Unit 1/Week 1

Title: Hatchet

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1-5; W.6.2, W.6.4, W.6.9; SL.6.1; L.6.1

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

To survive in nature, bravery and persistence must prevail.

Synopsis

In this excerpt, thirteen-year-old Brian Robeson overcomes the initial hurdles of survival in the Canadian wilderness. As he wards off fears from his earlier encounter with a bear, Brian faces off with a porcupine in the dark of night. He was left to remove eight porcupine quills from his leg. Realizing that self-pity would get him nowhere, Brian figures out how to use his hatchet and natural materials to start a fire. The fire offered his first hope of survival.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| In the opening paragraphs (p. 30), as Brian sat in a shelter he had built by a lake in the Canadian wilderness, what did he experience? How did this show what he was feeling? | He hears the wind in the pine trees (though thought it was a growl); hears slithering. He smelled rot/musty, that made him think of graves/cobwebs/dust/old death. He could see nothing because it was so dark/ clouds covered the stars. He is nervous & afraid. [The teacher may guide students to understand that the author, Gary Paulson, uses Brian’s sensory experience to paint a picture.] |
| Reread pages 33 – 34. Pain can be both physical and emotional. What was Brian feeling as he pulled the quills from his leg? | Pain, that moved from a “pointed injury pain to spreading in a hot smear up his leg”; self-pity, as he was alone in the dark with his hurt leg and mosquitos finding him; lonely—“I can’t take it this way, alone with no fire and in the dark” |
| What did Brian discover about the most important rule of survival? How did he discover this? (p. 34) | Feeling sorry for yourself didn’t work because nothing changes when you are alone and self-pity accomplished nothing. He was no further along by crying in the corner for who knows how long. While he knew that it was considered wrong to do/ incorrect, he had figured out why. This allowed him to keep trying to survive instead of giving up. |
| Reread pages 34-35. Why was Brian frustrated with his dream about his dad and Terry? How does this help you understand what “frustration” means? | Brian felt frustration when he was unable to understand what his father and Terry were trying to communicate with him in his dream. Brian’s dad was trying to tell him something—his lips were moving, but there was no sound. Brian wanted to understand but he couldn’t. Terry kept pointing to the fire, but Brian could not understand what he meant. Frustration is being discouraged or upset at not being able to do something or achieve a goal. |
| Reread page 35. How is Brian feeling when he wakes up? What does he do? | His hurt leg is stiff “like wood”; he was thirsty and hungry;  He winced a bit from his leg; sore leg and stiff back. His self-pity is gone. He eats some berries then picks up his hatchet. He begins to think “he should not have thrown it” when a thought came that he couldn’t “pin down.” |
| Reread pages 36-37. “The hatchet was the key to it all.” What clues helped Brian realize the hatchet would help him start a fire? | He stood up outside of the shelter and the morning sun hit the hatchet, flashing a brilliant gold (like fire). When he had thrown the hatchet at the porcupine, it showered sparks. In his dreams, Terry was pointing to the fire; his dad was trying to tell him about fire. |
| Reread pages 37 – 40. How did Brian make use of the resources he had to “get fire from the hatchet”? | First, he stuck the rock wall “a glancing blow” with his hatchet. This gave him sparks. A “sliding blow” gave him more sparks. Brian finds the $20 bill is worthless, so he tears it up to use it in the fire. He also finds the paper-like bark of the birch trees—he peels the “paper” off but must cut it in “thin slivers” which took hours. The fire was “starved” like him for the last fuel he needed – oxygen. When he blew gently on the fire the “red ball burst into flame.” He did the “painstaking” work to get the fire started. |
| Reread page 43. How does the author conclude this selection? | The author ends this selection with Brian succeeding in building a fire. Brian now has “a friend… a hungry friend but a good one.” He is grateful it will keep him warm. He is no longer lonely. It is key to his survival. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Accomplished (p. 34)  Glancing blow (p. 37)  Ignite (p. 38)  Gratified (p. 41)  Rasping (p. 32)  Apparent (p. 32)  Gestures, gesturing (p. 34)  Skittered (p. 37)  Haunches (p. 38) |  |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Hatchet (p. 30)  Quills (p. 32)  Survival (p. 34)  Self Pity (p. 34)  Wince (p. 36)  Nick, nicked (p. 36, 37)  Tinder, kindling (p. 38)  Consuming (p. 41)  Slithering (p. 30)  Hammered (p. 30)  Straining (p. 30)  Expression (p. 34) |  |

Culminating Task

* Re-Read, Think, Discuss, Write
* *In this selection, how does Brian respond to the challenges he faces? What does he learn?*

Answer: Brian faced many challenges in the Canadian wilderness and was able to overcome them by being brave and persevering. First, Brian had to overcome his fear of the dark and his pain from the encounter with the porcupine. But ultimately he had to learn the “most important rule of survival” and overcome his self-pity over being alone, without anything, in the Canadian wilderness. Brian had to overcome his own frustration and persevere. Brian was very focused in starting the fire. He had to find the kindling, strike the hatchet to create sparks, and blow on the fire with oxygen. Once it started, Brian knew the fire would be critical for his survival. He is learning that he can make a fire, take care of himself and perhaps survive.

Additional Tasks

* Several times Brian was frustrated by his inability to use all of his senses. Using examples from the story, show how his senses began to adapt to the wilderness and how he depends on them to survive.

Answer: Brian’s senses are changing, enabling him to take care of himself and survive. Opening paragraphs, he desperately wanted to *see*—but couldn’t—showed (through seeing/hearing/touching/smelling), the fear that he was feeling; in his dream, he desperately wanted to *hear* his father—but couldn’t (p. 34). His seeing the “flash of metal” drew his thoughts back to his hatchet and when it “caught the first rays of the morning sun” it unlocked what his father had been trying to tell him – fire. Brian also knows, “his patterns were changing and the sleep was light… with small sounds awakening him…”

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.