

Name \_\_\_\_\_

## Would You Rather...?

Think about each of the scenarios below. Circle your choices on the left. Then, explain your choices on the right.

Choice #1	...be stranded in the wilderness alone?	Explanation
Choice #2	...or be stranded in the wilderness with your worst enemy?	

Choice #3	...have a hatchet in the wilderness?
Choice #4	...or have a gun in the wilderness?
Choice #5	...be stranded in the forest?
Choice #6	...or be stranded on a desert island?
Choice #7	...encounter a wild bear?
Choice #8	...or encounter a wild moose?

Name \_\_\_\_\_

## LESSONS LEARNED

Brian learns a lot through every step in his journey to survival. Think about each of the topics listed below. As you read, write what lessons you think he learns in each topic.

Topic	Lesson(s) Learned
Food	

Name \_\_\_\_\_

## Similes

Below, read the quotes from the book which contain similes. In the first column, underline the part of the sentence that contains the simile. In the second column, write what is being compared to what, along with what comparing word is used (like or as). In the third column, illustrate the quote.

Quote	Comparison	Illustration
1. "But her voice was thin, had a sound like something thin that would break if you touched it, and he felt bad for not speaking to her." (page 8)	This compares _____ to _____ using the comparing word of _____	

Name \_\_\_\_\_

## MY BOOK COVER

Design your own book cover of *Hatchet* below!

Name \_\_\_\_\_

## Theme Thoughts

What is a moral or lesson that can be learned from the story? Write the lesson in the hatchet below. Then, write a paragraph explaining how that lesson can be learned from the story. Next, write how that lesson can be applied to your own life. Finally, in the box below, illustrate the lesson that you wrote about.

Lesson \_\_\_\_\_

Explanation \_\_\_\_\_

How it applies to me \_\_\_\_\_



Name \_\_\_\_\_

## Brian's Wilderness

Find words and phrases in the text that help you picture being Brian when he first arrives in the wilderness. Write words and phrases from the text that describe it. Include page numbers. Then, write about how the words and phrases make you feel. Finally, illustrate a picture of the setting.

Words and Phrases \_\_\_\_\_

How I Feel \_\_\_\_\_

Illustration \_\_\_\_\_

Name \_\_\_\_\_

## Hatchet: Brian's Changes

Use this page to take notes on the changes throughout the story. In the bottom box, illustrate some of the changes.

Physical Changes	Other Changes

Illustrations \_\_\_\_\_

Name \_\_\_\_\_

## HOW TO Make a Fire

Write the steps that Brian must follow in order to create a fire. Illustrate each step in the boxes on the left.

First, \_\_\_\_\_

Next, \_\_\_\_\_

Last, \_\_\_\_\_



Name \_\_\_\_\_

## CAUSE and EFFECT

Cut out each box below. On another piece of paper, glue the event into its matching effect.

Causes	Effects
Case: The pilot of Brian's one passenger plane has a fatal heart attack.	Effect: Brian is left alone in the plane and falls into the wilderness.
Case: Brian realizes the plane had fallen off course for a long way.	Effect: Brian panics and runs away.
Case: Brian's hands were so wet that he couldn't get a spark.	Effect: Brian discovers a collection of several turtle eggs that he can eat.
Case: Brian awakens to a terrible smell in his shelter and he hears a skittering sound, so he goes to his hatchet at the source.	Effect: Brian realizes that it might take more than just a couple of days to be rescued.
Case: Brian realizes that when the hatchet hit the rock wall, it had created sparks.	Effect: Brian panics and runs away.
Case: After many attempts and a lot of trial and error, Brian successfully makes a fire.	Effect: Brian realizes that it might take more than just a couple of days to be rescued.
Case: Brian carefully investigates some strange tracks that he finds in the sand outside his shelter.	Effect: Brian realizes that it might take more than just a couple of days to be rescued.

Name \_\_\_\_\_

## Mistakes

Think about the mistakes that Brian makes in the story. Write what he learns from his mistakes. Illustrate each mistake.

