

Character Based Literacy Program Write Ahead
Hatchet, Day 1

Name: _____

Date: _____

8. Bridge to a language activity

Teach a mini-Lesson using *Write Ahead* pg. 83-90

Read: pg. 83-90 Writing Basic Sentences

Activity: Answer the following questions about writing sentences.

1. How can reading help you to create good sentences?

2. What is a sentence?

3. Identify the basic parts of the following sentence:

Sarah and Anne baked cookies for the party.

4. Identify the basic sentence patterns in the following sentence:

Brian Robeson stared out the window of the small plane.

5. Identify the errors in the following sentences and rewrite the sentence correctly.

1. Sarah went to the mall, she bought a dress.

Correction: _____

2. My favorite sport is hockey it is the best sport in the world.

Correction: _____

3. Saw the movie yesterday,

Correction: _____

6. What is sentence agreement?

7. Write a sentence with a singular noun and a verb that agrees:

8. Write a sentence with plural subjects and a verb that agrees:

9. Identify the kinds of sentence problems:

1. I dropped my jacket it on the ground and now my mom she has to wash it. _____
2. When Mrs. Douglas and Sophie were talking she asked a question about the assignment. _____
3. Brian Robeson's plane crashed in the wilderness and she must learn to survive. _____
4. John never knew no one like Sally. _____

Character Based Literacy Program Write Ahead
Hatchet, Day 2

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 91-95

Read: pg. 91-95 Combining Sentences

Activity: Answer the following questions about combining sentences.

1. Why should you combine sentences in some cases?

2. Combine the short sentences to make one sentence.

Basketball is fun. Basketball is good exercise.

3. What is a prepositional phrase?

4. Combine the sentences with an appositive phrase:

Mandy's favorite city is Sacramento.
Sacramento is the capital of California.

5. Combine the sentences using a compound subject.

Brad likes soccer.
Mark likes soccer.

6. Use a complex sentence to connect the two sentences:

Brian must learn to survive in the wilderness. He is alone.

Character Based Literacy Program Write Ahead
Hatchet, Day 3

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 95-106

Read: pg. 95-107 Writing Paragraphs

Activity: Answer the following questions about writing paragraphs.

1. How is a paragraph different from a sentence?

2. What are the main parts of a paragraph?

1. _____

2. _____

3. _____

3. Identify the parts of this paragraph.

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

4. Why is it important to have a topic sentence for your paragraph?

5. List the different types of paragraphs:

1. _____

2. _____

3. _____

4. _____

6. What is the difference between a descriptive paragraph and an expository paragraph?

7. Write a paragraph about your daily routine. Make sure to organize the paragraph in chronological order:

8. Write a paragraph about the things that Brian should do in order to help his survival in the wilderness. Organize the paragraph according to the order of importance:

Character Based Literacy Program Write Ahead
Hatchet, Day 4

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 127-135

Read: pg. 127-134 Writing with Style

Activity: Answer the following questions about writing with style.

1. How do things like words, details, and sentences show your style?

2. Why is it important to be sincere in your writing?

3. Given are two examples of a sentence. One is passive and one is active. Identify the active sentence.

1. The boy was bitten by the dog.
The dog bit the boy.

2. The bicycle has been broken.
I broke the bicycle.

3. The book Hatchet is being read by the class.
The class is reading Hatchet.

4. What are some of the tools you can use to make your writing more interesting?

5. Below is a list of general nouns. Choose more specific nouns for each general noun.

- 1. fruit _____
- 2. dog _____
- 3. car _____
- 4. musical instrument _____
- 5. food _____

Character Based Literacy Program Write Ahead
Hatchet, Day 5

Name: _____

Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 135-144

Read: pg. 135-144 Writing Techniques and Terms

Activity: Answer the following questions about writing techniques and terms.

Define the following terms.

1. Exaggeration:

2. Allusion:

3. Antithesis:

4. Colloquialism:

Fill in the blanks using the following word list.

