# *The Hatchet* by Gary Paulsen

**Authors:**   
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**Grade Level:**   
5th Grade

**Integrated disciplines:**Reading, Writing, and Technology

**Nebraska Standards:**LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text   
LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)

**NETS-S:**ISTE1a Apply existing knowledge to generate new ideas, products, or processes   
ISTE2d Contribute to project teams to produce original works or solve problems   
ISTE4b Plan and manage activities to develop a solution or complete a project

**Objectives:**Students will be able to:   
-Identify the cause and effect of events throughout the book.   
-Compare an event in the book to real life events.   
-Identify the major theme of the book and use it to complete the various assignments throughout the unit.   
-Compare and contrast events in the book to events in the movie after reading the entire novel.

**Assessment:**Summative: At the end of the lesson, the students will write a one page paper about what they learned from the book and how the activities throughout the reading enhanced their experience of the book. In the last paragraph of the paper, the students will give me one or two ideas for how to change the lesson and make it better.   
  
Formative: The students will complete the cause/effect graphic organizer, compare/contrast graphic organizer and fotobabble with their group. The 3 assignments will be worth 5 points each and will be graded based on completion. If the students complete the assignment to the fullest, they get all 5 points. One point is taken off for each portion of the assignment that is not complete. For example, one point is taken off if they are missing one of the five cause/effect relationships required for that graphic organizer.

**Materials:**-*The Hatchet* by Gary Paulsen book   
-Computers/Laptops- Inspiration, Fotobabble   
-Projector   
-*The Hatchet* DVD

## Procedures

Anticipatory Set:   
(The teacher will read the first three chapters of the book aloud to the class the day before the unit starts.) Ask the students questions: What do you know about Brian after listening to the first 3 chapters? Do you think the title has a significant meaning to the book? Do you think Brian is a realistic character and can you relate to him? What do you think will happen in the book?

### Learning Activities

**Teacher:**  
-Read the first 3 chapters aloud to the class the day before starting the unit.   
-Divide the students into 5 groups of 3.   
-Lead the whole class instruction of reading the book.   
-Discuss events from the book with the students throughout the readings.   
-Give the instructions to the class for each assignment throughout the book.   
-Walk around the room to work with each individual group during small group time.   
-Answer any questions that the students may have.

**Students:**-Listen to the teacher read the first 3 chapters aloud.   
-Actively participate in the whole class reading of chapters.   
-Actively participate in the discussions throughout the book.   
-Ask questions when needed.   
-Read the chapters that are assigned for homework.   
-Work with the other 2 people in their group to complete a cause and effect graphic organizer of events in the book using Inspiration.   
-Work with the other 2 people in their group to create a compare and contrast graphic organizer between the book and real life using Inspiration.   
-Watch *The Hatchet* movie.   
-Write the one page paper for the assessment of the lesson.

**Differentiation:**For the audio learners, the book is read aloud during reading instruction. For the visual and kinesthetic learners, computers will be used and each student will be provided with a book. Whole class instruction is used for reading the book and discussions about the book. Five small groups of three students are used for the graphic organizers and fotobabble throughout the reading. Individual work is used for the final assessment of the lesson. For the student with a learning disability in reading, the student can have the book read aloud during silent reading time and can have directions and questions read to them for assignments. The gifted and talented student can choose a harder assignment if she wants to challenge herself and is given weekly time outside of the classroom to get an extra challenge and work on staying focused in class even if she already understands the work.

**Closure:**Students will watch *The Hatchet* DVD and then after finishing the movie, the class will discuss the differences between the movie and the book. The students will then go around the room and each say which version of the story they liked better.

**Suggested Time Frame:**1.5 hours each day for one week.

**References:**

*The Hatchet* by Gary Paulsen

**Reflection:**

All of the students really seemed to enjoy the novel and each found their own way to relate to the book. Three assignments worked well because each group had three students and therefore each student was the leader of one assignment. I noticed in the discussion after watching the movie that most of the students liked the book better because it had more detail and the character seemed more realistic and easier to relate to. I will use the ideas from the students to enhance the lesson for the future.