



# Hatchet

BUILD BACKGROUND  
Theme 1, Grade 6

# California State Standards

## Reading

- Vocabulary and Concept Development 1.2
  - Identify and interpret figurative language and words with multiple meanings.
- Vocabulary and Concept Development 1.4
  - Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

# California State Standards

## Reading

- Comprehension and Analysis of Grade-Level-Appropriate Text 2.3
  - Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- Comprehension and Analysis of Grade-Level-Appropriate Text 2.4
  - Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

# California State Standards

## Reading

- Expository Critique 2.7
  - Make reasonable assertions about a text through accurate, supporting citations.
- Structural Features of Literature 3.1
  - Identify the forms of fiction and describe the major characteristics of each form.

# California State Standards

## Reading

- Narrative Analysis of Grade-Level-Appropriate Text 3.3
  - Analyze the influence of setting on the problem and its resolution.
- Narrative Analysis of Grade-Level-Appropriate Text 3.6
  - Identify and analyze features of themes conveyed through characters, actions, and images
- Narrative Analysis of Grade-Level-Appropriate Text 3.7
  - Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and non-fictional texts.

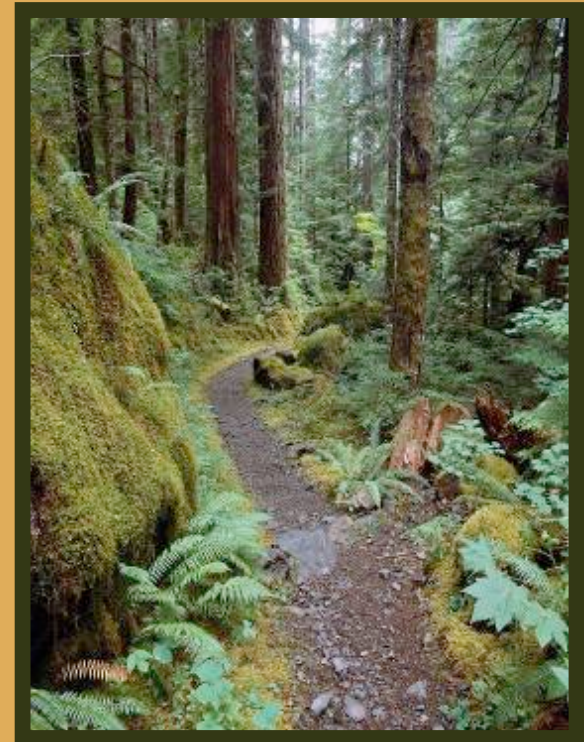
# California State Standards

## Listening and Speaking

- Using the speaking strategies of grade six 2.4
  - Deliver persuasive presentations:
    - a. Provide a clear statement of the position.
    - b. Include relevant evidence.
    - c. Offer a logical sequence of information.
    - d. Engage the listener and foster acceptance of the proposition or proposal.

## Connecting to the Theme “Hatchet”

- The next story is about a boy who must find the courage to survive on his own in the wilderness.
- What kinds of challenges might one face in the wilderness?



## Connecting to the Theme

# “Hatchet”

- Read aloud “In the Wild.”
- Look at the aerial view of the Canadian wilderness, the story’s setting.
- What dangers might the animals shown on page 27 pose?
- Explain the meaning of the Key Vocabulary and use these words to discuss the wilderness.



# Key Vocabulary

- frustration
- hatchet
- kindling
- quills
- shelter
- slithering
- survival
- terrified

# frustration

- John's **frustration** level is rising as he continues shopping with his wife instead of watching football.
- **Frustration** is discouragement and irritation that comes from not being able to achieve one's goal.
- The Spanish cognate of **frustration** is frustración.



