

# Hatchet Chapter 1 - Word Selection

Based on the words you've listed from Chapter 1 of *Hatchet*, here are 8 key words to teach high school students, especially those struggling with English. These words were selected based on their relative obscurity, importance in understanding the text, and preference for words with Latin or Greek roots. I've also considered the frequency with which students will encounter these words in academic or literary contexts.

## 8 Words to Teach:

### 1. Cessna

**Why:** While this is a brand name, understanding what it refers to—a small aircraft—can help students better grasp the setting. It's a specific noun, but it introduces the concept of planes, which is crucial to the story.

**Root/Origin:** Brand name, but "cessna" comes from its inventor, but understanding it as a small plane can help with comprehension.

### 2. Altitude

**Why:** Common in both literature and science, this word is essential for describing the physical setting of the story. It also has broader academic importance.

**Root/Origin:** From Latin *altitudo* ("height"), related to *altus* ("high").

### 3. Drone

**Why:** It's used to describe a low, continuous sound (the plane's engine) and is important to understanding the sensory experience in the scene. It's also used in other contexts, like technology.

**Root/Origin:** From Middle English *drone*, which is likely derived from an Old English word meaning "to murmur."

### 4. Seeping

**Why:** This word is essential for describing the sensory experience (like the cold or moisture) that contributes to the mood and setting of the scene. It's a dynamic, descriptive word that helps build atmosphere.

**Root/Origin:** Related to the Old English *sīepan*, meaning "to flow slowly."

### 5. Slew

**Why:** This verb describes a quick, uncontrolled turn, which is key to understanding the flight's chaotic movements. It's an important word in both physical and metaphorical contexts.

**Root/Origin:** Likely from Old Norse *slægr*, meaning "slanting" or "oblique."

### 6. Rudder

**Why:** This is a technical term related to aviation and is crucial for understanding how the plane is controlled. It might be unfamiliar to many students, especially those without a background in aviation.

**Root/Origin:** From Old French *rudder* or *rôder*, from the Latin *rota* ("wheel").

### 7. Grimacing

**Why:** This word is useful for teaching students how to read body language or expressions in

text. It's also a word that has more figurative uses in literature.

**Root/Origin:** Likely from the Old French *grimace*, meaning "a distorted facial expression," from *grima*, meaning "a grimace."

## 8. Thrumming

**Why:** This word is rich in sensory description and helps convey the constant noise of the plane's engine. It's also a less common word with a specific auditory meaning.

**Root/Origin:** From Middle English *thrum*, which means "a small projection" or "to make a dull sound."

## Why These Words Were Chosen:

- **Less commonly known:** Many of these words are either technical (like *rudder*) or have nuanced meanings that students may not encounter frequently in everyday speech (like *drone* or *thrumming*). These words will also deepen students' understanding of the story.
- **Latin/Greek roots:** Words like *altitude* and *drone* have roots that can aid students in connecting to other academic vocabulary in subjects like science and literature.
- **Contextual importance:** These words are key to understanding both the plot and the mood of the scene, enhancing comprehension and analytical skills. Words like *slewed*, *seeping*, and *grimacing* are particularly useful for reading between the lines and interpreting action or sensory experience in the text.

## Teacher Explanation Page: Vocabulary Word Analysis

### 1. Cessna (Page 1)

- **Syllables:** 2 syllables — Cess-na
- **Phonemes:** /SESS-nuh/  
*How it sounds:* "sess" (like "sess" in "session") + "nuh" (like "na" in "banana")
- **Morphemes:**
  - **Origin:** *Cessna* is a proper noun and a brand name. It doesn't have traditional Latin or Greek roots. It's named after its inventor, *Walter Cessna*, who founded the company.
  - **Note:** This is not a typical word with prefixes or suffixes, but it is important for context in aviation.

### 2. Altitude (Page 2)

- **Syllables:** 3 syllables — Al-ti-tude
- **Phonemes:** /AL-ti-tood/  
*How it sounds:* "AL" (like "al" in "all") + "ti" (like "ti" in "tip") + "tood" (like "tude" in "attitude")
- **Morphemes:**
  - **Root:** *alt* (Latin *altus*) meaning "high" or "elevated."
  - **Suffix:** *-itude* (from Latin *-itudo*, used to form nouns that denote a state or quality).
  - **Meaning:** "Altitude" refers to the height of an object or point in relation to sea level or ground level.

- **Changes the part of speech:** The suffix *-itude* turns the adjective *altus* (high) into a noun that refers to the quality or state of being high.