Word List:

• flashback • paradox • metaphor • hyperbole • irony

1. A _____ is a technique in which a writer interrupts a story to go back and explain an earlier event.

2. _____ is a technique that uses a word or phrase to mean the opposite of its normal meaning.

3. A figure or speech that compares two things without using the word *like* or *as* is called a _____.

4. A _____ is a statement that is contrary to common sense yet may, in fact, be true.

5. An extreme exaggeration or overstatement that a writer uses for emphasis is called a _____.

Match the terms to the correct definition by drawing a line from each term to its definition.

Grammar	The science of reasoning. Logic uses reasons, facts, and examples to prove or support a point.
Idiom	The structure of language. The rules and guidelines that you follow in order to speak and write acceptably.
Issue	Words used in a special way that may be different from their literal meaning.
Jargon	The technical language of a certain group, occupation, or field.
Limiting the Subject	Taking a general subject and narrowing it down to a specific topic.
Literal	The actual or dictionary meaning of a word. Language that means exactly what it appears to mean.
Logic	A topic that people have different opinions about.
Narrative Writing	Writing that tells about an event or a story.

Answer the following questions about writing techniques and terms.

1. Give examples of possible **themes** for your writing:

2. Give examples of a **trite** expression:

Character Based Literacy Program Write Ahead
***Hatchet*, Day 6**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 273-281

Read: pg. 273-281 Thinking and Writing

Activity: Answer the following questions about thinking and writing.

1. Recall some of the important events from today's reading of Hatchet.

2. What is the difference between understanding and recalling information?

3. How could you apply Brian's experiences in the novel to your own life?

4. What should you do when you are asked to synthesize information?

5. What are you doing when you are evaluating information?

Character Based Literacy Program Write Ahead
Hatchet, Day 7

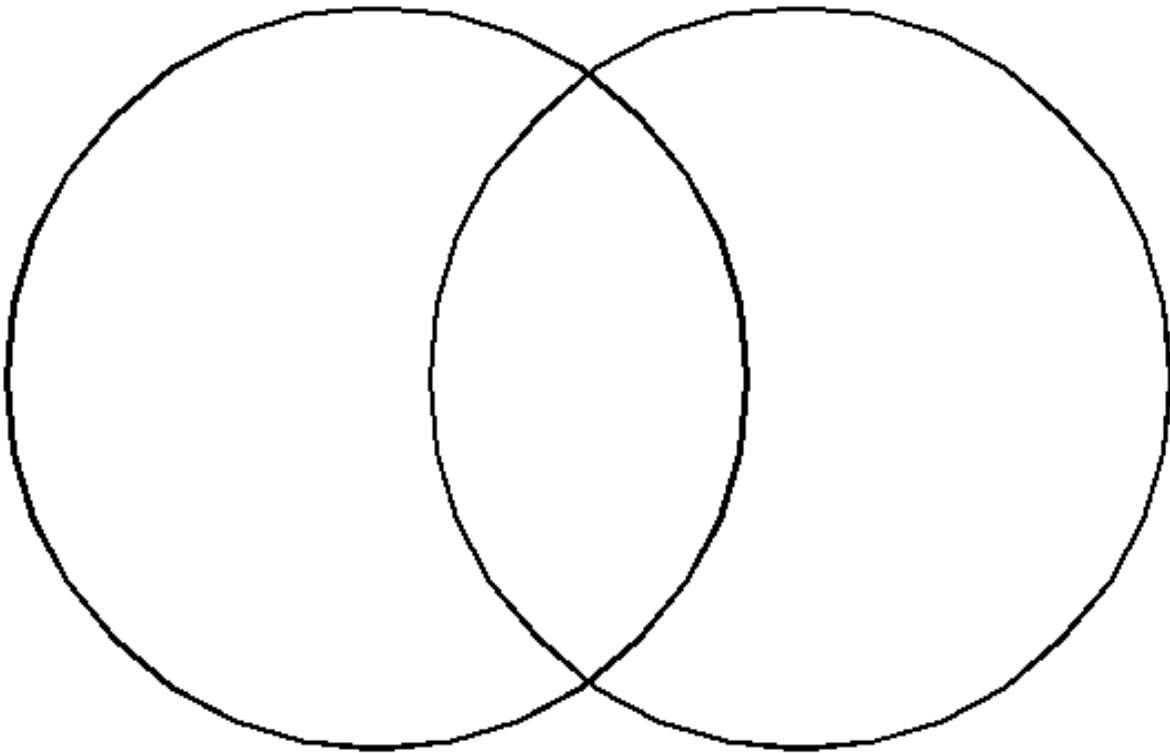
Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 273-281

