

**My Side of the Mountain**  
by Jean Craighead George

**Classroom Favorites**

Teacher's Guide by Linda Crosswhite

A Perma-Bound Production

**STORY SUMMARY**

In this story, Sam Gibley decides to run away from his home and live on his Grandfather's property in the Catskill Mountains. Sam does some research at the library, and equipped with little but his wits, he sets off to live in the wilderness. Although there are rough times when Sam cannot find a warm place to sleep or start a fire, he manages to survive in relative comfort. Other people begin to notice Sam and visit him. They admire his strength of character and his ingenuity. However, with these visitors comes civilization. Sam's life in the woods is idyllic, but it cannot last forever. Until he is an adult, his parents are determined to raise him. They finally decide to move the entire family to the mountains and build a home there. Thus, Sam will get to continue to live in the mountains, but he will no longer be lonely for human companionship.

**AUTHOR SKETCH**

Jean Craighead George was born on July 2, 1919, in Washington, D.C. She received her B.A. degree from Pennsylvania in 1941. Her career has been in the fields of writing and illustration. She has been a reporter, an artist, and a book and magazine writer on natural history subjects. Jean co-authored numerous books with her husband, John George.

*My Side of the Mountain* was published in 1960. This book was on the International Hans Christian Anderson Award honor list and was a John Newbery Medal runner-up. Many of George's other books have also received honors and awards.

**SUGGESTED THEMES:**

- survival
- courage
- nature
- self-reliance
- camping

## **SKILLS AND STRATEGIES:**

- Retelling the story
- Recognizing figurative language personification
- Analyzing character traits

*The following suggested plans and activities can be used with this book. You may choose to select and modify these to best meet the needs and interests of your students.*

## **INITIATING THE READING EXPERIENCE**

### **Building the background**

Discuss why someone would want to run away from home. The following questions could help to initiate this discussion:

- Do you know anyone who has ever done so?
- Where could someone go?
- How long could someone stay away?
- Would it be scary? Why?

Ask the students how they would feel if they had to live alone. What would they do? What would they need? What would they miss the most? How would they survive?

Initiate a discussion about camping. You may wish to ask the students the following questions: How many of you have ever been camping? When? Where? With whom? Their responses can be recorded on a large chart, if desired. You may also wish to have the students plan a camping trip to take with family or friends, if appropriate. Be sure to have them include a list of items to take along. After reading the story, you may wish to revisit these plans to see if the students still feel they need all the items they listed to take with them.

Provide resource materials about mountainous regions near you and wildlife native to those regions. Give the students an opportunity to peruse this information and share what they find in informal small group settings.

### **Introducing the book**

Display the book for the students to see. Share some general information about the awards the book has received and any author information which may be interesting to the students.

Give the students an opportunity to discuss what might happen in the story based on the title and illustrations on the cover of the book.

Read the author's preface aloud to the class. Based on the information the author gives about the story, have the students predict what the plot might be, if they think they will like the story, and if they will be able to relate to it. These predictions can be recorded on the blackline master entitled Predicting Sam's Story.

## **ENJOYING THE READING**

### **Prereading: Setting the purpose for reading.**

Have the children read to confirm their predictions and gain the meaning of the story.

### **Post Reading: Confirming, analyzing, synthesizing or evaluating the reading.**

Encourage the children to share their feelings about the story.

Allow the students to confirm any predictions they might have made prior to reading the story.

### **Section 1: I Hole Up in a Snowstorm – I Get Started on This Venture**

#### **Prereading**

Have the students predict the content of the first two chapters based on the titles. Record their predictions on a chart or the board to allow for confirmation.

#### **Post Reading**

1. Give the students an opportunity to confirm their predictions.
2. This is an appropriate time to introduce the Skills and Strategies Activity on retelling the story to initiate the use of journals as an ongoing activity throughout this literature study.
3. Have the students note the style used by the author to write this book: the use of first person, flashbacks and journal entries. Ask the students how these techniques add interest to the story. What other writing techniques could be used to present this story? How would they have chosen to write a book on this subject?
4. After reading this section, give the students an opportunity to select from Writing Activity 2, Writing Activity 4, Math Activity 1, Math Activity 4, Social Studies Activity 3, Science/Health, and/or Art Activity 7.

