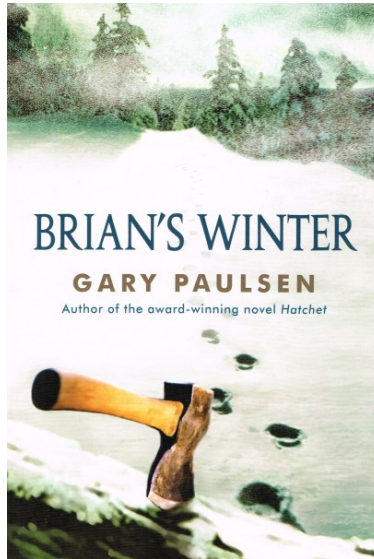


Brian's Winter



By

Gary Paulsen

A Novel Study
by Joel Michel Reed

Brian's Winter

By Gary Paulsen

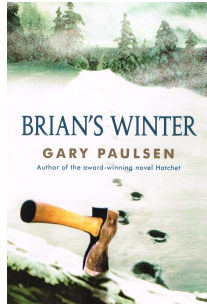


Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	55

About the author: Joel Michel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, you can check out his website by visiting the following link: www.novel-studies.org.

Copyright © 2015 Joel Reed
All rights reserved by author.
Permission to copy for single classroom use only.
Electronic distribution limited to single classroom use only.
Not for public display.

Brian's Winter

By Gary Paulsen

Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each section of the novel study focuses on two chapters of *Brian's Winter* and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to:

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Additional icons provided by <http://robinweatherall.co.uk> and <http://pixelkit.com>

Brian's Winter

By Gary Paulsen

List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Determining alphabetical order
11. Identify *personification*
12. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Completing a story pyramid
5. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

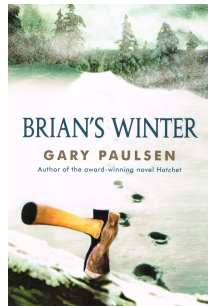
1. Research assignments
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a short story.
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Sheet
9. Writing a letter home.
10. Identifying wild edibles.

Art Activities

1. A Storyboard
2. Create a collage
3. Create a topical sketch
4. Design a cover for the novel
5. Create a comic strip

Brian's Winter

By Gary Paulsen



Synopsis

In the Newbery Honor-winning *Hatchet*, thirteen-year-old Brian Robeson learned to survive alone in the Canadian wilderness, armed only with his hatchet. Finally, as millions of readers know, he was rescued at the end of the summer. But what if Brian hadn't been rescued? What if he had been left to face his deadliest enemy – winter?

Gary Paulsen raises the stakes for survival in this riveting and inspiring story as one boy confronts the ultimate test and the ultimate adventure. (The Publisher – Random House)

A complete synopsis and other helpful reviews can be found on the following website:

https://en.wikipedia.org/wiki/Brian's_Winter

(Warning: Website contains plot spoilers)

Author Biography

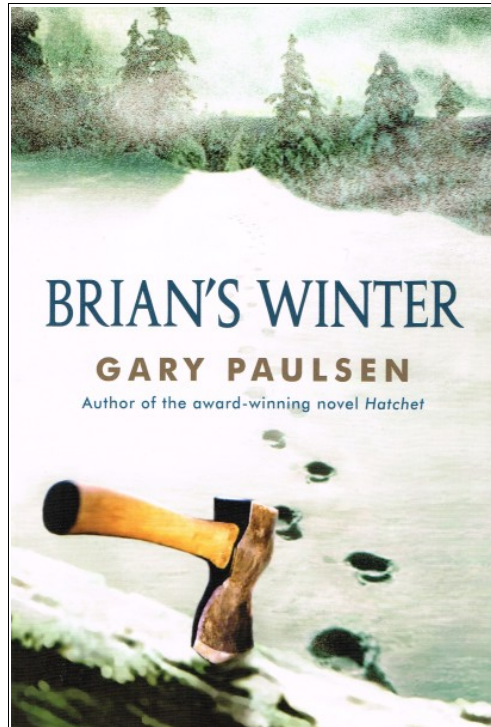
Gary Paulsen

Gary Paulsen, a renowned author of novels for young people, presently lives in New Mexico. Three of Gary Paulsen's novels have been acclaimed as Newbery Honor Books: **Hatchet**, **Dogsong**, and **The Winter Room**. *The River* is Gary's exciting sequel to **Hatchet**. His other novels include: **Brian's Winter (sequel)**, **Brian's Return (sequel)**, **Canyons**, **The Crossing**, **Dancing Carl**, **The Island**, **Popcorn Days** and **Buttermilk Nights**, **Sentries**, **Tracker**, **Woodsong**, **The Legend of Red Horse Canyon**, **Escape From Fire Mountain**, **Danger on Midnight River**.



Gary Paulsen is an avid outdoors-man who competed in the Iditarod, a dog sled race across Alaska. He also frequently sails the Pacific Ocean.

Brian's Winter

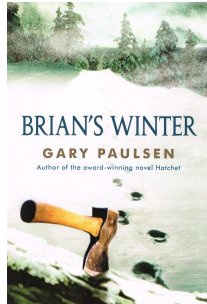


By Gary Paulsen

Name: _____

Brian's Winter

By Gary Paulsen



Chapter 1 - 2



Before you read the chapter:

Briefly describe what you already know about the first novel in our series, *Hatchet*.



Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

-
- | | |
|----------------|--|
| 1. Marooned | A. A hump or ridge of dirt or ice. |
| 2. Speculate | B. To become familiar or used to something. |
| 3. Hummock | C. To tremble or shake with a rapid motion. |
| 4. Quiver | D. To search thoroughly, typically causing harm. |
| 5. Accustomed | E. Rump, backside, rear end, hindquarters, etc. |
| 6. Elude | F. To be lost, or stranded. |
| 7. Ransack | G. To escape or avoid a particular danger. |
| 8. Adversary | H. Advancing towards a goal or destination. |
| 9. Haunches | I. To form a theory without firm evidence. |
| 10. Progressed | J. One's opponent in a contest or conflict. |

Questions



1. Describe the **setting** of the story as Chapter One begins.

2. What happened to Brian after he ate the entire package of dried prunes?

3. In Chapter One Brian expressed his sympathy for the animals he killed in order to survive. How do you think you would feel if you had to hunt for your own food?

4. Why was Brian forced to use a bow and arrow to hunt for his food?

5. Briefly describe the incident involving the bear in Brian's camp.



Language Activity

A. There are many writers that enjoy using **alliteration** – a literary device is where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “**g**rouching, **g**rouching, **g**rumbling, **g**ripping about something or other.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sounds of a nature.	
The sounds of a musical instrument.	
One from your own imagination	

B. A **simile** is a comparison using the words “like” or “as”. Here's an example from these chapters: *"He tried to ration the food out but found it impossible, and within weeks he had eaten it all, even the package of dried prunes – something he'd hated in his old life. They tasted like candy and were so good he ate the whole package in one sitting."*

What two things are being compared in this example?

--	--

Invent two of your own **similes** comparing two different things from your own imagination:

a)	

b)	

C. Homonyms

Homonyms are words which sound the same but have different meanings. An example is *which* and *witch*. These chapters feature words which are examples of homonyms. In the chart below, create sentences which show the meaning of each set of homonyms.

Example 1

Homonyms	Sentence
1. Lessen	
2. Lesson	

Example 2

Homonyms	Sentence
1. Tense	
2. Tents	

D. Copy out any three or four sentences from this section in the novel underlining the **nouns** and circling the **verbs**.

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in Chapters 1-2. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6