Read: pg. 273-281 Thinking and Writing

Activity: Answer the following questions about thinking and writing.

1. Analyze the similarities and difference between living in the wilderness and living in the city. Use a Venn diagram to think about the similarities and differences. Then write a paragraph analyzing living in the wilderness versus living in the city.



Analyzing paragraph.

Character Based Literacy Program Write Ahead
Hatchet, Day 8

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 281-289

Read: pg. 281-289 Thinking Clearly

Activity: Answer the following questions about thinking clearly.

1. Why is clear thinking important when planning an assignment?

2. Imagine that you have to decide between going to the movies and going to the mall. Make a list of pros and cons that list the positive and negatives that come with each decision.

Going to the Mall

Pros	Cons

Going to the Movies

Pros	Cons

3. What is the difference between a fact and an opinion?

4. How do you prove or support an opinion?

5. Imagine that your school is going to implement a new dress code. Create a list of questions that you might use to collect information about this issue.

Character Based Literacy Program Write Ahead
***Hatchet*, Day 9**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 289-282

Read: pg. 239-292 Thinking Better

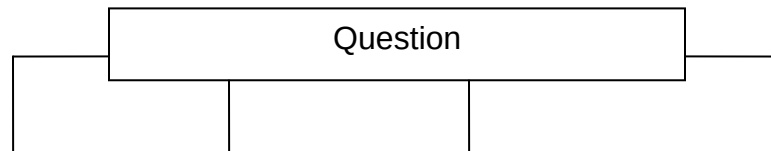
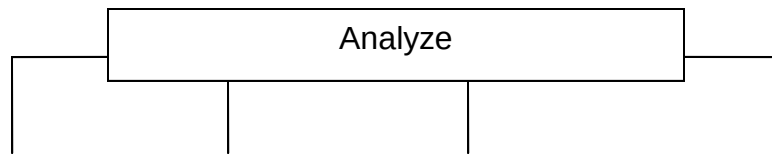
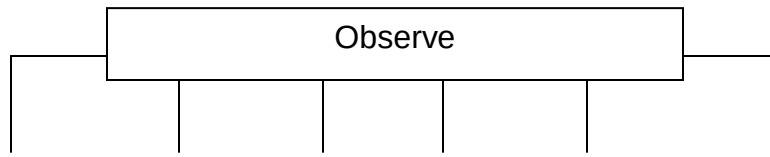
Activity: Answer the following questions about thinking better.

1. How can experiencing things help you to become a better thinker?

2. Why is thinking logically important to becoming a better thinker? Do think Brian in Hatchet is a logical thinker? Why or why not?

3. Why is it important to be creative? What does the phrase “think outside the box” mean?

4. Fill in the following diagrams with the appropriate processes for each kind of thinking.
(next page)



Character Based Literacy Program Write Ahead
***Hatchet*, Day 10**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 145-149

Read: pg. 145-149 Journal Writing

Activity: Answer the following questions about journal writing.

1. Have you ever written a journal before? What was it about?

2. What can you gain from writing for meaning?

3. What can you gain from writing for practice?

4. What can you gain from writing for learning?

5. Start planning for a journal entry that you will write:

Choose a topic for a journal entry. You can write about your daily routine, a book you have read, an important issue in your life. Choose something that is interesting to you

Topic: _____

6. Do you think that writing in a journal everyday could be helpful? Why or why not?

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character

Character Based Literacy Program Write Ahead
***Hatchet*, Day 12**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 167-173

Read: pg. 167-173 Writing Explanations

Activity: Answer the following questions about writing explanations.