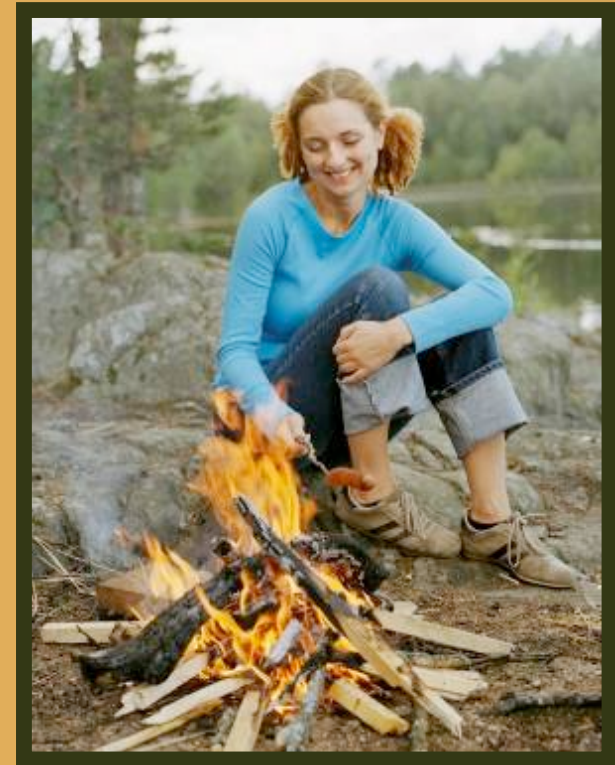
# hatchet

- A **hatchet** is a survival tool in the wilderness.
- A **hatchet** is a small, short-handled ax, to be used with only one hand.



# kindling

- Mary used **kindling** to start her campfire.
- **Kindling** are small pieces of wood or other material used for starting fires.



# quills

- A porcupine's **quills** are its defense against predators.
- **Quills** are a collection of sharp, hollow spines on the back of a porcupine.



# shelter

- This cave is a **shelter** from the crashing waves and wind.
- A **shelter** is a place that provides protection from the weather.



# slithering

- The snake went **slithering** through the grass.
- **Slithering** as a noun is a sliding, slipping movement, as an adjective it is slipping and sliding.



# survival

- Marcus has everything he needs for **survival** in his backpack.
- **Survival** is the preservation of one's life; the continuing of life.



# terrified

- The safari tourists were **terrified** of the roaring lion.
- **Terrified** is frightened.



## Strategy Focus: Summarize “Hatchet”

- Turn to page 29 and read the title and author’s name.
- Read the Strategy Focus.
- Read aloud the introduction on page 30.
  - This is a brief summary of what has happened in the book *Hatchet* up to the part of the story you will read.



## Strategy Focus: Summarize “Hatchet”

- The summary includes only the most important story events that readers need to know in order to understand Brian’s situation.
- Read page 30 and think about the Strategy Focus.



## Noting Details

# “Hatchet”

- As you read “Hatchet,” you will focus on story details.
- Details help explain characters’ actions and feelings, as well as add to suspense and enjoyment for the reader.
- To help you find and interpret details, you will fill in a chart from your Practice Book as you read.



## Focus Questions

# “Hatchet”

- Turn to Responding on page 44.
- Read the questions.
- Keep these questions in mind as you read “Hatchet.”



## Purpose Setting

# “Hatchet”

- Discuss what you have read so far on page 30.
- Predict what Brian might have to do to survive in the wilderness.
- Read to find what Brian does and if he is successful.



## Supporting Comprehension

# “Hatchet”

- How does the author show Brian’s nervousness?
- Why do you think the author decided to set this scene in total darkness?



## Supporting Comprehension

# “Hatchet”

- What do you think is causing the pain in Brian’s leg?
- Explain why you think as you do.



## Cross-Curricular Connection

# “Hatchet”

- Bigfoot, or Sasquatch (as is known in Canada) is a legendary ape-like creature reported to be six and half to eight feet tall.
- Although mainstream scientists discount most claims, thousands of people say they have sighted the creature.
  - It is covered with hair, weighs between 500 and 1,000 pounds, and walks upright on two legs.

## Realistic Fiction

# “Hatchet”

The following are elements of **realistic fiction**:

- The story events could happen in real life, even though the author invented them. The story problem and its solution are realistic.
- The story characters think, feel, and behave as real people do; they have problems that real people might have.
- The setting is realistic. Some of the events and people mentioned may be real.

## Realistic Fiction

# “Hatchet”

- Brian’s problem of having to survive alone in the wilderness is one that could happen in real life.
- Identify other details on page 30 showing that this selection is a work of realistic fiction.