### **Section 2: I Find Gribley's Farm – The Old, Old Tree**

#### **Prereading**

Have the students predict the content of these three chapters based on the titles. Record their predictions on a chart or the board to allow for confirmation.

#### **Post Reading**

1. Give the students an opportunity to confirm their predictions.
2. Encourage the students to continue writing in their reading journals, describing Sam's experiences and what he learns.

3. Initiate a discussion about Sam's visit to the library.
  - Why did Miss Turner believe in Sam?
  - How did Miss Turner help Sam?
  - What other ways can librarians help us?
4. Assist the students in comparing Sam's first night of camping to the next few nights. Discuss how Sam decided to carve out the old tree.
5. After reading this section, give the students an opportunity to select from Writing Activity 5, Geography Activity 1, Science/Health Activity 3, and/or Art Activity 8.

### **Section 3: I Meet One of My Own Kind – I Learn to Season My Food**

#### **Prereading**

Discuss how Sam prepared to find the farm by visiting the library. Ask the students what other valuable information Sam could gain at the library. Have the students predict if Sam might visit the library again.

#### **Post Reading**

1. Give the students an opportunity to confirm their predictions.
2. Encourage the students to continue writing in their reading journals, describing Sam's experiences and what he learns.
3. Discuss the incident involving the strawberry lady. Have the students list the character traits of this woman. As they list these, have them provide examples of something she said or did that demonstrates each characteristic.
4. You may wish to ask the students the following questions:
  - How did Sam feel about meeting someone on the mountain? Why?
  - What did he learn at the library this time?
  - Why did Sam decide to learn about falcons?
  - How did he go about getting one?
  - What new friends has Sam made? Describe these friendships.
5. After reading this section, give the students an opportunity to select from Writing Activity 6, Social Studies Activity 4, Social Studies Activity 6, Science/Health Activity 4, and/or Music/Drama Activity 1.

### **Section 4: How a Door Came to Me – I Find a Real Live Man**

#### **Prereading**

Ask the students to predict what Sam means by "Frightful Learns Her ABC's." Have them read to confirm.

Encourage the students to continue writing in their reading journals, describing Sam's experiences and what he learns.

### **Postreading**

1. Divide the students into small groups. Encourage the groups to discuss Sam's new door. You may wish to have them share responses to the following questions:
  - How did a door come to Sam?
  - How did he make use of the deer?
  - Do you think he should have done this?
  - What other doors could he have made?
  - Why did he think a deerskin door was the best? Do you agree?
2. Initiate a discussion about why Sam assumed the man he meets is a criminal. Discuss first impressions and how they can often be misleading. Ask the students to volunteer anecdotes of times when they misjudged or were misjudged upon first meeting someone. How did Sam and the professor finally clarify their true identities? What have the students learned from Sam about hasty judgments based upon appearance?
3. After reading this section, give the students an opportunity to select from Writing Activity 7, Social Studies Activity 1, Social Studies Activity 7, Art Activity 2, Art Activity 3 and/or Music /Drama Activity 2.

## **Section 5: The Autumn Provides Food and Loneliness – We All Learn About Halloween**

### **Prereading**

Initiate a discussion about autumn. Have the students predict what will happen to Sam during the fall. Record their predictions.

### **Post Reading**

1. Give the students an opportunity to confirm their predictions.
2. Encourage the students to continue writing in their reading journals, describing Sam's experiences and what he learns.
3. Discuss Sam's awareness of the necessity for preparing for winter. What actions did he take? What are some of the problems Sam had in building a fireplace?
4. Ask the students to find examples of bad things that happened which caused good things to occur.
5. Have the students list what Sam did to celebrate Halloween. Discuss the Halloween notes Sam wrote.
6. This is an appropriate time to introduce the Skills and Strategies Activity on recognizing figurative language.

7. After reading this section, give the students an opportunity to select from Writing Activity 8, Math Activity 5, Social Studies Activity 5 and/or Art Activity 1.

## **Section 6: I Find Out What to Do with Hunters – I Learn About Birds and People**

### **Prereading**

Based on the chapter titles in this section, have the students predict answers to the following questions:

- How might interaction with or the existence of hunters benefit/not benefit Sam?
- What kind of trouble could be beginning for Sam?

Encourage them to continue reading to confirm their predictions.

