

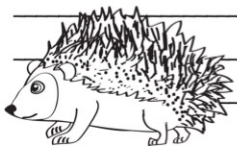
❖ **Comprehension & Analysis:** Answer in complete sentences.

1. How does Brian react to his encounter with the bear? Support your answer with textual evidence.

2. In detail, describe what happens to Brian. What does this experience later teach him?

3. Describe the dreams that Brian has in later figure out about the dreams?

4. Do you think Brian will be able to make that you think fire will help him?



❖ **Vocabulary:** Use a dictionary to complete the table below.

Word	Definition	Synonyms	Antonyms

CHAPTERS 7-8

❖ **Quickwrite:** Write about a time that you felt sorry for yourself. Why did you feel sorry for yourself? Did self-pity help your situation?

❖ **Multiple Choice:** Choose the best answers.

- Who does Brian dream about?
 - His mom and dad
 - His mom and sister
 - His dad and Terry
 - His dad and the pilot
- What fruit does Brian find in these chapters?
 - Strawberries
 - Blueberries
 - Raspberries
 - Cherries



❖ **Sequencing:** Put the following statements in chronological order, using the numbers 1-5.

- Brian has dreams that he doesn't understand right away.
- Brian pulls porcupine quills out of his leg.
- Brian encounters a bear.
- Brian gets sick in the middle of the night from the gut cherries.
- Brian realizes that his hatchet could possibly make fire.

❖ **Figurative Language:** Read the quote below. Identify what type of figurative language it contains. Justify your answer.

ove to fill in the blanks below.

himself so many times that he made his

was _____ in appearance, it still

ankle while playing outside, I _____ my mom for help.

ow, write about and draw three challenges chapters.

Challenge #2	Challenge #3
Draw it:	Write about it:
	Draw it:

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Features student work for every 2 chapters:

- Quickwrite-Writing prompt related to the text.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- 4 Short Answer Questions.
- Vocabulary-Focus on 3 challenge words.
- Beyond-Creative activities.

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Word:
ruefully

Definition:
sorrowful
regretful

Word:
crude

Definition:
constructed
a makeshift

HATCHET

VOCABULARY WORDS AND DEFINITIONS

Chapters	Page #	Word	Definition
	7	wincing	cringing, due to pain or distress
Chapters 1-2	13	turbulence	bumpiness
	22	rebelled	resisted, fought against
	33	clammy	unpleasantly damp, slimy, and sticky
Chapters 3-4	34	haze	blur
	35	desperation	a state of despair
Chapters 5-6	43	frantic	distraught with fear, anxiety, or worry
	46	motivated	enthusiastic about accomplishing something
	60	ruefully	sorrowfully or regretfully

4. Choose the best synonym for **frantic** below.
a. panicked

best antonym for **ruefully** below.

fully
bornly
fully
ply

word that best completes the following sentence.

to an A on my test that I stayed up late studying.

ming

e

va

at

about what would happen if you rebelled against your parents or a teacher.

Word:
gingerly

wincing
(verb)
cringing, due to pain or distress



turbulence
(noun)
bumpiness



rebelled
(verb)
resisted, fought against



clammy
(adjective)
unpleasantly damp, slimy, and sticky



haze
(noun)
blur



desperation
(noun)
a state of despair



frantic
(adjective)
distraught with fear, anxiety, or worry



HATCHET

CHAPTER 1-10

Vocabulary Review #1



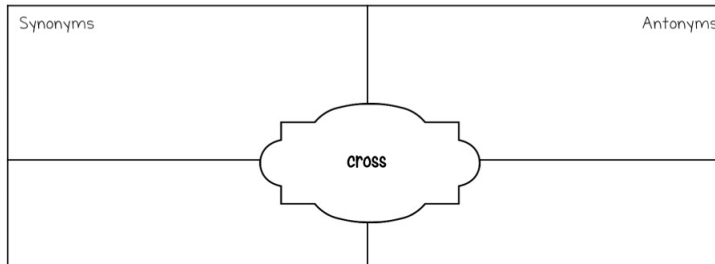
Name _____

wincing	turbulence	rebelled
clammy	haze	desperation
frantic	motivated	ruefully
crude	gingerly	cross
smoldered	consuming	dormant

Using a dictionary, or your notes, complete the table below.