### 3. Drone (Page 2)

- **Syllables:** 1 syllable — **Drone**
- **Phonemes:** /DROHN/  
*How it sounds:* "drone" (rhymes with "tone")
- **Morphemes:**
  - **Origin:** Derived from Old English *drón* (meaning "a male bee") and possibly from Old Norse *dróna*.
  - **Meaning:** Initially referred to a male bee, and later came to describe a continuous, dull sound (like the hum of a plane engine) or a low-frequency buzzing noise.
  - **No significant prefix or suffix.**

### 4. Seeping (Page 3)

- **Syllables:** 2 syllables — **Seep-ing**
- **Phonemes:** /SEE-ping/  
*How it sounds:* "seep" (rhymes with "deep") + "ing" (like "ing" in "sing")
- **Morphemes:**
  - **Root:** *seep* (Old English *sīepan*, meaning "to flow slowly or leak").
  - **Suffix:** *-ing* (a present participle suffix that turns a verb into a noun or adjective, indicating continuous action).
  - **Changes the part of speech:** *Seep* is a verb, and *seeping* is a noun or adjective indicating the continuous process of something slowly escaping (e.g., liquid or gas).

### 5. Slew (Page 4)

- **Syllables:** 1 syllable — **Slew**
- **Phonemes:** /SLOO-d/  
*How it sounds:* "slew" (rhymes with "blue") + "d" (soft "d" sound, like in "bed")
- **Morphemes:**
  - **Root:** *slew* (Old Norse *slægr*, meaning "to turn or tilt").
  - **Suffix:** *-ed* (past tense suffix indicating an action completed in the past).
  - **Meaning:** "Slew" means to turn or twist, especially in an uncontrolled or abrupt manner (e.g., a plane turning sharply).
  - **Changes the part of speech:** *Slew* is a verb, and *slew* is the past-tense form.

### 6. Rudder (Page 5)

- **Syllables:** 2 syllables — **Rud-der**
- **Phonemes:** /RUH-der/  
*How it sounds:* "rud" (like "rude") + "der" (like "der" in "butter")
- **Morphemes:**

- **Root:** From Old French *rudder* (meaning "to steer") and possibly from the Latin *rota* (meaning "wheel").
- **Meaning:** A rudder is a device used to steer a vehicle, especially an aircraft or ship.
- **\*\*No significant prefix or suffix, but understanding its etymology helps students connect the word to other terms involving steering or control.**

## 7. Grimacing (Page 10)

- **Syllables:** 3 syllables — **Gri-ma-cing**
- **Phonemes:** /GRIM-uh-sing/  
*How it sounds:* "grim" (like "grim" in "grimace") + "uh" (a quick "uh" sound) + "sing" (like "sing")
- **Morphemes:**
  - **Root:** *grim* (from Old French *grimace*, meaning "a distorted facial expression") and from *grima*, meaning "a grimace" (Old French).
  - **Suffix:** *-ing* (present participle suffix).
  - **Meaning:** *Grimacing* refers to a facial expression of pain, disgust, or discomfort.
  - **Changes the part of speech:** *Grimace* is a noun, and *grimacing* is the verb form.

## 8. Thrumming (Page 12)

- **Syllables:** 2 syllables — **Thrum-ming**
- **Phonemes:** /THRUHM-ing/  
*How it sounds:* "thrum" (like "thumb" but with "r") + "ing" (like "sing")
- **Morphemes:**
  - **Root:** *thrum* (Middle English *thrum* meaning "a small projection" or "to make a dull sound").
  - **Suffix:** *-ing* (present participle suffix).
  - **Meaning:** "Thrumming" refers to a continuous, low, humming or vibrating sound (like the hum of an engine).
  - **Changes the part of speech:** *Thrum* is a verb, and *thrumming* is the noun/verb form indicating the continuous action.

### Summary:

This teacher explanation page helps break down each word from Chapter 1 of *Hatchet* by analyzing the following:

1. **Syllables** – Helps students learn how to pronounce words.
2. **Phonemes** – Provides a breakdown of how each word sounds, which is important for pronunciation practice.
3. **Morphemes** – Analyzing the roots, prefixes, and suffixes helps students understand the meaning of each word and its connection to other vocabulary they may encounter. Additionally, it can highlight connections to Latin or Greek origins, which can aid in expanding vocabulary knowledge.

These analyses will not only help students comprehend the text, but will also equip them with tools to break down unfamiliar words in other reading and academic contexts.

