

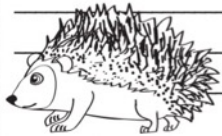
❖ **Comprehension & Analysis:** Answer in complete sentences.

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 you in that situation?

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

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



❖ **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
about it:	Write about it:
	Draw it:

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.

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?	Explanations
	...or be stranded in the wilderness with your worst enemy?	
Choice #2	...have a hatchet in the wilderness?	
	...or have a gun in the wilderness?	
Choice #3	...be stranded in the forest?	
	...or be stranded on a desert island?	
Choice #4	...encounter a wild bear?	
	...or encounter a wild moose?	

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	

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 _____	

MY BOOK COVER

Design your own book cover of Hatchet below!

Thematic 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



How it applies to me:


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:




Hatchet: Brian's Changes

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

Physical Changes	Other Changes


Illustrations:



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:



CAUSE and EFFECT

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

Causes	Effects
Cause: The pilot of Brian's one passenger plane has a fatal heart attack.	Effect: Brian awakes in the middle of a very dark, cold, and lonely wilderness.
Cause: Brian awakes in the middle of a very dark, cold, and lonely wilderness.	Effect: Brian panics and determines that he will have to figure out a way to survive on his own.
Cause: Brian panics and determines that he will have to figure out a way to survive on his own.	Effect: A porcupine fights back and drives needles into Brian's leg.
Cause: A porcupine fights back and drives needles into Brian's leg.	Effect: Brian is left alone in the plane and it falls into the wilderness.
Cause: Brian is left alone in the plane and it falls into the wilderness.	Effect: Brian discovers a collection of seven turtle eggs that he can eat.
Cause: Brian discovers a collection of seven turtle eggs that he can eat.	Effect: The mosquitoes finally leave Brian alone.
Cause: The mosquitoes finally leave Brian alone.	Effect: Brian panics and runs away.
Cause: Brian panics and runs away.	Effect: Brian realizes that it might take more than just a couple of days to be rescued.

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

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 here. At the bottom, write a paragraph describing the "New Brian."

Quotes	Actions

The New Brian

HOW TO Make a Fire

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


Ten Items:

-
-
-
-
-
-
-
-
-
-

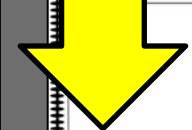
First:

Next:

Last:



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



23 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.

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

best antonym for *ruefully* below.
b. joyfully
c. proudly
d. fully
e. shyly

word that best completes the following sentence.
I was so _____ that I stayed up late studying.

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

Name _____

HATCHET
CHAPTER 9-10
Vocabulary Review #1

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.

Synonyms	Antonyms

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Name _____

HATCHET
VOCABULARY WORDS AND DEFINITIONS

Chapters	Page #	Word	Definition
Chapters 1-2	7	wincing	cringing, due to pain or distress
	13	turbulence	bumpiness
	22	rebelled	resisted, fought against
Chapters 3-4	33	clammy	unpleasantly damp, slimy, and sticky
	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

Word: **ruefully** Definition: sorrowful
regretful

Word: **crude** Definition: constructed
a makeshift

Word: **gingerly**

Word: **cross**

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

Vocabulary Focus:

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

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

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

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 other students 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 book 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: _____

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

"And on his belt, somehow still there, the hotchet his mother had given him. He had forgotten it and now reached around and took it out and put it in the grass."



-page 46

"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."



-page 77

"I have a friend, he thought—I have a friend now. A hungry friend, but a good one. I have a friend named fire."



-page 87

Culminating Project Choices

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

Author Research ☆☆☆ Use the Internet to do research about the author, Gary Paulsen. Write a biography about him. Be sure to include a Works Cited page. 	Playscript ☆☆☆ 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 need some class members to act as your supporting actors. 	Sequel ☆☆☆ Write a sequel to the story. Include a new setting, characters, and a plot.
Game On ☆☆☆ Create a board game that is themed around the story. Your game must include a board, game pieces, and rules. You will need to play the game with your classmates. You will need to write a Works Cited page. 	Audio Report ☆☆☆ Do some research about the author or more of the events in the story. Write a complete report about the author or the story. Include a title, an introduction, and illustrations. Be sure to include a Works Cited page. 	Newspaper ☆☆☆ 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!
3D Models ☆☆☆ 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 descriptions about each character or object. 	Paper Bag Book ☆☆☆ 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 the book's title, author, and a picture. 	Brian's Winter ☆☆☆ 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 summary and book review to the class.