Mistake	What he learns	Illustration

Name \_\_\_\_\_

## The New Brian

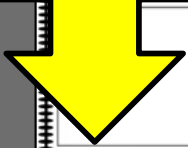
After the plane came and went, Brian goes through a very dark experience, but comes out of it as a "New Brian." Write some quotes from the text that show what he goes through. Write some actions that he does as a result of being alone. At the bottom, write a paragraph describing the "New Brian."

Quotes \_\_\_\_\_

Actions \_\_\_\_\_

The New Brian \_\_\_\_\_

Common Core codes are listed on the bottom of each activity.



**21 Reading Response Activities:**

- Focuses include point of view, character analysis, plot, writing, and more!
- Open-ended questions and graphic organizers perfect for differentiation.
- Aligned with Common Core.

<u>FIRE</u>	<u>SHELTER &amp; SUPPLIES</u>	<u>FOOD</u>

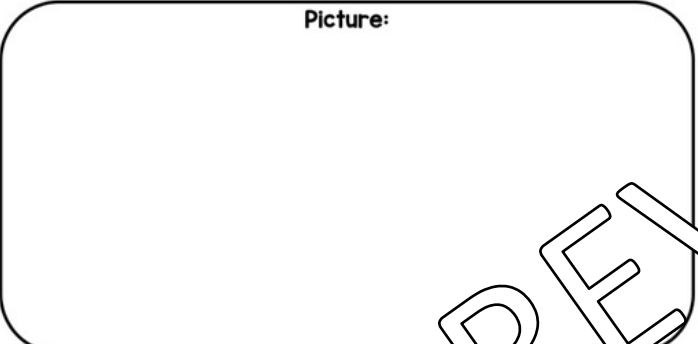
<u>SURVIVAL</u>	<u>ABOUT THE AUTHOR</u>	<b>MY SURVIVAL BROCHURE</b>

Name \_\_\_\_\_

### My Survival Kit

Hatchet is about survival. Imagine you are packing a survival kit and that it can only contain ten items. What would you include in the survival kit? Draw them and list them below. Next to each item on your list, write the reason that you included that item.

Picture:



Ten Items:	Explanations
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

W 3.1/W 4.1/W 5.1/W 6.1  
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PREVIEW ONLY

BY BRIAN ROBESON

YOUR NAME: \_\_\_\_\_

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## MY SURVIVAL BROCHURE

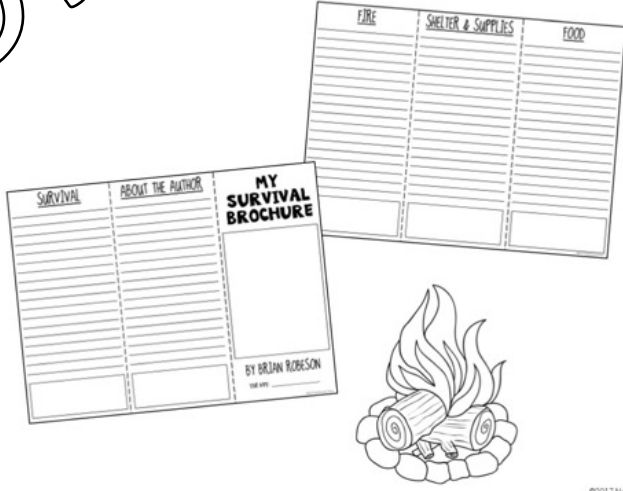
\*TEACHER INSTRUCTIONS\*

Print the following two survival brochure pages back-to-back or as a two-sided document, so that you can make it into a tri-fold brochure.

Tell the students to imagine that after Brian is rescued, he writes a survival brochure, to try to educate others about what he learned through his experience. Therefore, all of the information in the brochure will be based upon Brian's experience, reflecting what he learned through his story in *Hatchet*. There are pages in the brochure dedicated to the following topics: Fire, Shelter and Supplies, Food, Survival and About the Author (which is to be a snippet about Brian).

The blank boxes on each page are for illustrations related to the text.

I have included a answer key just to give you an idea of what students may write, but all answers will vary.



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**Creative ACTIVITIES included:**

- "My Survival Brochure" with teacher instructions
- "My Survival Kit" pre-reading activity
- ...and much more!