### **Post Reading**

1. Give the students an opportunity to confirm their predictions.
2. Encourage the students to continue writing in their reading journals, describing Sam's experiences and what he learns.
3. Have the students discuss Sam and his relationship with the deer hunters. How did Sam benefit from the hunters in the forest? Why would he need a deer? Why can't he capture one himself?
4. In small discussion circles, have the students share why they think Sam decided to go into town. Why was his trip into town successful or unsuccessful? How might it endanger his new lifestyle?
5. Discuss with the students how Sam deals with the hardships of winter and what he enjoys most about this season. In small groups, have the students compare Sam's mountain winter to a winter of their own experiences.
6. You may wish to ask the students the following questions regarding Sam's Christmas visitors:
  - Who were Sam's visitors at Christmas?
  - Were they expected?
  - Did they expect to find Sam still there? why?
  - Why did they hike all that way to visit Sam in the winter?
7. This is an appropriate time to introduce the Skills and Strategies Activity on analyzing character traits.
8. After reading this chapter, give the students an opportunity to select from Writing Activity 1, Math Activity 2, Social Studies Activity 2 and/or Art Activity 4.

## **Section 7: I Have A Good Look at Winter – The City Comes to Me**

### **Prereading**

Ask the students to predict how the story will end. List several of the students' predictions of the story's ending on the board. For example:

- Sam will stay in the forest alone.
- People will move to the forest to live with or near Sam.
- Sam will give up and leave the forest.

Have the students select an ending. Provide them with the blackline master entitled Predicting the Ending on which to write a detailed prediction of their ending. Encourage them to continue reading to find out how the story really ends.

### **Post Reading**

1. Give the students an opportunity to confirm their predictions and share them with the class.
2. Encourage the students to continue writing in their reading journals, describing Sam's experiences and what he learns.
3. You may wish to assist the students in a discussion about Sam's feelings. These feelings can be listed on the board or a chart as they are mentioned.
4. Ask the students to work in small groups to list all the people Sam meets in the forest. Next, they can share answers to the following questions: What do these people have in common? How do they react to Sam? Why do some of them come back for more visits? Why does Sam welcome some more than others?
5. Initiate a discussion about Sam's family and why they decided to come to the mountain. Include in this discussion a comparison of the homes Sam has and will live in: his home in New York, his home in the tree, and the house that his father will build on the mountain. The students can offer suggestions for design elements of the new home (e.g. tree house, number of bedrooms) and comment on which home they would rather live in.
6. After reading this chapter, give the students an opportunity to select from Writing Activity 3, Math Activity 3, Science/Health Activity 1, Health/Science Activity 5, Art Activity 5, Art Activity 6, and/or Music/Drama Activity 3.

## **TEACHING SKILLS AND STRATEGIES IN CONTEXT**

### **Retelling the Story:**

Initiate a discussion of different ways we can retell a story. Some examples might be: dramatize, summarize, change the point of view. Explain to the students that they are going to retell this story by keeping a reading journal in which they can record Sam's experiences. In addition to this, they can include what they think he learns from each of his experiences. These entries can be shared throughout the literature study.

## Recognizing Figurative Language – Personification:

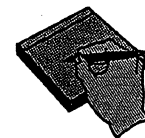
Introduce the concept of personification. Explain to the students that this is a figure of speech in which animals, ideas, things, etc. are represented as having human qualities. In the chapter, "The Autumn Provides Food and Loneliness," September is personified. Reread this section and discuss the ways in which the author gives September the characteristics of a person. As a class, write a personification of another season. Next encourage the students to select an object, animal or idea and write a paragraph using personification. These writings can be shared as a whole class or in small groups.

## Analyzing Character Traits:

Provide the students with the blackline master entitled They Behave Like Animals! On this handout, the students can list the animal characters and write brief descriptions of the personalities and appearances of these animal characters. Have the students comment on the appropriateness of the names which Sam gives some of these animals.

## CONNECTING THE READING ACROSS THE CURRICULUM

*The following activities may be introduced after the story, integrated into the appropriate content areas or used as learning center activities.*



## Writing

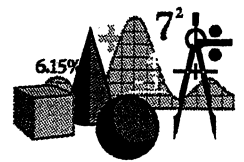
1. Encourage the students to write a haiku. Explain that a haiku is a poem (usually about nature) consisting of three lines: the first line has five syllables, the second has seven, and the third has five. Example:

Autumn's coming soon,  
You can feel it in the air,  
Red and gold leaves fall.