## Realistic Fiction

# “Hatchet”

- As you continue to read the story, note the events and details that make the story seem realistic on the graphic organizer found on the next slide.
- Compare your notes after reading.



# Realistic Fiction

## “Hatchet”

**“Hatchet”**  
Realistic Fiction



**Events and Details That Seem Realistic**

**Actions:**

**Thoughts:**

**Problems:**

**Feelings:**



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## Strategy Focus: Summarize

# “Hatchet”

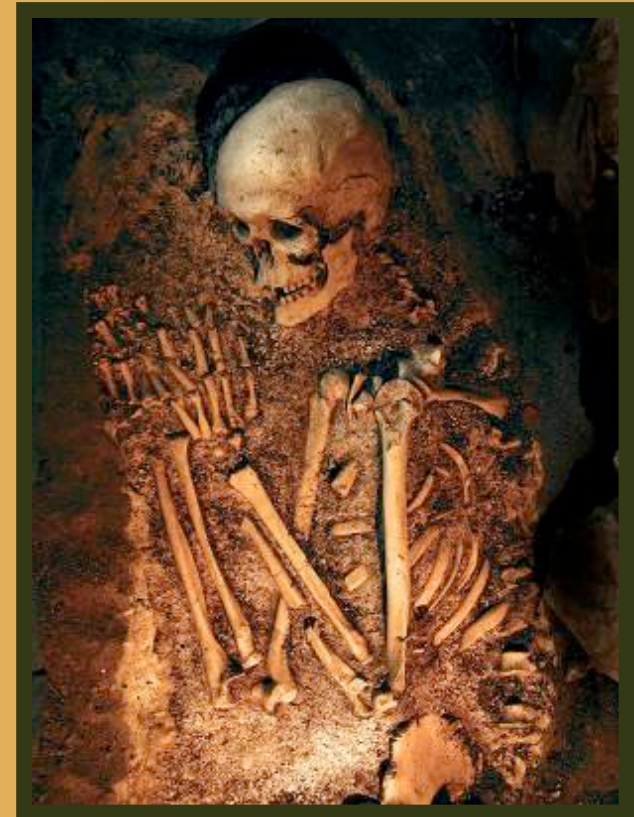
- After reading through page 33, summarize the story so far.
- What is the main event that has happened in the story so far?
- What was Brian doing just before this event occurred?
- In summarizing these pages, would you include Brian’s thoughts about Bigfoot? Why or why not?



## Supporting Comprehension

# “Hatchet”

- What images does the author use to make the porcupine seem like a horrible monster?
- What does the author mean by “in just a moment it was all different?”



## Cross-Curricular Connection

# “Hatchet”

- Ordinarily a porcupine’s quills lie flat, but it spreads them when threatened.
- A porcupine does not throw its quills.
- Quills are difficult to extract because they have tiny barbs that catch in the skin.



## Noting Details

# “Hatchet”

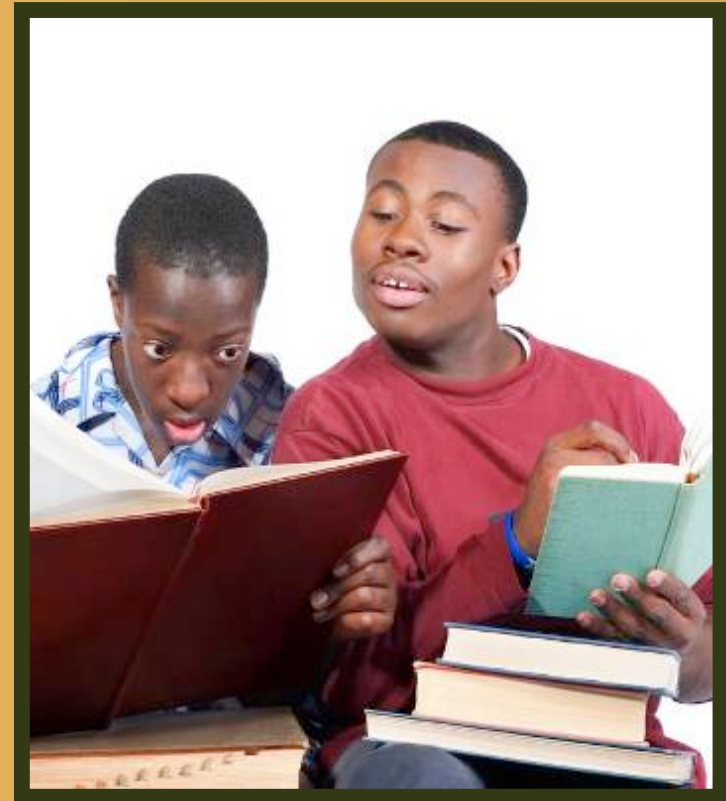
- Take turns reading aloud the paragraphs on pages 32-33, beginning with the second paragraph on page 32.
- In the second paragraph, the phrase, “the pain was...spreading to fill the whole leg” is a detail that describes how Brian is feeling.
- Authors use details to create pictures in readers’ minds of the events taking place.