## Culminating Project Choices Grading Sheet

Name: \_\_\_\_\_

<b>Project Choice #1</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____	<b>Project Choice #2</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____	<b>Project Choice #3</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____
<b>Project Choice #4</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____	<b>Project Choice #5</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____	<b>Project Choice #6</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____
<b>Project Choice #7</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____	<b>Project Choice #8</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____	<b>Project Choice #9</b> Project Name: _____ Grade: _____ Comments: _____ _____ _____

## Culminating Project Choices

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least 5 stars. Color in the stars of the project(s) you choose.

<b>Author Research</b> ☆☆☆ Use the Internet to do research about the author, Gary Paulsen. Write a biography about him. Be sure to include a Works Cited page. 	<b>Playwright</b> ☆☆☆ Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will get some clippings for your supporting actors. 	<b>Scene</b> ☆☆☆ What do you think happens to Brian after the fire ends? Write a sequel to the story. Include dialogations. 
<b>Game On</b> ☆☆☆ Create a board game that is themed around the book. Your game must include instructions and any materials needed to play. You will present your game to the class. 	<b>Animal Report</b> ☆☆☆ Do some research about the more of the animals in the story. Write animal reports about them. Complete with illustrations. Be sure to include a Works Cited page. 	<b>Newspaper</b> ☆☆☆ Write a complete newspaper about the events that happen in the book. Include some articles, a comic strip, an advertisement, an obituary, and any other newspaper parts you can think of! 
<b>3D Models</b> ☆☆☆ Create 3D depictions of the characters and/or objects from the story. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with information about each character/object. 	<b>Paper Bag Book</b> ☆☆☆ Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include 	<b>Brian's Winter</b> ☆☆☆ Read the sequel to <i>Hatchet</i> , which is called <i>Brian's Winter</i> . Write a summary of the book. Then, write a book review of it, expressing why you liked or disliked it. Present your 

## TABLE OF CONTENTS: Reading Response Activities

Jocus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	3-4	Questions and Answers	Use after finishing the novel
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6-7	Theme Thoughts	Use after finishing the novel
		8-9	Lessons Learned	Use throughout the novel
Plot	RL 3.3/RL 4.3/RL 5.3/RL 6.3	10	Main Events	any
		11-12	Mistakes	13-14
		13-14	How to Make a Fire	9
		15	Cause and Effect Version 1	any
		16-18	Cause and Effect Version 2 (in color and b/w)	1-10
Character Analysis	RL 3.4/RL 4.3/RL 5.3/RL 6.3	19-20	The New Brian	12-13
		21-22	Hatchet: Brian's Changes	Use throughout the novel
		23	You vs. Character	any
Setting	RL 3.3/RL 4.3/RL 5.3/RL 6.3	24-25	Setting Anchor Poster (in color and b/w)	any
		26-27	Brian's Wilderness	4
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	28-31	Similes	1-4
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	32	Dear Diary...	any
Connecting Text with Illustrations	RL 3.7/RL 4.7/RL 5.7/RL 6.7	33	My Book Cover	Use after finishing the novel
Reading Comprehension	RL 3.10/RL 4.10/RL 5.10/RL 6.10	34	Reading Strategy: Predictions	any
			Would You Rather...?	any
			My Survival Kit	Use before reading the novel
			Hatchet: Freewriting Journal with 3 quotes (Choose the 3 quotes before or after you read the chapters marked. Use the quotes as springboards for the freewriting journal entries.)	8, 13, 15
			EXTRA! EXTRA! Read all about it!	Use after finishing the novel
			My Survival Brochure	Use after finishing the novel
			What if...?	any
			Culminating Project Choices	Use after finishing the novel

## ACTIVITY PACKET

# HATCHET

By Gary Paulsen



### Additional Resources:

- Activity Packet Cover
- Table of Contents outlines standards and tells you when to use what
- Culminating Project Choices for the end of the book

Name \_\_\_\_\_

### Hatchet Journal: Freewriting

Read the quote from *Hatchet*. Write your response to it below. To help you get started, think through some of the questions below.

- How does the quote relate to the story?
- How does the quote apply to you?
- Do you agree or disagree with it?
- Does the quote remind you of something that happened in your own life?
- Why do you like or dislike this quote?
- How does the quote make you feel?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**HE WAS**  
NOT THE SAME AND WOULD  
never be again  
like he had been.