2. Read some journal entries of famous people, such as Benjamin Franklin, Henry Thoreau, and others, to the students and discuss why people write in journals. Encourage the students to begin their own journal at home. At the beginning of the journal, each student should explain why he/she would like to keep a journal. This journal should be about daily life experiences. (This is not to be confused with the reading journal which will be kept in relation to this story.)
3. Explain to the students that they will be writing newspaper articles. Discuss the components of an article (i.e. headline, introduction, facts) and how it should answer the questions: Who? What? When? Where? Why? How?. Encourage them to each interview someone (a fellow student, family member, friend, community member/helper) and use this interview as the basis for their article.
4. Have the students reread the conversations Sam had with the Chinese man, the truck driver, and his dad. Each student can write a description of one of the conversations, including why it was or wasn't helpful for Sam.



5. Initiate a discussion about the importance of planning. Why should Sam have planned more carefully than he did? Have the students refer back to the text to find things that Sam could have planned differently. Supply the writing materials necessary for them to write a summary of three of these and how they would have planned for each.
6. Discuss Sam's raid on the falcon's nest. Have the students rewrite this incident from the point of view of the mother or baby falcon.
7. Refer back to the text to reread how Sam trained the falcon. Have the students work in pairs to research how various birds can be trained. Have each pair of students prepare a set of directions on how to train a bird of their choice. These can be compiled into a class book, *How to Train Birds*.
8. Refer back to the book to locate where Sam mentions how the squirrels pass on messages. Have the students work in pairs to write a conversation that might occur between two squirrels.



## Math

1. Assist the students in studying different methods of keeping track of days and time, including different calendar systems: lunar calendar, abacus, etc. Display samples of these for the students to examine at their leisure. If possible, have the students use a different type of clock or calendar for several days.
2. Assist the students in determining the amount of time it takes to melt ice using sunlight as the source of heat. First have them make predictions and record these. Next, divide the students into groups of 4-6. Provide each group with bowls or deep plates, a towel (for spills), and various sizes of ice, including crushed or shaved ice. Take the students outside and have them record the time it takes for each form of ice to melt completely into water. The groups can chart their results. A class chart of the average times can also be created. Example:

	BLOCK OF ICE	CRUSHED ICE	ICE CUBES
GROUP 1			
GROUP 2			
GROUP 3			
CLASS AVERAGE			

3. Have the students time themselves walking predetermined distances with and without their newly created snow shoes (See Art Activity 6) inside the classroom, on the sidewalk, and on grass, if possible. They can work in small groups or pairs and use stopwatches to time one another. Have them chart their results individually and create a class average chart.

4. Refer back to the second chapter to recall the materials Sam took with him when he left New York. List these. Have the students work in small groups to determine what else they would need if they were Sam and only had \$40 to spend. Supply them with catalogs, sports advertisements, the Yellow Pages and any other materials that would help them determine the necessary supplies and their costs. After each group has completed their list of supplies and costs, have them share these with the class.
5. Give the students an opportunity to write 3-5 story problems that could be related to the happenings in this story. The students can exchange assignments and work each other's problems.



## Social Studies

1. Invite a college or high school English professor to speak to the class. Ask the instructor to discuss the following questions: What do you do?, Why did you choose this career?, What do you like about your work?. Encourage the students to ask questions of the guest speaker. These may include: Why might the professor in this story, or any English professor, find it appealing to spend time in the wilderness? What other occupations have you (the guest speaker) had? The students can later compare the speaker's responses to what the professor in the story says.
2. Initiate a discussion about the behavior/relationships of the forest animals. Create a chart listing the animals, their personality traits, and how they interacted with the other animals. Divide the students into small groups and designate one animal per group. Encourage the groups to visit the library and research their animal. The groups can share their findings with the rest of the class.
3. Provide books on houses and the different places people live. (The book, *People* by Peter Spier, has several pages on this topic.) Encourage the students to discuss the practicality of each type of dwelling, based on location and other factors. Include in this discussion the living arrangements of the boy in this book. Where would the students have chosen to live, if they had been in his place? Would they improve upon his tree-home? If so, how?
4. Display photographs or illustrations of different types of beds on which people sleep. Encourage the students to discuss why they think some are preferable and which would be the most comfortable. What do they think of the different places Sam sleeps? Would any of these be their choice for a bed? You may wish to have the students make a model of a bed Sam could have created from his environment.
5. Initiate a discussion about Halloween. Give the students some background information about the holiday, including how it originated, past and present ways to celebrate it, costumes and foods, etc. Revisit the story to see how Sam celebrated Halloween. What were the results of his efforts? Will he ever do that again? (See Art Activity 1 for a related activity.)
6. Invite a forest service representative to speak to the class about fire safety and other aspects related to environmental protection, some of the challenges of this occupation and the importance of the services they provide.