## Noting Details

# “Hatchet”

- Pause after each of the remaining paragraphs is read aloud to list other details that describe the pain in Brian’s leg.
- Compare your responses and discuss how the author describes a specific type of pain.
- Identify other details that reveal how Brian feels after he pulls the quills out.



# Supporting Comprehension

## “Hatchet”

- What does Brian learn about feeling sorry for himself?
- How does the author make the dreams in the story seem like dreams people have in real life?



## Supporting Comprehension

# “Hatchet”

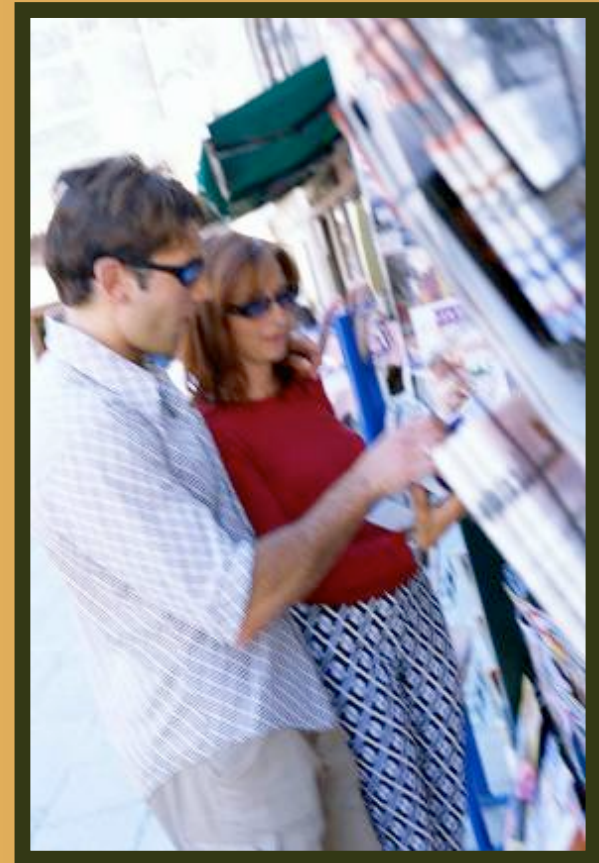
How does the author show Brian’s frustration with his dream about Terry?



## Propaganda

# “Hatchet”

- Propaganda is information or ideas used to influence how others think.
- Advertisers use propaganda to get consumers to buy their products.



## Propaganda

# “Hatchet”

- **Overgeneralization** makes general statements based on few facts.
- **Testimonial** uses a celebrity or expert to make a statement supporting a product.
- **Bandwagon** persuades consumers to do something because “everyone else” does.



## Propaganda

# “Hatchet”

- **Transfer** associates a person with a product so that consumers will transfer their admiration for the person to the product.
- **Faulty cause and effect** implies that consumers will be happier simply by using the product.



## Propaganda

# “Hatchet”

- Think of a product that Brian could have used in the woods.
- In a group, use propaganda techniques to present your product.
- Which techniques worked best?





