



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.

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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.

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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.

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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.

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California State Standards

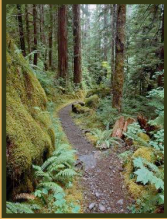
Listening and Speaking

- 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.

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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?



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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.



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Key Vocabulary

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

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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 frustraci3n.



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hatchet

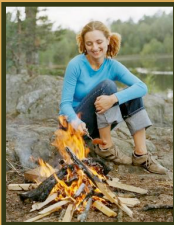
- A **hatchet** is a survival tool in the wilderness.
- A **hatchet** is a small, short-handled ax, to be used with only one hand.



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kindling


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



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quills

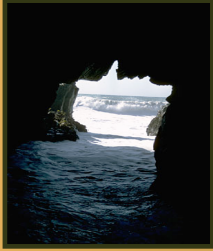
- A porcupine's **quills** are its defense against predators.
- **Quills** are a collection of sharp, hollow spines on the back of a porcupine.



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shelter

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



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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.



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survival

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



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terrified


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



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Strategy Focus: Summarize
“Hatchet”

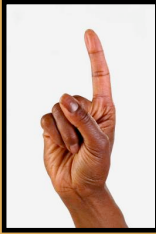
- Turn to page 29 and read the title and author's name.
- Read the Strategy Focus.
- Read aloud the introduction on page 30.
 - This is a brief summary of what has happened in the book *Hatchet* up to the part of the story you will read.



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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.



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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.



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Focus Questions
“Hatchet”


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



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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.



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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?



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Supporting Comprehension
“Hatchet”

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



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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.

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Realistic Fiction
“Hatchet”


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

- The story events could happen in real life, even though he 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.

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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.



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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.



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Realistic Fiction
“Hatchet”




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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?



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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?”



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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.



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Noting Details
“Hatchet”

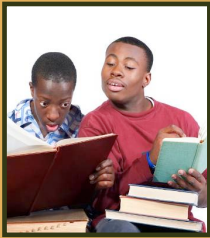
- Take turns reading aloud the paragraphs on pages 32-33, beginning with the second paragraph on page 32.
- In the second paragraph, the phrase, “the pain was...spreading to fill the whole leg” is a detail that describes how Brian is feeling.
- Authors use details to create pictures in readers’ minds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



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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.



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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?



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Supporting Comprehension
“Hatchet”

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



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Propaganda
“Hatchet”

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



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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.



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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.



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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?



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Hatchet

SEGMENT 2

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Purpose Setting
“Hatchet”

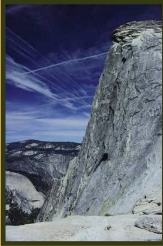
- Preview the second segment of the selection.
- What do you predict will happen in this part of the story?
- Read the next segment to find out if your predictions are correct.



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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?



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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?



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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?



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Supporting Comprehension
“Hatchet”


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



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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?



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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.



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Cause and Effect
"Hatchet"

The graphic organizer is titled "Hatchet" and "Cause and Effect". It features a central flowchart with three boxes connected by arrows. The first box is labeled "CAUSE" and contains the text "Birds fly out of the nest." The second box is labeled "EFFECT" and contains the text "The parents argue for weeks, but in vain." Below these are three empty boxes for additional events. A small illustration of a hatchling is in the bottom right corner.

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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.

A photograph showing three students sitting on the grass outdoors, looking at a laptop screen. They appear to be engaged in a collaborative activity.

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Cause and Effect
"Hatchet"


The graphic organizer is titled "Hatchet" and "Cause and Effect". It features a 2x3 grid of boxes connected by arrows. The top row contains three boxes with the following text: "Birds fly out of the nest.", "The parents argue for weeks, but in vain.", and "Hatchling appears." Below these are two rows of empty boxes for additional events. Small icons of a hatchling, a nest, and a bird are placed above the first three boxes.

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Supporting Comprehension
“Hatchet”

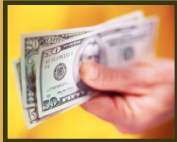
- How does the author show that Brian's mood has changed?
- Why do you think Brian thinks of the fire as a good friend?



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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?



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