7. Initiate a discussion about how Bando and Sam learned from each other. Have the students refer back to the text to complete a chart similar to the following:

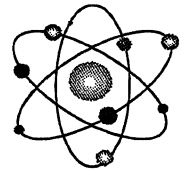
WHAT SAM DID FOR BANDO	WHAT BANDO DID FOR SAM
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Discuss ways we help each other everyday in the classroom.

## Geography



1. Have the students study the map located at the beginning of this book. Discuss the various landmarks. Have them make a drawing of their own yards, labeling all of the trees and plants. Have them circle the names of any plants and trees that could provide food.
2. Display maps for the students to study. If possible, take the students to the library to view old maps which use landmarks and some street names rather than modern highways. Divide the students into groups of 4-5. Provide the students with large sheets of white paper and map pencils. Encourage them to create a map of their neighborhood, including the school, if possible, using street names and landmarks. These can be displayed on the walls of the classroom.



## Science/Health

1. Discuss how we live surrounded by different forms of nature: animal and plant, wild and domestic. As a class, create a description of the nature surrounding Sam in the forest. Next, ask the students to have a friend or family member at home assist them in writing a description of the nature that surrounds them. (Hint: Even in the city there are birds, pets, sunshine, rain, potted plants, weeds along sidewalks, etc.) These descriptions can be shared in small groups and combined to form a book entitled *Nature Surrounds Us*.
2. Initiate a discussion about the four seasons: the type of weather each season brings to your area and how people and animals survive/enjoy each season. On the blackline master entitled Four Seasons, have the students list something they like/appreciate about each season. Display these on the classroom wall. You may wish to have them cut these apart to group each of the seasons together. As an extension, discuss how Sam observes the animals, especially Barometer, to learn about predicting the seasonal weather.

3. As a class, begin a list on a large chart of the plants that Sam finds to eat. Do we eat these? If so, do the students like them? What other plants do we eat that Sam didn't find? Example:

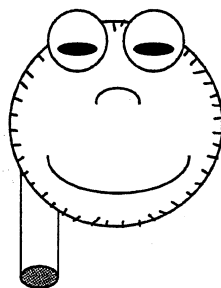
Plants Sam finds to eat	Are these plants we would eat?	Plants we eat that Sam didn't find
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4. Refer back to the story to locate Sam's directions for making salt. Provide the students with the following materials: hickory sticks, tin cans, Bunsen burners, and water. Supervise the students in boiling the hickory sticks until they are dry. Observe to see if a salty residue is left. You may wish to allow the students to taste the salt. You may want to consult a book of experiments for other procedures for making salt.
5. Initiate a class discussion about vitamins which are essential to healthy living. Have the students refer to the scene in the story in which Sam describes his deficiency of Vitamins C and D. Discuss how he remedied this deficiency and how he knew to do this. Relate this to the students' lives by sharing some factual information regarding vitamins and minerals which can be obtained through the foods we eat.
6. Divide the class into two groups. Each member in Group 1 can research and write a one-page report on how to survive on land. The students in Group 2 can research and write a report about fishing. Give them an opportunity to share these within their groups and compare their findings to Sam's experiences.

