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EASY MARKING™ ANSWER KEY

47

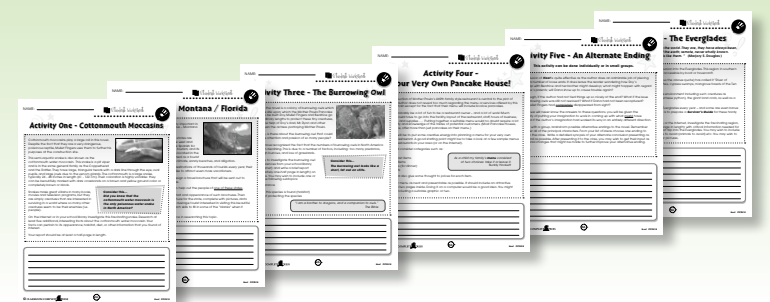
GRAPHIC ORGANIZERS

53

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Carl Hiaasen

Carl Hiaasen was born and raised in Plantation, Florida in 1953. Carl now lives in Miami, Florida, where he writes a column for the *Miami Herald* newspaper.

He has received a number of state and national honors for his journalism and commentary, which have also appeared in such periodicals as *Sports Illustrated*, *Time* and *Life* magazines.



on their own reporting experiences. Since then Carl has written a number of acclaimed novels for an adult audience. Carl's wry sense of humor marks all of his written work.

In 2002 he made his debut as a novelist for Young Readers with *Hoot*, which was awarded a Newbery Honor and spent more than two years on the

Carl began writing novels (for an adult audience) in the early 1980's with a friend, the late William D. Montalbano. Together they produced three mystery thrillers -- *Powder Burn*, *Trap Line* and *Double Whammy* -- which were partially based

New York Times bestseller lists. In 2005 his second novel for young readers, the bestselling *Flush* was published, and then in 2009, *Scaf*. The film version of *Hoot* was released in 2006, starring Logan Lerman.

Did You Know?

- Carl wrote *Hoot* so he could give it to his nephew, nieces and stepson to read.
- Carl knew from a young age that he wanted to be a writer. He got a typewriter when he was six, and was hooked.
- Carl is deeply concerned about the human race. He thinks everyone should be able to grow up in a place where one can always see a bald eagle or a manatee or a school of dolphins - or a pair of little burrowing owls, for that matter.



Chapters Three to Four

Answer the questions in complete sentences.

1. Have you or a friend ever been unfairly punished for something? Describe how this felt.

2. What must it feel like to know that someone doesn't like you, but you don't know why?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1. portable
2. flabbergasted
3. fretful
4. lenient
5. intently
6. ferocious
7. envision
8. despondent
9. skeptical
10. intrigued
11. surveillance
12. decisive

- | | | |
|-------|--------------|---|
| _____ | forgiving | A |
| _____ | imagine | B |
| _____ | sad | C |
| _____ | observation | D |
| _____ | firm | E |
| _____ | bloodthirsty | F |
| _____ | doubtful | G |
| _____ | fascinated | H |
| _____ | movable | I |
| _____ | worried | J |
| _____ | carefully | K |
| _____ | astonished | L |



Chapters Three to Four

Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Curly thought the truck tires had been slashed, but all someone did was let the air out.
- T F b) Roy broke one of Dana Matherson's front teeth.
- T F c) Both the paramedics and the school nurse had checked Roy over after being hit with the golf ball.
- T F d) Roy's dad was getting old and forgetful.
- T F e) Roy's parents were concerned when he showed them the marks on his neck.
- T F f) The poster in Roy's bedroom warned about the dangers of approaching a Siberian tiger.

2. Number the events from **1** to **6** in the order they occurred in these chapters.

- _____ a) Roy's parents quiz him as to the events of his fight with Dana.
- _____ b) Roy discusses his situation with Garrett at school.
- _____ c) Officer Delinko investigates Curly's concerns of vandalism at the construction site.
- _____ d) Officer Delinko's cruiser is vandalized while he is on surveillance at the construction site.
- _____ e) Roy writes Dana a letter of apology.
- _____ f) Roy's mother makes him stay home all weekend.



