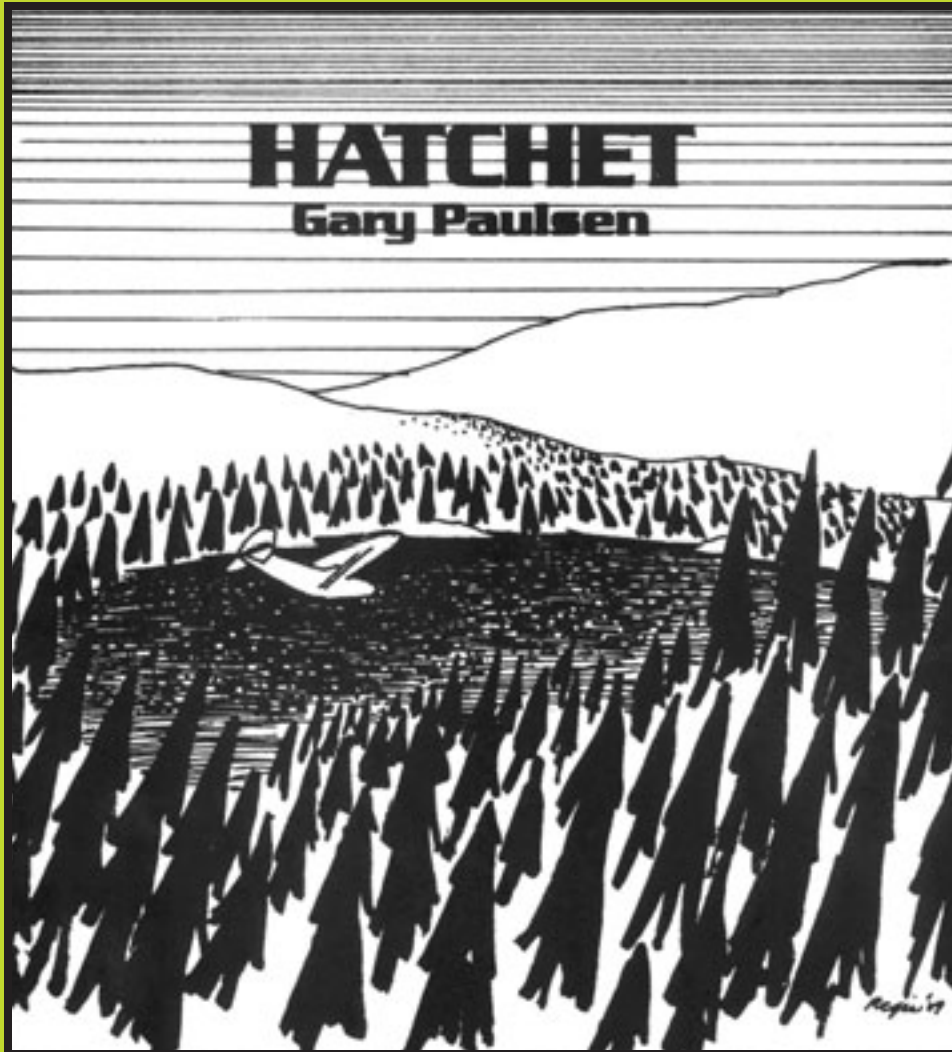


Novel·Ties



A Study Guide

Written By Marcia Tretler

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide to use in conjunction with the novel *Hatchet* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

Pre-Reading Activities (cont.)

4. **Social Studies Connection:** On a map locate the northeastern part of the Canadian wilderness, the setting of this book. Do some research to learn about the climate and the plants and trees that grow there.
5. Find stories in newspapers and magazines about people who have survived against incredible odds. Is there any common theme among these stories that shows how people survive? Besides taking care of physical needs such as food and shelter, how do people care for their emotional needs? How do they battle depression and anxiety and reassure themselves that they will be rescued? How would you keep up your spirits if you were lost in the wilderness or were alone at sea awaiting rescue?
6. How does divorce affect children? What do you think parents can do to make it easier for their children when they divorce?
7. **Science Connection:** Find pictures of bears, wolves, moose, skunks, squirrels, and wild rabbits, the animals Brian encounters in the Canadian wilderness. Do some research to learn how these animals adapted to survive in the harsh conditions of their environment. Use the chart below to organize your information.