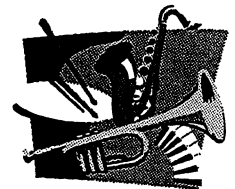


## Art

1. Give the students an opportunity to make animal face Halloween masks. Have the students choose one character from the book. Supply paper plates and/or bags, various scrap materials and other art media for the students to use in making a mask of their character. If a paper plate is used, glue an empty paper towel tube to the back for a handle. (These masks can be used to dramatize the Halloween scene and other scenes in the book.) Example:



2. Provide the students with water base clay and modeling tools. The students can each make a clay container by molding the basic shape or by forming a pinch pot base and adding coils. After the objects are formed, allow them to dry slowly at room temperature.
3. Discuss why Sam drew sketches in his journal. Provide the students with pencils and white paper. Have them sketch something that happened to them recently and write under it why they chose to sketch this event.
4. Provide the students with the following materials for making leather pouches/bags: artificial leather/suede/fur fabric, large sewing needles, thick thread, scissors. Assist the students in sewing small pouches or bags for carrying things.
5. Have the students make a chalk drawing of the forest after it has snowed. Provide large sheets of dark colored paper, white chalk, and flat objects with distinctly textured surfaces, such as leaves, chicken fencing, window screen, etc. Have the students draw pictures of the scene after the snow. To fill in the pictures, the students can hold their papers against textured surfaces and rub their chalk over their papers. For example, to fill in the trees, leaves can be placed under the area of the trees on the picture and chalk rubbed on the paper over the leaf, or screen placed under the house and chalk rubbed over it. Lightly coat the finished picture with hair spray or other transparent spray or fixative.
6. Assist the students in designing and making snow shoes. Display illustrations of snow shoes for the students to use as a pattern. Provide them with flexible reeds or strips of cardboard, string, twine or yarn, and scissors. Once the shoes have been made, you may wish to have the students do Math Activity 3.
7. Have the students reread Sam's description of his tree home. Supply the students with colored pencils and large sheets of newsprint on which to sketch a picture of Sam's home according to the text.
8. Explain and/or demonstrate whittling. Each of the students can bring a large bar of soap from home. Provide them with materials to use in carving a figure from the soap, using the whittling techniques that have been shared.
9. Plan a field trip to a nearby art gallery/museum to observe works of art that represent things in nature. If this is not possible, locate several books containing the works of artists that depict nature. Discuss the influence of nature on art. Give the students an opportunity to use watercolor paints to illustrate a setting in the story.



## Music/Drama

1. Encourage the students to pantomime the scene in which Sam gets a falcon. They may wish to pantomime other scenes from the story as well.
2. Play recordings of nature sounds and/or have the students attempt to re-create the sounds Sam might have heard in the story. While some students are making or listening to music/sounds, others can move creatively to these sounds.

3. Give the students an opportunity to create original songs which Sam might have sung on the mountain. These songs can have words, or just be hummed. (The students can share their songs with the rest of the class during the Culminating Activity.)

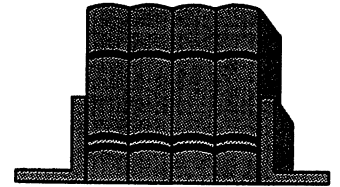
## **EVALUATING THE READING EXPERIENCE**

- Keep a teacher's journal of those strategies that best helped the students understand the story.
- Record the children's behaviors and learning by jotting these on "Post-its." These comments can later be transferred to a journal containing daily comments on the students.
- Prepare a chart to record the completion of the projects for each of the students.
- Record the students' responses as they briefly retell the story or specific chapters.
- Collect a piece of each child's writing to evaluate.
- Develop a criteria for evaluating student work or refer to established forms of evaluation to assess the projects and activities completed.

### **Culminating Activity:**

- Give the students an opportunity to complete Geography Activity 2, Science/Health Activity 2, and/or Art Activity 9.
- Assist the students in presenting a debate on the following issue:  
Did Sam make the right decision when he chose to stay with his family?
- Host a "Nature Fest." You may wish to include the following activities:
  1. Divide the students into small groups and have each group prepare one of Sam's recipes, substituting other foods where practical. These foods can be shared at the "Nature Fest."
  2. Have the students perform skits, pantomimes, and/or songs they wrote.
  3. Display artwork and other projects created by the students.

