

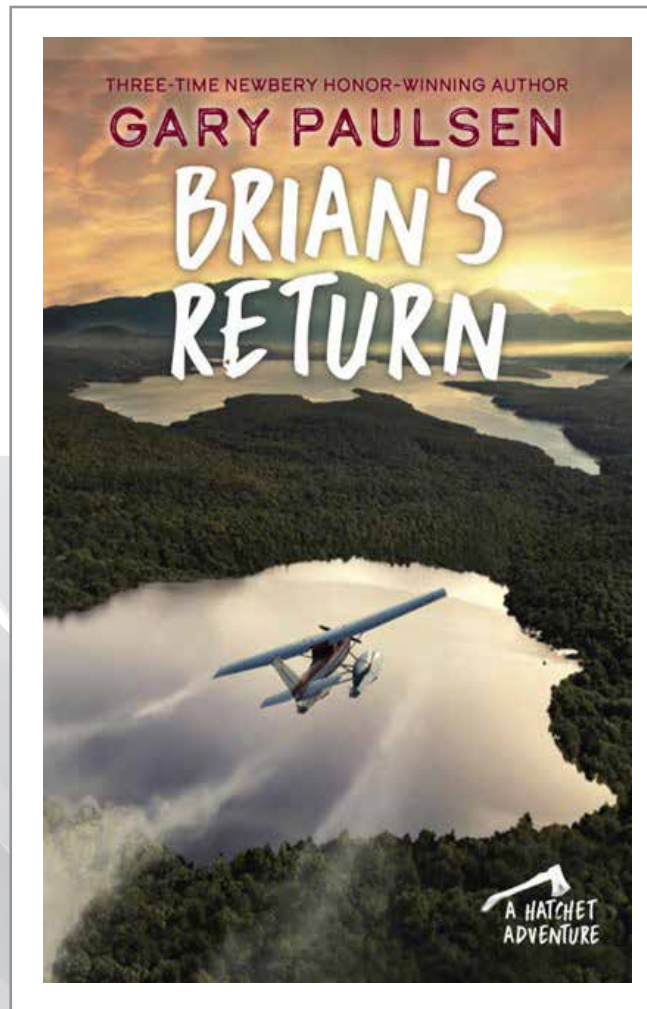


STUDENT PACKET

GRADES 6-8

Brian's Return

Gary Paulsen



READ, WRITE, THINK, DISCUSS AND CONNECT

Brian's Return

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text’s structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters’ points of view (Point of View)
- recognize and analyze a story’s setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author’s purpose (Author’s Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author’s style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author’s tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Sentence Sets

cobalt
insulator
complicated
instinct

transfixed
tarp
penetrate
loon

ionosphere
meticulously
laminated
wail

thatch
sanity
nocks

Directions: Choose 10 vocabulary words from the list above. Write the words on the numbered lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

On a separate sheet of paper, use each of the following sets of words in an original sentence. Your sentences should show that you know the meanings of the vocabulary words as they are used in the story.

Sentence 1: words 2 and 5

Sentence 2: words 6 and 8

Sentence 3: words 1 and 7

Sentence 4: words 3 and 9

Sentence 5: words 4 and 10

Name _____

6. What does Brian enjoy reading in his free time?
7. What does Brian do when he is on the lake at night?
8. What happens at Brian's campsite while he is asleep?
9. How does Brian have to carry his gear between lakes?
10. Why doesn't Brian kill the deer he sees?

Chapters Sixteen–Eighteen

1. List the steps in Brian's nightly campsite routine.
2. What does Brian say to an animal that he kills for food?
3. What is Billy doing when Brian arrives at the campsite?
4. What animal is Brian's medicine? What animal is Billy's medicine?
5. How does the bear try to corner Brian?
6. How does Brian get the bear to leave him alone?
7. How does Brian change during his encounter with the bear?
8. What does Brian realize about Billy?
9. Where is Brian going?

Name _____

Pros and Cons

Directions: Suppose that Brian decides to stay in the wilderness throughout the spring, summer, and winter. On the lines below, brainstorm what the pros and cons of this decision would be for Brian.

Staying in the Woods