1. What kind of publications include explanations?

2. Why is it important for explanations to be clear?

Activity: Read the sample explanation and answer the following questions.

1. What should be included in the beginning of an explanation?

2. Are the steps in the middle for making the dumplings clear? Why or why not?

3. What should the ending look like?

Activity: Look over today's reading from Hatchet. Are there any explanatory passages in the reading? Are they clear explanations?

Character Based Literacy Program Write Ahead
Hatchet, Day 13

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 167-173

Read: pg. 167-173 Writing Explanations

Activity: Answer the following questions about writing explanations.

1. Use the writing guidelines provided to write an explanation.

First: Choose a topic that interests you that you would be able to explain to someone else.

Topic: _____

Second: Gather the details you will need for your explanation. If it is appropriate, use a timeline to organize the details.

Third: Write the first draft of your explanation. Make sure to include a beginning, middle, and an end.

Fourth: Revise and Edit your first draft and write the final draft of your explanation.

Character Based Literacy Program Write Ahead
Hatchet, Day 14

Name: _____
 Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 191-201

Read: pg. 191-201 Writing Stories

Activity: Answer the following questions about writing stories.

1. What is the difference between writing about experiences and writing a story?

2. Complete the following chart about parts of stories using examples from the novel:

<i>Part of the Story</i>	<i>Definition</i>	<i>Example (should come from <u>Hatchet</u> when possible)</i>
<i>Exposition</i>		
<i>Rising Action</i>		
<i>Climax</i>		
<i>Falling Action</i>		
<i>Resolution</i>		

3. Read the sample story to see examples of the different parts of a story.

Character Based Literacy Program Write Ahead
***Hatchet*, Day 15**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 191-201

Read: pg. 191-201 Writing Stories

Activity: Use the writing guidelines to analyze the story of Hatchet to use as an example of good story writing.

1. Who is the main character in Hatchet? What are some of the main characteristics of that character?

2. What is the conflict of the story?

3. What is the setting of the story?

Activity: Imagine that you are writing your own story.

1. Choose a main character for your story:

2. List some characteristics of your main character:

3. Choose a conflict for your story:

4. Choose a setting for your story:

Activity: Read about the kinds of story patterns on page 199.

1. What kind of story pattern is used in Hatchet?

2. Can more than one story pattern be used in one story?

Character Based Literacy Program Write Ahead
***Hatchet*, Day 16**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 173-181

Read: pg. 173-181 Writing News Stories

Activity: Answer the following questions about writing news stories.

1. What are some of the places where you can find a news story?

2. What are the three basic reporting skills needed to write a news story?

1. _____
2. _____
3. _____

3. Read the sample news story on page 174. List some of the facts reported in the story. Do you think this is a good news story? Why or why not?

4. Imagine you are writing a news story about Brian in Hatchet. What would your headline be?

5. What are the four factors that you should consider when writing a news story?

1. _____
2. _____
3. _____
4. _____

Character Based Literacy Program Write Ahead
***Hatchet*, Day 17**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 173-181

Read: pg. 173-181 Writing News Stories

Activity: Answer the following questions about writing news stories.

1. How do you gather details for a news story?

2. Imagine you are writing a news story about the presidential election. Where would you go to gather details? Who would you interview?

3. What are the 5 W's?

1. _____
2. _____
3. _____
4. _____
5. _____

4. Why should you take notes during and interview?

5. Why should you revise and edit your news story?

Character Based Literacy Program Write Ahead
Hatchet, Day 18

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 173-181

Read: pg. 173-181 Writing News Stories

Activity: Answer the following questions about writing news stories.

1. What do editorials address?

2. What is the opinion of Eboni Lewis' editorial that is presented in the introduction?

3. Choose a topic from a recent event or action that you would want to write and editorial about. Then from that topic, create an opinion.