Chapters Three to Four

Part B

Answer each question with a complete sentence.

1. Why did Officer Delinko smile at the name painted on the latrines at the construction site?

2. Describe what surprised Officer Delinko when he investigated the latrines.

3. Roy's mother says at one point, "fighting is never the right thing". Do you agree with this statement? Defend your answer.

4. The author seems to enjoy using unique expressions. One expression that occurs in Chapter 4 is, "She's hacked off at me". Rewrite this expression in your own words.

5. Why did Officer Delinko choose to go to the construction site so early in the morning? Describe what resulted from this decision.

6. Describe Beatrice's reaction to Roy confronting her in the cafeteria? Why do you think she responded in this manner?

Journal Activity

Imagine that you are Dana. You have been home from school now for a few days waiting for the swelling in your eye to go down. Write a journal entry describing your plans for revenge when you return to school.



Chapters 1 to 4

Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **FROM** can also form the word **FORM**. Follow these directions to form the anagrams: a) read the clue in the right-hand column. b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. Each of the words in the left-hand column are found in the first four chapters of *Hoot*.

Word	Anagram	Clue
slow		An important character in this novel
hoses		Something that Mullet Fingers didn't own
brace tie		Another important character in this novel
aged ma		To ruin or harm
skid		Children
grown		Incorrect



Chapters 5 to 8

Acrostic Poem: An Acrostic Poem is one in which certain letters, usually the first in each line form a word or message when read in a sequence. The length of the poem, of course, depends on the number of letters in the topic. Here is a short example.

*Oh so haunting in the night
When it sings its
Lonely tune*

For this assignment you have **two** alternatives.

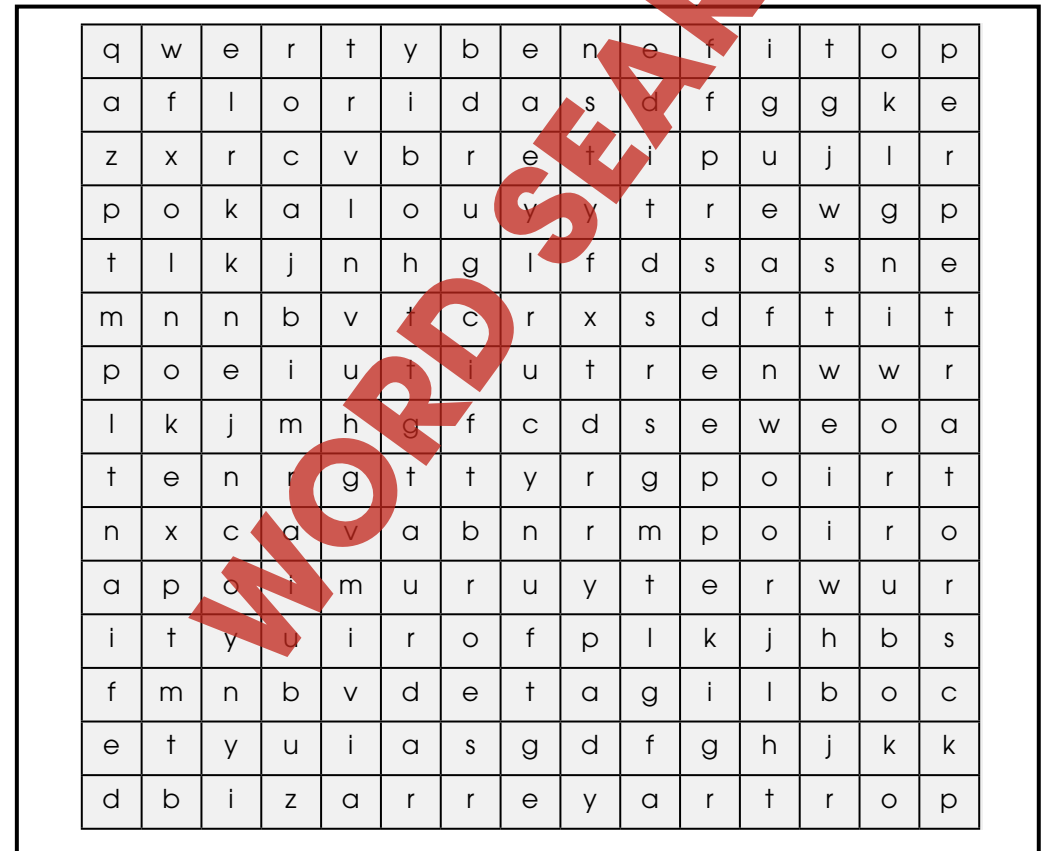
- A. Investigate** in your school library or the Internet and find examples of acrostic poems. Record your favorite on a separate sheet of paper. Be sure to acknowledge the author.
- B. Invent** your own acrostic poem using a theme from the novel, *Hoot*. Remember to follow the guidelines mentioned above.



Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

benefit defiant German perpetrators
bizarre Florida Jupiter portray
burrowing fragment Kalo urgent
Curly frantic obligated



Comprehension Quiz

Answer each question in a complete sentence.

- Where did Roy and his family move to Florida from?

- Where did Dana usually bully Roy?

- What was peculiar about how the "running boy" was dressed?

- What did Mullet Fingers plant on the grounds of the construction site? What did he plant in the toilets?

- What prank did Mullet Fingers play on Officer Delinko?

- Describe the kind of home life that Beatrice and Mullet Fingers experienced.

- Describe how Roy set Dana up.

SUBTOTAL: /14

Describing Wheel

Choose a subject dealt with in *Hoot* (i.e. burrowing owls, cottonmouth moccasins, construction sites, bullies, alligators, Florida). Place the name of the subject in the center of the wheel and add describing words about your topic between the spokes. You may have to do some research on your chosen topic to come up with some good describing words.



NAME: _____

After You Read 



Chapters Five to Six

Part B

Answer the questions in complete sentences.

- Why do you think that Mullet Fingers put sparkles on the snakes' tails?

- Describe what happened when Curly saw Roy at the construction site. What made him act this way?

- Why do you think Mullet Fingers refused to tell Roy his real name?

- The ending of Chapter 5 can be described as a **cliffhanger**. What is meant by this term and why do you think an author might use this device?

- Why did Roy decide not to tell his parents about his adventures with Mullet Fingers?

- What were the kids at school taking bets on?

Journal Activity

Imagine you are Roy. Write a journal entry describing your adventures in these chapters. Be sure to include your thoughts about how these events made you feel.

1.

Answers will vary. (i.e. to make them more visible).

2.

He was very angry with Roy. The vandalism had made him edgy.

3.

Answers will vary. (i.e. to protect himself from authorities).

4.

_____ leaves the _____ character in a dangerous situation. Hopefully the reader will continue with the book.

5.

He didn't want to get Mullet Fingers in more trouble.

6.

How many times Dana would beat Roy up.

Across

- Matherson
- endowed
- incentives
- banter
- destroy
- ma
- nb
- sacks
- sergeant
- hands
- Florida
- Roy
- noise
- mashed
- Eberhardt

Down

- eye
- Montana
- twenty
- entering
- saved
- nests
- cop
- Delinko
- Trace
- yes
- Mother
- Beatrice
- staff
- sandy
- risen
- wished
- Omaha
- eve

1.

- a) handlebars
- b) junkyard
- c) automobiles
- d) panel
- e) sleeping bag
- f) cookies
- g) shoe box
- h) shoes
- i) boy
- j) watchman
- k) fenders
- l) shoes
- m) alone
- n) Public
- o) homicide
- p) Roy
- q) Beatrice

2.

b)

1.

Roy's mom convinced the vice principal that his suspension wasn't fair.

2.

Driving him to school interfered with her yoga class.

3.

The intruders had caused the construction to be two weeks behind schedule.

4.

Attack dogs

5.

If opreys thrived in both Montana and Florida, so could he.

6.

Beatrice stopped Dana.

19

20

21

22



EASY MARKING ANSWER KEY

Hoot

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.