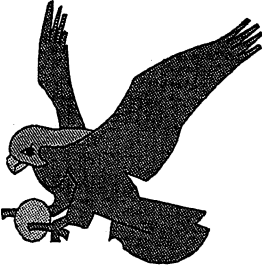
## RELATED READINGS



- Althea. *Trees and Leaves*  
Arnosky, Jim. *Drawing From Nature*  
Burnie, David. *Tree*  
Cherry, Lynne. *River Ran Wild: An Environmental History*  
Collier, James Lincoln, and Collier, Christopher. *Jump Ship to Freedom*  
De Lisle, Jim. *Kidstories: Biographies of 20 Young People You'd Like to Know*  
Donnelly, Judy, and Kramer, Sydelle. *Survive! Could You?*  
Eckert, Allan. *Incident at Hawk's Hill*  
George, Jean. *Cry of the Crow*  
*Julie of the Wolves*  
*Moon of the Deer*  
*Moon of the Owls*  
*Moon of the Winter Bird*  
*On the Far Side of the Mountain*  
*Summer of the Falcon*  
*The Talking Earth*  
*Water Sky*  
*Who Really Killed Cock Robin? An Ecological Mystery*  
Herberman, Ethan. *City Kid's Field Book*  
Hirschi, Ron. *Save Our Forests*  
Landsman, Susan. *Survival! in the Jungle*  
McMurtry, Ken. *Survival! in the Mountains*  
McVey, Vicki. *Sierra Club Wayfinding Book*  
Pope, Joyce. *Plants and Flowers*  
Skurzynski, Gloria. *Caught in the Moving Mountains*  
*Lost in the Devil's Desert*  
Taylor, Theodore. *The Cay*

