found it _____



Map: knowing where I am

What Sam does with it _____

Chapter or part I found it _____

PREVIEW

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My name _____ Date _____

Sam Changes



Show how Sam is at the start and at the end.

What Sam wants: at the start

What Sam wants: at the end

What Sam does: at the start

What Sam does: at the end

How Sam feels: at the start

How Sam feels: at the end

What changed Sam the most

Three words for Sam now

1 _____ 2 _____ 3 _____

PREVIEW

My name _____ Date _____



Prove It With the Text

Make a claim. Back it up with evidence.

The question I am answering

My claim: my answer

Evidence 1. Chapter or part _____

The text says (a short phrase)

This shows

Evidence 2. Chapter or part _____

The text says (a short phrase)

This shows

My reasoning: how the evidence proves my claim

Starters: The text says ____. This shows ____. I think ____ because ____.

PREVIEW

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My name _____ Date _____



Words: Words About Sam

Read each word. Write a sentence. Add a word that means the same.

independent (adjective)
able to do things without help from others.
My sentence

Same meaning _____

resourceful (adjective)
good at finding ways to solve problems with what you have.
My sentence

Same meaning _____

determined (adjective)
not giving up even when something is hard.
My sentence

Same meaning _____

curious (adjective)
eager to learn or find out.
My sentence

Same meaning _____

solitude (noun)
the state of being alone.
My sentence

Same meaning _____

patient (adjective)
able to wait calmly without getting upset.
My sentence

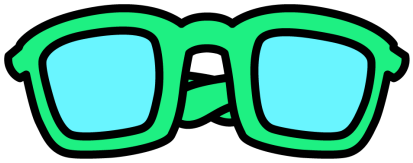
Same meaning _____

PREVIEW

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My name _____ Date _____

Word Detective



Find the clue words. Guess the meaning.

1. The hikers had no food left, so they began to **forage**. They picked wild berries and dug up roots along the stream.

The clue words that help me

My guess at the meaning

2. A **blizzard** hit overnight. By morning, deep snow buried the path and the wind was too strong to walk in.

The clue words that help me

My guess at the meaning

3. Lost without a rope, the **resourceful** girl twisted long grass into a cord and tied the branches together.

The clue words that help me

My guess at the meaning

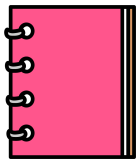
Now write your own sentence with one word from this page

PREVIEW

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My name _____ Date _____

My Essay: Pick a Prompt



Check one prompt. Tell what you will write about.

☐ **Prompt A**

How does Sam change?

Explain how Sam is different at the end of the book than at the start. Use at least three pieces of evidence from the book.

☐ **Prompt B**

Could you survive on your own?

Take a side: could a kid really live in the woods the way Sam does? Give at least three reasons and back each with evidence from the book.

☐ **Prompt C**

What does Sam need most?

Choose what Sam needs most: shelter, food, tools or people. Explain your choice. Use evidence from at least three different parts.

What I am writing about

Parts of the book I will use

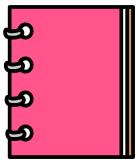
1 _____ 2 _____ 3 _____

PREVIEW

Preview - Bright Path Shed

My name _____ Date _____

My Essay: Draft



Write your essay here.

Title of my essay _____

PREVIEW

Answer Key

Parts 4 and 5 and the final review. Varies means any answer that points to the text.

Part 4: Winter (page 8)

1. **Recall: Cold and snow.** Varies. Accept any accurate problem: cold, snow, hunger, being stuck inside.
2. **Recall: Getting ready.** Varies. Accept any accurate preparation, such as storing food or making warm clothes.
3. **Think: Feeling alone.** Varies. Look for evidence from the text: an action, a thought, a change of mood.
4. **Think: Smart or lucky.** Varies. Two details that support the student's choice.
5. **Prove it: Feeling the cold.** Varies. A short phrase copied exactly, with a reason.
6. **Your view: A winter day.** Varies. Opinion with a reason.

Part 5: Visitors and Choices (page 9)

1. **Recall: Meeting people.** Varies. Accept any accurate character from the student's copy.
2. **Recall: Sam's family.** Varies. Accept an accurate retelling of how Sam's family and the mountain come together.
3. **Think: Alone or together.** Varies. An early detail and a late detail.
4. **Think: Why the title.** Varies. Look for a reason tied to Sam, his home, or his choice.
5. **Prove it: A changed Sam.** Varies. Two details, one early and one late.
6. **Your view: A good ending.** Varies. Opinion with evidence.

Final Review (page 23)

1. **Recall: Why Sam leaves.** He wants to live on his own, and he goes to the Catskill Mountains. Accept any accurate account of his reasons.
2. **Recall: Sam's home.** A hollowed-out hemlock tree. Accept any accurate details about the bed, the fire, or storing food.
3. **Think: Biggest problem.** Varies. A problem and a solution from the book.
4. **Think: Skills.** Varies. Look for a reason tied to the text.
5. **Prove it: A changing Sam.** Varies. Two details named by part.
6. **Your view: Alone or not.** Varies. Opinion with evidence.

PREVIEW

Essay Rubric

For the essay on pages 24 to 26. Five criteria, three descriptions each; add your own notes.

Student _____ Prompt (A, B or C) _____ Date _____

Criterion	Strong	Getting there	Not yet	My notes
Claim	A clear claim that answers the prompt	A claim, but it is vague or partly off the prompt	No clear claim	
Evidence	Three or more details from the book, named by part	One or two details, or details with no part named	No details from the book	
Explaining	Each detail is explained and tied back to the claim	Some explaining; some details stand alone	Details are listed but not explained	
Organization	Opening, three reasons, closing; clear order	Most parts are there; order is hard to follow	Parts are missing or mixed up	
Language	Vocabulary words used correctly; few spelling errors	A vocabulary word or two; some errors	No vocabulary words; errors get in the way	

How to use it

Circle or highlight one box in each row. There is no total: your notes and the student's next step matter more. The student's checklist is on page 25.

PREVIEW

My Side of the Mountain at Home

Dear family, our class is reading a story about a boy who lives in the woods and keeps a survival journal. These questions are for talking, not for a grade. Short answers are fine.

Student _____

Part of the book we are reading _____

Three things to talk about

- Ask your student: what is one thing Sam does to stay alive?
- Ask: what would you pack if you had to live in the woods for a week?
- Ask: which vocabulary word was new this week? Use it in a sentence together.

My words from home

One thing Sam needs _____

My favorite part so far _____

A new word I used _____

Words that may come up

Shelter: a safe place to stay. **Forage:** to look for food. **Conflict:** a problem or struggle. **Evidence:** proof from the book. **Survival:** staying alive.

Note from the teacher

Note from home

PREVIEW