# Hatchet

SEGMENT 2

## Purpose Setting

# “Hatchet”

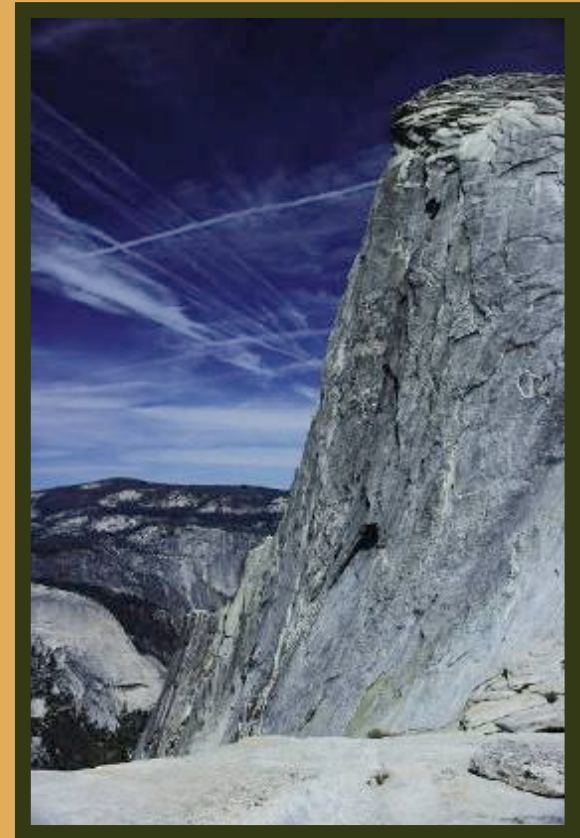
- Preview the second segment of the selection.
- What do you predict will happen in this part of the story?
- Read the next segment to find out if your predictions are correct.



## Strategy Focus: Summarize

# “Hatchet”

- Summarize pages 37-39.
- What is the main event that has happened since Brian woke up from his dreams?
- What does Brian do after he is unable to start a fire with dried grass and twigs?
- In summarizing pages 37-39, would you mention that the wall was made of chalky granite or sandstone? Why or why not?



## Supporting Comprehension

# “Hatchet”

- What does the author mean by the sentence “Brian found it was a long way from sparks to fire?”
- How does the author make the sparks seem alive?



## Supporting Comprehension

# “Hatchet”

- How does the author show that Brian is hard on himself for his failure to start the fire?
- Why does Brian think the sparks are starving?



# Supporting Comprehension

## “Hatchet”

How well do you think Brian is coping with the challenges he faces?  
Give examples.



## Cause and Effect

# “Hatchet”

- A **cause** is an event that makes something happen.
- An **effect** is the result of the cause.
- Read the last paragraph on page 40 through the first full paragraph on page 41.
- Why does the ball of bark burst into flames?



## Cause and Effect

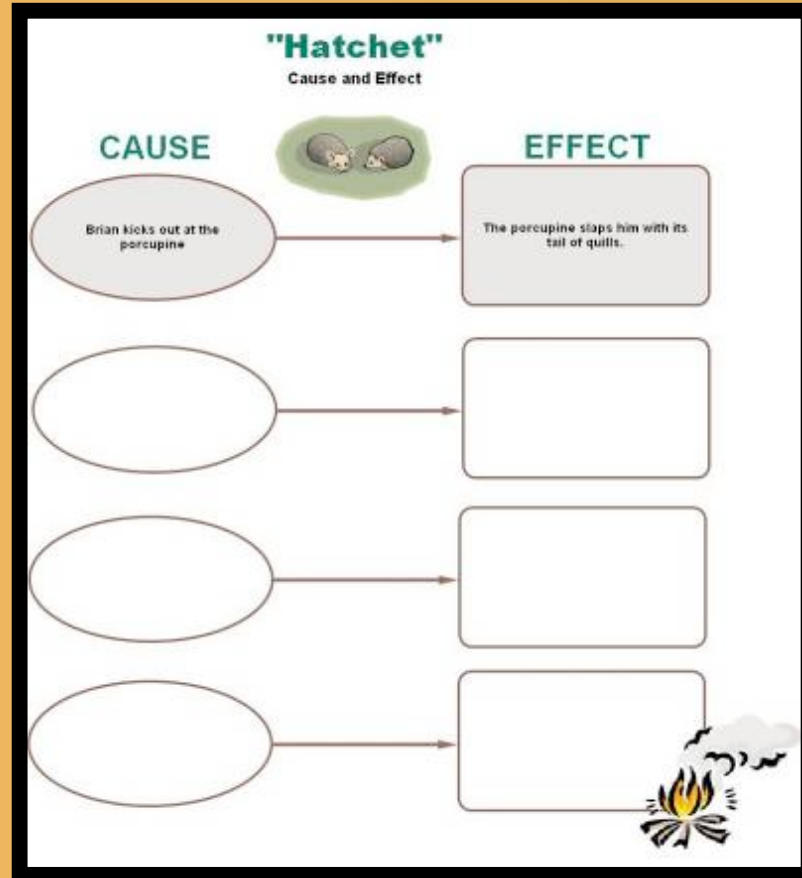
# “Hatchet”