Animal	Adaptation to Environment
bear	
wolf	
moose	
skunk	
squirrel	
wild rabbit	

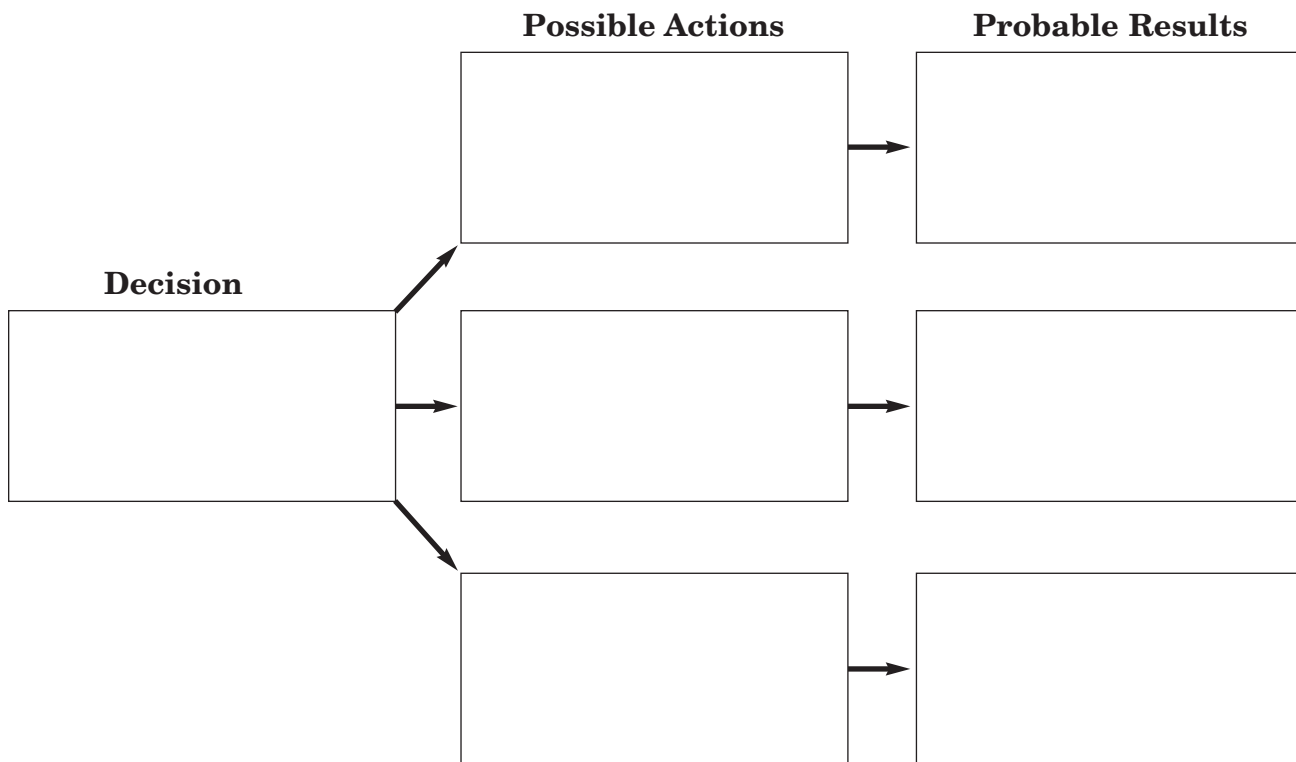
Chapters 1, 2 (cont.)

Questions for Discussion:

1. What memory do you think was troubling Brian?
2. What are some ways that Brian might use his hatchet?

Decision-Making

Brian spends the time between radio transmissions visualizing what will happen when the plane runs out of fuel. This prepares him for what will happen when the plane actually lands. Think of a decision you have to make. On a chart, such as the one below, visualize several alternative courses of action and write the probable results of each.



Writing Activity:

Write about a time when you or someone you know had to act quickly in a time of emergency. Describe the situation and its outcome.