Topic: _____

Opinion: _____

4. Why is it important to be direct when presenting your opinion in an editorial?

5. Does Eboni Lewis present her topic and her opinion clearly? Is there anything that she needs to change?

6. Match the tip with the explanation of that tip.

Tip	Explanation
_____ 1. Carefully consider your strongest argument	a. Speak honestly and show that you really care about the topic. Also, make sure that you present a logical, reasonable argument.
_____ 2. Speak with confidence	b. Place your strongest argument first or last so that it has a lasting impression on your readers
_____ 3. Keep things simple	c. The purpose of an editorial is to express your feelings about an action or event, not to attack a person or a group.
_____ 4. Act responsibly	d. Don't try to impress readers with your high-powered vocabulary. Instead, use words that everyone can understand.

7. Why is it important not to attack a person or group in your editorial?

Character Based Literacy Program Write Ahead
Hatchet, Day 19

Name: _____
 Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 149-158

Read: pg. 149-158 Autobiographical Writing

Activity: Answer the following questions about autobiographical writing.

1. What is autobiographical writing?

2. Read the sample personal narrative by Justin Hughes. What did you learn about Justin Hughes from reading this narrative?

3. What is the narrative structure for a personal narrative?

4. Is Hatchet autobiographical? How do you know?

Activity: Read the writing guidelines for a personal narrative and complete the following exercises.

1. Imagine that you are writing a personal narrative. Choose an event or milestone in your life that you would want to write about.

Topic: _____

2. Collect the details that you will include in your narrative by making a list

3. Look at your list and cross out details that are not important to the narrative and arrange the details in the right order.

Character Based Literacy Program Write Ahead
***Hatchet*, Day 20**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 149-158

Read: pg. 149-158 Autobiographical Writing

Activity: Answer the following questions about autobiographical writing.

1. What is a phase autobiography?

2. If you were writing a phase autobiography, what would you write about?

3. Read the sample phase autobiography by Lisa Servais. Make a list of the important details that Lisa includes in her phase autobiography.

4. Do you think that Lisa Servais wrote an effective phase autobiography? Why or why not?

5. Imagine that you are Brian Robeson in Hatchet. Do you think you would write a phase autobiography about your time in the wilderness? Why would this be an important time in your life?

Character Based Literacy Program Write Ahead
Hatchet, Day 21

Name: _____
 Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 159-167

Read: pg. 159-167 Biographical Writing

Activity: Answer the following questions about biographical writing.

1. What is the difference between a biography and an autobiography?

2. What are three basic choices that you have for a biographical topic?

1. _____
2. _____
3. _____

3. If you were writing a biography about a friend or family member, where would you go to gather information and details?

4. Outline some of the steps necessary in outlining a biographical essay:

1. _____

2. _____

3. _____

5. If you were writing a biographical essay about Brian Robeson, where would you go for information?

Character Based Literacy Program Write Ahead
Hatchet, Day 22

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 159-167

Read: pg. 159-167 Biographical Writing

Activity: Answer the following questions about biographical writing.

1. Why is it important to use and consult several sources of information in writing your biographical essay?

2. Does it matter if you have small factual errors in your writing? Why or why not?

3. Why is background information important to biographical writing?

4. What is a transition? Why should you use transitions in your writing?

5. Do you need to pay equal attention to all of the details about a person's life? Why or why not?

Character Based Literacy Program Write Ahead
***Hatchet*, Day 23**

Name: _____
Date: _____

Teach a mini-Lesson using *Write Ahead* pg. 159-167

Read: pg. 159-167 Biographical Writing

Activity: Work with a partner to write a biographical essay.

1. Choose a partner. You and your partner will write biographical paragraphs about one another. Begin by collecting important details about your partner.

Details: _____

2. Write a biographical paragraph about your partner using the rest of this page, making sure to include a beginning, middle, and end. This could be a phase biography or just a simply information biography about your partner.