Hatchet, Chapter 13 ©2017 Nothing but Class

SO MUCH OF THIS WAS PATIENCE  
*waiting AND thinking*  
AND DOING THINGS RIGHT.  
SO MUCH OF ALL THIS  
SO MUCH OF ALL LIVING WAS  
*patience AND thinking.*

Hatchet, Chapter 11 ©2017 Nothing but Class

*He did not know how long it took,  
but later he looked back on this time of  
crying in the corner of the dark cave  
and thought of it as when  
he learned the most important*  
**RULE OF SURVIVAL**  
*which was that feeling sorry for*  
**YOURSELF DIDN'T WORK.**

Hatchet, Chapter 8 ©2017 Nothing but Class

**FREE-WRITING JOURNAL included:**

- Journal Template for students to free-write
- Use attractive quote posters as springboards for writing

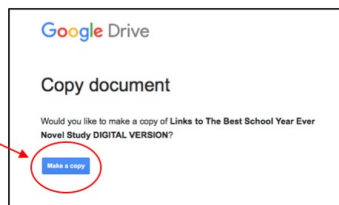
# Instructions

for Digital Version/Google™ Drive Document

1. You will need Internet access and a Google™ account (which is free).
2. Click on the blue link below. You will be prompted to make a copy of the Google™ document. Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Digital Version: Charlotte's Web Activities](#)

Click here first!

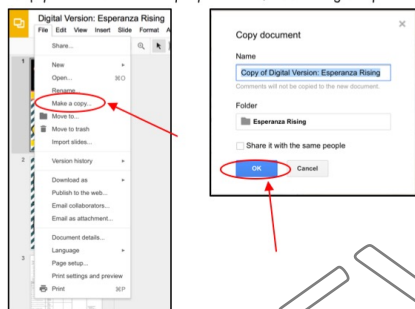


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

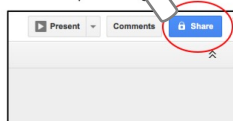
3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.



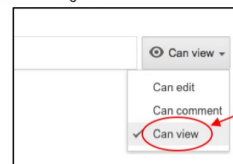
4. Think through how you want to roll it out to your students. Decide who you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you want to assign your students certain pages at a time? Once you decide, **delete** everything you don't want your students to have access to, and **reorganize** the remaining pages however you wish.
5. If you need to, make additional copies (as outlined in Step 2). For example, maybe you want to separate the assignments into smaller chunks, or withhold certain resources until a certain time. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.
6. Once you're ready, share the documents with your students. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."



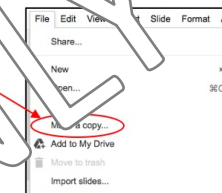
\*Note: Sharing with students can also be done through Google™ Classroom.\*

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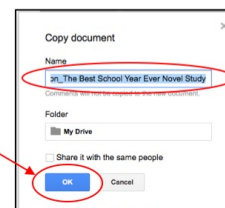
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies since you don't want them to be able to edit your original documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved into their own Google™ Drives.



Students will rename their copied documents here.

9. Students will be able to access the content, type in text boxes, add text boxes, draw pictures, etc. Changes that students make to their files will be automatically saved.
10. Students may share with you their works in progress and finished products.
11. Don't forget that you do have the option to print in black and white and printer-friendly, while the Google™ Drive version is color. Both are most handy if they are printed. Many teachers find it helpful to have both and that they end up using both versions.
12. There are places where students can use their iPads or tablets, this is easy to do. However, in the "Insert" dropdown menu in Google™ Drive...

Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

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## BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

# Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW

## MORE about the GOOGLE™ version...

- All pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is *not editable*. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly on the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme Transition...

Name [Text here](#)

## HARRY'S CONFLICTS

Harry encounters many \_\_\_\_\_s or problems, in these chapters. In the space below, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	<a href="#">Text here</a> _____ _____ _____	<a href="#">Text here</a> _____ _____ _____
2	<a href="#">Text here</a> _____ _____ _____	<a href="#">Text here</a> _____ _____ _____
3	<a href="#">Text here</a> _____ _____ _____	<a href="#">Text here</a> _____ _____ _____
4	<a href="#">Text here</a> _____ _____ _____	<a href="#">Text here</a> _____ _____ _____

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