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**PREDICTING SAM'S STORY**



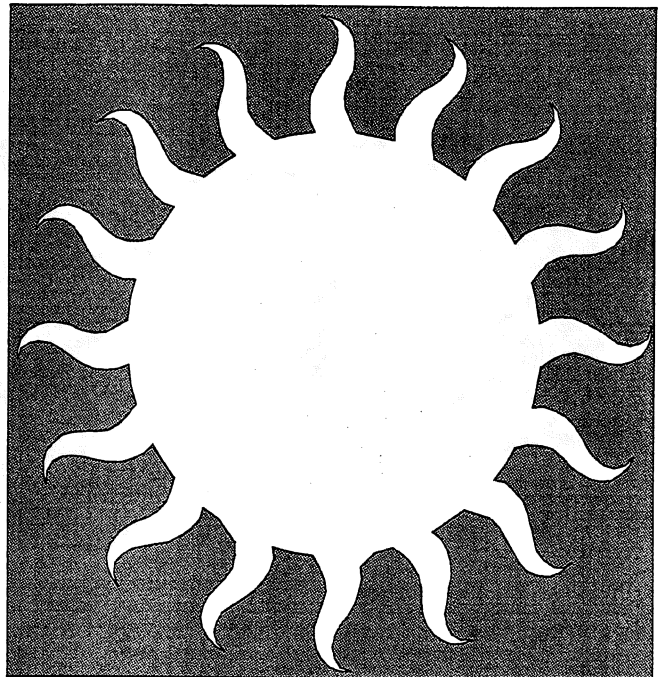


Student Name \_\_\_\_\_ Date \_\_\_\_\_

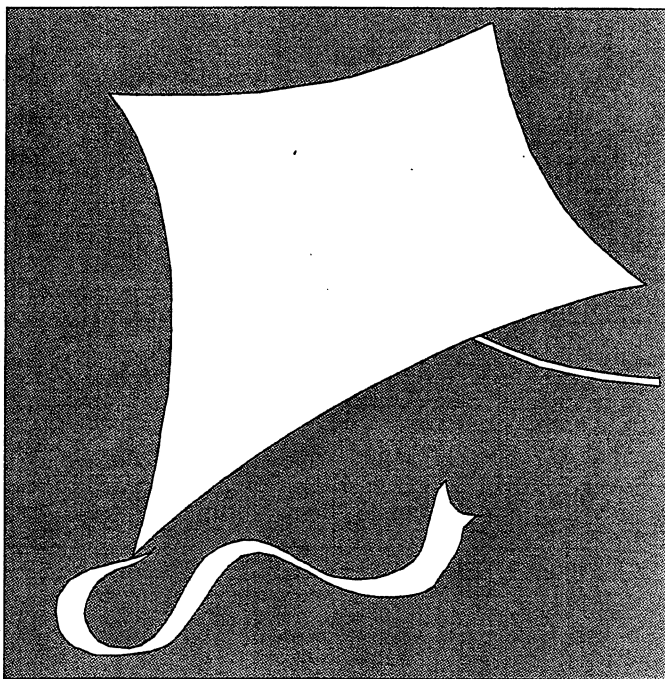
## THE FOUR SEASONS



SPRING



SUMMER



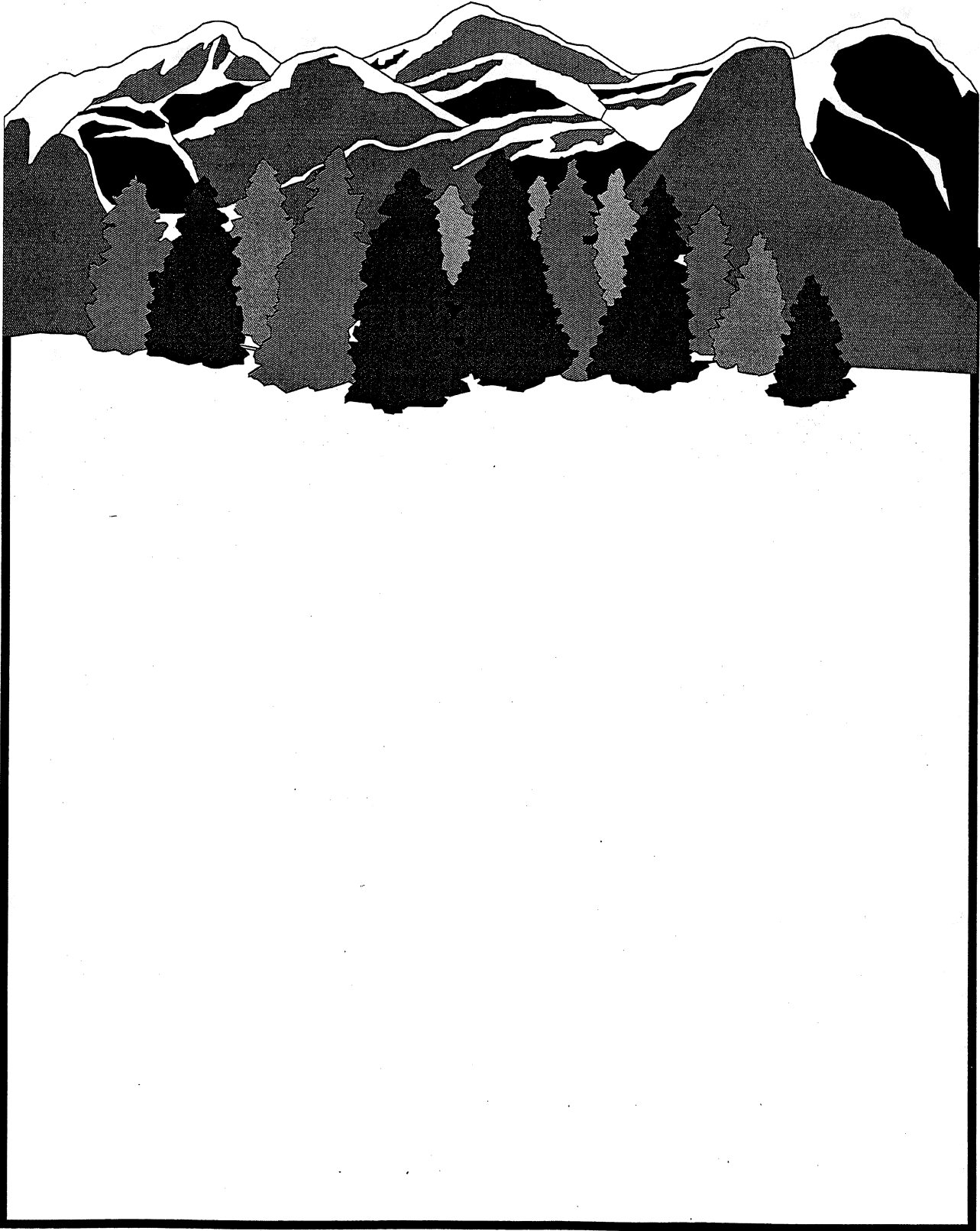
FALL



WINTER

Student Name \_\_\_\_\_ Date \_\_\_\_\_

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