- Brian’s breath and the sparks are the cause.
- The flame is the effect.
- Find other examples of cause and effect in “Hatchet” and record your responses on the graphic organizer on the next slide.



# Cause and Effect

## “Hatchet”



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# Cause and Effect

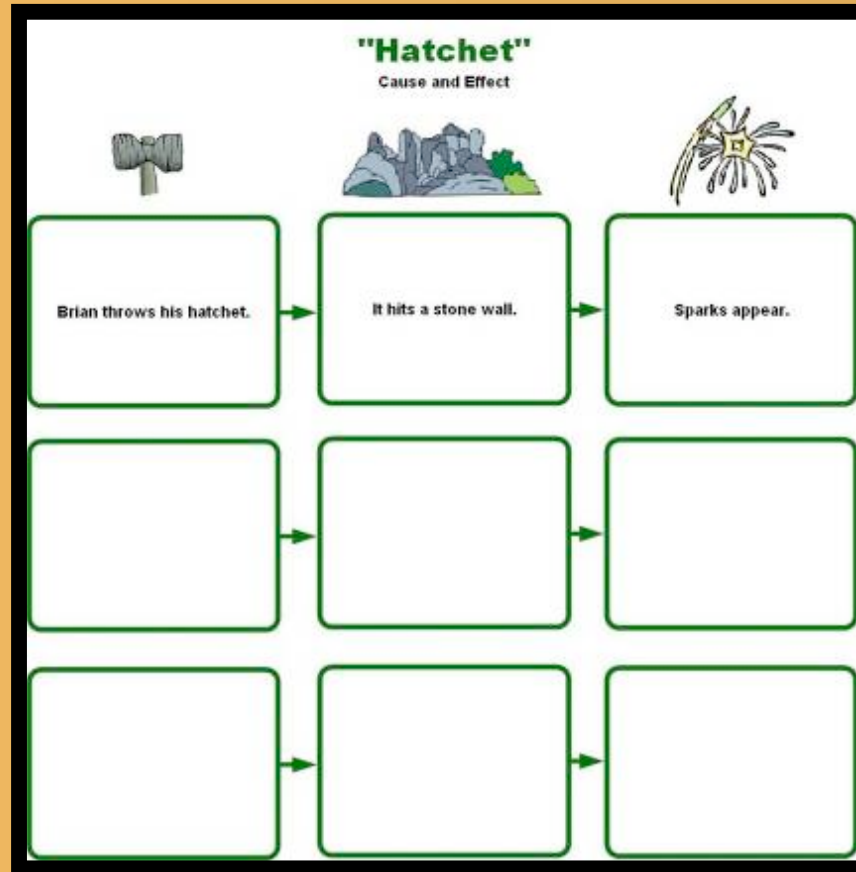
## “Hatchet”

- Sometimes one event causes another event that causes another event, and so on.
- Work in pairs to complete a cause-effect chain for at least three story events.



# Cause and Effect

## “Hatchet”



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## Supporting Comprehension

# “Hatchet”

- How does the author show that Brian’s mood has changed?
- Why do you think Brian thinks of the fire as a good friend?



## Comprehension/Critical Thinking

# “Hatchet”

- Explain the steps Brian had to take to finally light the fire.
- Why does it make sense for Brian to rip up the twenty-dollar bill to start the fire?