Word	Definition
gingerly	
crude	
turbulence	
clammy	

2. Complete the graphic organizer below for the word in the middle.



Vocabulary Focus:

- Complete Vocabulary List comes with and without definitions
- Vocabulary Reviews
- Vocabulary Word Wall Cards
- Vocabulary Flashcards

VOCABULARY PACKET

HATCHET

By

STUDENT CHAPTER PACKET

HATCHET

By Gary Paulsen

Name _____

STUDENT CHAPTER PACKET ANSWER KEY

Chapters 1-2

(page 1)
 Quickwrite: Answers will vary.
 Multiple Choice:
 1. D
 2. B
 True or False:
 1. F
 2. T
 3. T

ABOUT THE STUDENT CHAPTER PACKET

The student work for every 2 chapters includes a comprehension and vocabulary. Each chapter packet includes the following sections:

- Quickwrite**—A great idea is to have students write here BEFORE reading the chapter. This helps them warm up and thinking in the direction of the story. This also helps them take them. This also helps them take them. This also helps them take them.
- True/False, Multiple Choice, or Short Answer**—These types of questions are included for each chapter. They focus on Reading Comprehension and Vocabulary.
- Standards Focus**—Questions that focus on Reading Comprehension and Vocabulary.
- Comprehension and Analysis**—Four questions are provided. They will follow the levels of Bloom's Taxonomy, so a differentiation is needed. Use the form provided for students to complete.
- Vocabulary**—The students practice identifying words that are chosen for you from the text. Synonyms, antonyms, and context clues are included.

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Vocabulary Word Wall Cards	60–63
Vocabulary Flashcards	64–71

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HATCHET
BY GARY PAULSEN
Reference Bookmark

PLOT
A thirteen year old boy must learn to survive in the wilderness after he survives a plane crash.

SETTING
The story takes place in the Canadian wilderness.

CHARACTERS

- Brian—a thirteen year old boy.
- The pilot—a man who suffers a heart attack and dies, leaving Brian to fend for himself.



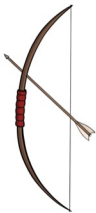
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Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Student reference bookmarks
- All answer keys

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 PT CREDITS!
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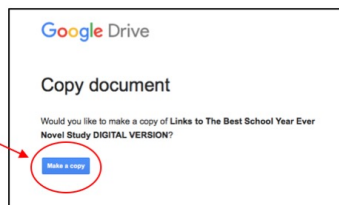
Instructions

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!

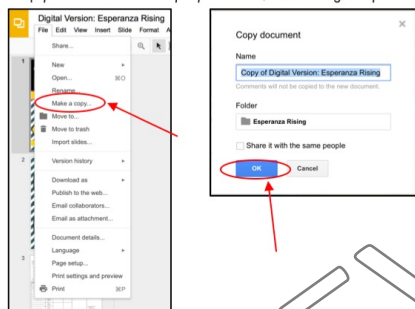


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

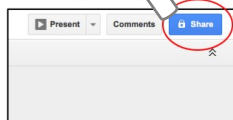
3. If you completed Step 2 correctly, the document just transferred to your Google account. It will contain the resource in its entirety. This includes Tables of Contents, student pages, answer keys, and everything else. You will also notice that the document has blue text boxes already placed everywhere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

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.



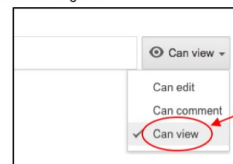
4. Think through how you want to roll it out to your students. Decide who you want your students to have access to. Obviously, you won't want to share answer keys. Also, for example, do you want to assign your students certain pages at a time? Once you decide, delete everything you don't want your students 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."



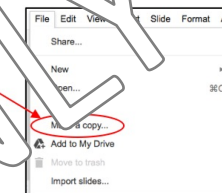
Note: Sharing with students can also be done through Google™ Classroom.

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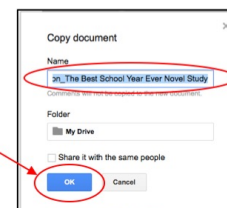
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



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 you can print them out in black and white and print them out in color.
11. Don't forget that you do have the option to print in black and white and print them out in color. This is most handy if they are printed. Many teachers find it helpful to have both versions.
12. There are places where students can print their documents. On iPads or tablets, this is easy to do. However, in Google™ Drive, you can go to 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 ONLY

Digital Version: The Magician's Nephew Comprehension and Vocabulary

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was yesterday at 9:43 P

Background... Layout Theme... Transition...

12

13

14

15

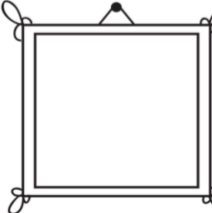

❖ Comprehension and Analysis: Answer the questions in complete sentences.

1. What is your opinion of Digory? Explain your thoughts, and use textual evidence to support your opinion.
[Text here](#)

2. Use three adjectives to describe Uncle Andrew. Explain why you chose each of your three adjectives.
[Text here](#)

3. How does Uncle Andrew manipulate both Polly and Digory to do what he wants them to do in these chapters?
[Text here](#)

❖ Beyond: Below, write about a time that you have done something adventurous, like Polly and Digory do. Illustrate your writing.
[Text here](#)



2

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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.