HATCHET BY GARY PAULSEN Reference Bookmark <p>PLOT A thirteen year old boy must learn to survive in the wilderness after he survives a plane crash.</p> <p>SETTING The story takes place in the Canadian wilderness.</p> <p>CHARACTERS • Brian—a thirteen year old boy • The plot—a man who suffers a heart attack and dies, leaving Brian to fend for himself.</p>	HATCHET BY GARY PAULSEN Reference Bookmark <p>PLOT A thirteen year old boy must learn to survive in the wilderness after he survives a plane crash.</p> <p>SETTING The story takes place in the Canadian wilderness.</p> <p>CHARACTERS • Brian—a thirteen year old boy • The plot—a man who suffers a heart attack and dies, leaving Brian to fend for himself.</p>	HATCHET BY GARY PAULSEN Reference Bookmark <p>PLOT A thirteen year old boy must learn to survive in the wilderness after he survives a plane crash.</p> <p>SETTING The story takes place in the Canadian wilderness.</p> <p>CHARACTERS • Brian—a thirteen year old boy • The plot—a man who suffers a heart attack and dies, leaving Brian to fend for himself.</p>	HATCHET BY GARY PAULSEN Reference Bookmark <p>PLOT A thirteen year old boy must learn to survive in the wilderness after he survives a plane crash.</p> <p>SETTING The story takes place in the Canadian wilderness.</p> <p>CHARACTERS • Brian—a thirteen year old boy • The plot—a man who suffers a heart attack and dies, leaving Brian to fend for himself.</p>
--	--	--	--

Additional Resources:

- Two sided student reference bookmarks
- Culminating Project Choices for the end of the book

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

17. Describe Brian using at least three adjectives. Explain your choices. Then, explain how you are similar to and different from this character.

18. What are some of Brian's major accomplishments in the story so far? Write about at least three.

19. What part of this story so far made you feel a strong emotion (emotion can be happiness, sadness, anger, empathy, etc.) Explain the emotion it was, and why you felt that way.

20. Describe some of the changes that are already happening in the story.

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. Where is Brian headed when his plane crashes?
a. His dad's house.
b. His mom's house.
c. Terry's house.
d. Military school.

12. Choose the best word to describe Brian.
a. Lazy
b. Keek
c. Determined
d. Hearty

13. What is Brian's first food after the crash?
a. Eggs
b. Gut cherries

c. Berries
d. Apples

14. Which answer best describes Brian's attitude towards his parents'?

a. He is upset about it and struggles with it.
b. He accepts it and thinks it is okay.
c. He is furious with both of his parents about it.
d. He does not care about it.

15. Which of the following does not happen in these chapters?

a. Brian encounters a porcupine.
b. Brian thinks about his mom's secret.
c. Brian eats tree bark.
d. Brian makes a fire.

16. Which of the following is not true about Brian?

a. He is thirteen years old.
b. He is accustomed to city life.
c. He harbors some resentment against his mom.
d. He is familiar with surviving in wilderness.

HATCHET
Assessment #1 Chapters 1-10

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letters on the lines.

- | | |
|--------------------|---|
| 1. motivated _____ | A. constructed in a makeshift way |
| 2. crude _____ | B. enthusiastic about accomplishing something |
| 3. miserly _____ | C. using up |
| 4. winced _____ | D. resisted, fought against |
| 5. rebelled _____ | E. cringing, due to pain or distress |
| 6. consuming _____ | F. carefully |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

7. During the winter, many trees and plants go _____ until springtime.
a. frantic
b. dormant
c. haze
d. cross
8. The _____ of the airplane ride made me feel nauseous.
a. desperation
b. clammy
c. turbulence
d. smoldered

❖ **Part 3: Vocabulary Sentences**

Write two sentences below, each containing one of the following words.

clammy, haze, desperation, frantic, ruefully, cross, smoldered

ASSESSMENTS included, each containing:

- Vocabulary, Comprehension, Analysis
- Multiple Choice, Fill in the blank, matching, short and long answer

VOCABULARY PACKET

HATCHET

By Gary Paulsen



Name _____

STUDENT CHAPTER PACKET ANSWER KEY

Chapter 1-2
 (page 1)
Quickwrite: Answers will vary.
Multiple Choice:
 1. b
 2. b
True or False:
 1. F
 2. T
 3. T
 4. T
 5. F
Character Analysis: I know that Brian's parents just got divorced, and that Brian knows a secret about his mother. I know that Brian is really struggling with accepting the change. I can relate to having family problems like that. (Answers may vary.)
 (page 2)

STUDENT CHAPTER PACKET

HATCHET

By Gary Paulsen



Name _____

ABOUT THE STUDENT CHAPTER PACKET

The student work for every 2 chapters contains both comprehension and vocabulary. Each part includes the following sections:

- 1. Quickwrite**—A great idea is to have the students free-write here BEFORE reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
- 2. True/False, Multiple Choice, or Sequencing**—Two sets of these types of questions are included for every 3 chapters.
- 3. Standards Focus**—One question or activity is included. These focus on Reading Literature standards like main idea, character analysis, and figurative language.
- 4. Comprehension and Analysis**—Four short answer questions are provided. You will find that these questions are at all levels of Bloom's Taxonomy, so are optional for differentiation if needed. Use them all, or choose some for your students to complete.
- 5. Vocabulary**—The students practice with the new words that are chosen for you from every two chapters. Synonyms, antonyms, or other words are also included.
- 6. Beyond**—The Beyond activities are more activities, including an organizer of text for connecting what they read to the standards to use their imaginations, and some "level-up" questions. You might even choose to use these as a review for your finishers.

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Theme	RI.3.2, 4.2, 5.2, 6.2	77-78	Theme Thoughts	Use after reading the book.
Plot	RI.3.3, 4.3, 5.3, 6.3	79-80	Lessons Learned	Use throughout the book.
		81	Plot Events	any
		82-83	Plotlines	13-14
		84-85	How to Make a Film	74
Character Analysis	RI.3.4, 4.4, 5.4, 6.4	86	Cause and Effect Version 1 (In color and b/w)	any
		87-88	Cause and Effect Version 2 (In color and b/w)	1-12
Setting	RI.3.5, 4.5, 5.5, 6.5	89-90	The New Brain	13-14
		91-93	Hidden Brains Changes	Use throughout the book.
Figurative Language	RI.3.6, 4.6, 5.6, 6.6	94	You vs. Character	any
		95-96	Setting Anchor Poster (in color and b/w)	any
Point of View	RI.3.6, 4.6, 5.6, 6.6	97-98	Brian's Wilderness	14
		99-100	Snakes	1-4
Connecting Text with Characters	RI.3.7, 4.7, 5.7, 6.7	103	Dear Diary	any
Reading Comprehension	RI.3.8, 4.8, 5.8, 6.8	104	My Book Cover	Use after reading the book.
Beyond	RI.3.9, 4.9, 5.9, 6.9	105	Reading Strategy Predictions	any
		106	What If You Rather...?	any
Nonfiction Writing	W.3.1, 4.1, 5.1, 6.1	107	My Survival Kit	Use before reading the book.
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		113-117	My Survival Backpacks	Use after reading the book.
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Answer Key	41-50

FOLLOW ME FOR MORE resources like this!
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Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Unit Map lays it all out for you
- All answer keys

HATCHET: Unit Map

Please note that MANY varied resources are included in this unit! This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups or direct instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finisher with the remaining resources.
- Use some resources as your basis for whole class direct instruction, and then use the remaining resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.
- Use some resources as a review, and other resources as a final project.

This unit map is meant to show you in one quick and easy snapshot, how you can use the resources included, but of course it does not mean you must use every resource.

Chapter(s)	Standards	Standards Addressed	Assessments	Resources	Other Background/Activities
Chapters 1-2	RI.3.1, 4.1, 5.1, 6.1	74-76	Activity Packet Cover	Use after reading the book.	
Chapters 3-4	RI.3.2, 4.2, 5.2, 6.2	77-78	Theme Thoughts	Use after reading the book.	
Chapters 5-6	RI.3.3, 4.3, 5.3, 6.3	79-80	Lessons Learned	Use throughout the book.	
Chapters 7-8	RI.3.3, 4.3, 5.3, 6.3	81-85	How to Make a Film	74	
Chapters 9-10	RI.3.4, 4.4, 5.4, 6.4	86-88	Cause and Effect Version 1 (In color and b/w)	any	
Chapters 11-12	RI.3.5, 4.5, 5.5, 6.5	89-90	The New Brain	13-14	
Chapters 13-14	RI.3.5, 4.5, 5.5, 6.5	91-93	Hidden Brains Changes	Use throughout the book.	
Chapters 15-16	RI.3.6, 4.6, 5.6, 6.6	94	You vs. Character	any	
Chapters 17-18	RI.3.6, 4.6, 5.6, 6.6	95-96	Setting Anchor Poster (in color and b/w)	any	
Chapter 19 & Epilogue	RI.3.6, 4.6, 5.6, 6.6	97-98	Brian's Wilderness	14	

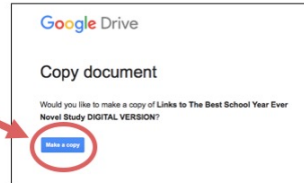
Instructions

for Google Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Links to Hatchet Novel Study Digital Version." 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.)

[Hatchet Novel Study Google™ Drive Version](#)

Click here first!



3. Inside of that document, you will see five links. Click on each of the links. Immediately after clicking each link, you will be prompted again to make a copy of that document. Every time you click a link for a new document, click the blue button that says "Make a copy" in order to transfer that document to your own Google™ Drive account. (Therefore, you will need to repeat this process five times, once per link.)



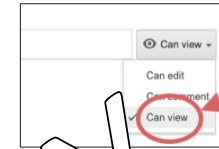
Click each of the links and make copies.

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 files in the future.

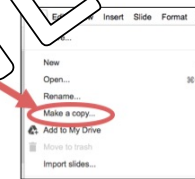
3. Go through each of your copied documents. Make any changes you want. For example, you can rearrange some of the student pages, or eliminate pages that you don't want to use.
4. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, 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."



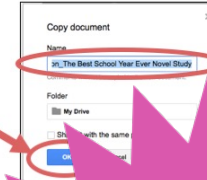
5. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



6. Students will need to make their own copies so they can't edit your 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 "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. (Note: Sharing with students could also be done through Google Classroom.)



Students will rename their copied documents here.

7. Students will be able to access the copied documents. Changes that students make to their own copies will not affect the original document.
8. Students may share their works with other students.
9. Don't forget that you do have the option to print out the Google Slides file as a PDF or as hard copies (such as bookmarks).

This product includes both the PAPER version and the GOOGLE version of this novel study.

BONUS Paperless Version included!

- Compatible with Google Drive
- Upon purchasing, you will receive 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

Student Version: Hatchet

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CHAPTERS 3-4

❖ **Explain:** Write about a time that you have gotten injured or were very ill. How did you feel? How did you heal?

Add your text here

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

1. What does Brian mostly do in the hours following the crash?
 - a. He sleeps.
 - b. He looks for food.
 - c. He tries to find shelter.
 - d. He treats his wounds.
2. Who is Brian with when he witnesses the "Secret"?
 - a. His father.
 - b. Andy.
 - c. Terry.
 - d. His mother.

❖ **True or False:** Write T for True and F for False.

1. Brian is attacked by bugs and mosquitoes. T/F
2. The plane lands in a parking lot. T/F
3. Brian had seen his mother with another man. T/F
4. Brian is not used to being surrounded by so much nature. T/F
5. Brian has some injuries from the plane crash. T/F

❖ **Textual Evidence:** Find a quote from the book that supports the following statement. Write the quote on the lines below.

Brian struggles with accepting his parents' divorce.

Add your text here

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Name Add your text here

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

Add your text here

How I Feel

Add your text here

Illustration

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MORE about the GOOGLE version...

- Novel study pages are available in "Google Slides" with text boxes, for students to type into.
- Please note that the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive, so they may type and draw directly onto the pages on their computers or tablets.
- Though the pages themselves are 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.