




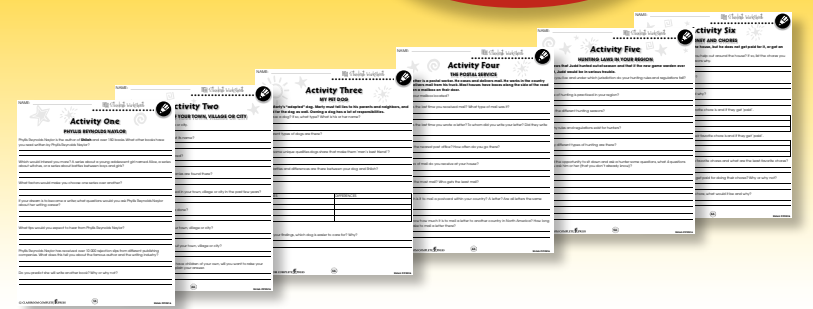
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# Phyllis Reynolds Naylor

Phyllis Reynolds Naylor is an author you are likely to hear and read a lot about.

**S**he was born on January 4, 1933 in Anderson, Indiana.

She is the middle child of a brother and sister. One of the family's favorite activities was reading books and stories together. Her career as a writer started when she was in elementary school. Teachers often asked her to write special poems for various occasions. She was also the family author, writing and illustrating stories to be read aloud by her father.



Phyllis Reynolds wrote a story for her church newspaper, after being asked to by her Sunday school teacher. Some time after that story was published, she received her first check of \$4.67. The rest, as they say, is history.

In high school, Phyllis continued writing and publishing in various styles. In 1951, she married and moved to Chicago. Five years after their marriage, her husband became mentally ill. They divorced eight years later. She later married Rex Naylor, a speech pathologist, and had two children. She continued writing on various subjects, such as the death of a parent, divorce, the supernatural, and losing one's religious faith. She also wrote comic novels, serious and funny stories about children and animals, and several novel series.

Along with being a writer, she has also worked as an elementary school teacher, an assistant executive secretary, and an editorial assistant. She writes for both children and adults. She has written over 130 books and 2000 articles and stories, and has no plans to stop writing.

### Did You Know?

- *The Galloping Goat and Other Stories*, Abingdon Press, 1965, was Phyllis' first published book.
- Her own favorite book is *Unexpected Pleasures*.
- She got her inspiration from her parents and her teachers.



# Chapter Nine

1. Describe what you think Ma's reaction will be. Will she get angry and upset or will she understand?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you think of Marty's animal care? What would you do differently? What would you do the same?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Somehow the entire compound words in this section separated. Use a word from the first box along with a word from the second box to form all the compound words from this section. Some words can be used twice.

some	door	sisters	way	body	light
bath	card	my	room	ville	laces
no	shoe	any	board	self	head
flash	fore		where	thing	

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Chapter Nine

1. Use the words in the box to answer each question.

flashlight	grease	money
secret	sign	squash

- \_\_\_\_\_ a) What does Marty's Dad use to wash the oil off his arms?
- \_\_\_\_\_ b) What does Dad tell Marty to bring when they hear Shiloh cry?
- \_\_\_\_\_ c) What does Marty keep as leftover that tipped-off Ma?
- \_\_\_\_\_ d) What resources does Marty use?
- \_\_\_\_\_ e) How is Marty going to advertise for the dog?
- \_\_\_\_\_ f) What does Marty and Ma now have?

2. Number the events from 1 to 7 in the order they occurred.

- a) Marty is now in a daze as to what to do.
- b) Ma showed up at Shiloh's pen.
- c) Marty's holding Shiloh while bawling.
- d) The big German Shepard hurt Shiloh.
- e) Ma gave Marty one day to figure things out.
- f) Marty is happy to share his secret.
- g) Marty's plan isn't good because he's scared the 'new' owner might be worse than Judd.



# Chapter Nine

Answer each question with a complete sentence.

- If you were Marty, what would you do now?  
\_\_\_\_\_  
\_\_\_\_\_
- What do you think Dad will say to Marty's mother?  
\_\_\_\_\_  
\_\_\_\_\_
- Why doesn't Marty know if he's soaped up and washed or not?  
\_\_\_\_\_  
\_\_\_\_\_
- How do you think Marty's plans have changed now?  
\_\_\_\_\_  
\_\_\_\_\_
- Can you relate to how Marty is feeling? What would you do?  
\_\_\_\_\_  
\_\_\_\_\_
- How do you predict Judd will find out about Shiloh's incident? How do you predict Judd will react to this news?  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

If Marty had not made a pen for Shiloh, Shiloh would not have gotten attacked by the big German Shepherd. Write 2-3 paragraphs describing how Shiloh's life would be different if Marty had given him back to Judd. For Shiloh's sake, where is the best place for this dog and why?



### Chapters 7 to 8

Imagine that you are going to open up your very own catering company designed for animals. You will need to develop a menu, filled with eggs, meat, squash and all the other good ingredients Marty fed Shiloh.

Find yourself a creative company name. Create a menu and write your recipes. Can you be the next writer to create the next best doggie cookie?



### Chapters 9 to 11

In Chapters Ten and Eleven, the big German Shepard attacks Shiloh. Think back in your life to the last big challenge or tragedy you faced.

Write about how you were (both thoughts and actions) **before** this incident. Then write about the incident itself. What happened? What were your thoughts **during** the incident? Use as many descriptive words as possible.

Analyze what happened and how this incident changed you (either mentally or physically) **after**. Are you proud of your reaction? Why or why not? What would you do differently?



### Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

Word List:

- ANTIBIOTICS
- BUCK
- BURRS
- CATALOG
- DETOUR
- ENTHUSIASM
- FEEBLE
- FORGIVENESS
- GLORIFY
- LAME
- LEFTOVER
- LEGAL
- MAIL
- OMISSION
- POSSUM
- QUARREL
- RECOGNIZE
- SHRIEKS
- SNARL
- SQUALLER
- SUSPICIOUS
- SYCAMORE
- SYMPATHY
- THRUST
- TICK
- TURPENTINE
- WARBLE
- WARDEN
- WELTS
- WITNESS

W	X	D	G	R	N	S	L	T	K	N	F	Y	N	Q	E	J	S
P	I	U	C	I	O	E	U	D	S	O	J	E	E	U	L	T	Q
L	E	T	S	P	R	M	I	O	R	D	K	C	U	B	C	U	
I	D	M	N	R	F	I	I	G	R	R	M	V	R	R	E	A	
A	Z	A	A	E	A	A	I	S	A	C	L	H	I	G	A	N	L
M	Y	U	E	L	S	V	O	W	S	X	I	E	T	X	W	I	L
U	Q	B	T	I	E	S	Z	Y	Q	I	G	P	G	Y	E	T	E
Q	L	A	F	N	M	J	S	S	O	P	O	P	S	A	V	N	R
E	N	X	E	M	S	A	S	U	H	T	N	E	U	L	E	G	
Z	A	S	J	K	N	B	Y	H	T	A	P	M	Y	S	S	P	V
P	S	I	S	T	K	T	L	G	I	N	A	U	D	U	B	R	U
N	M	M	N	Z	R	L	D	T	X	T	L	F	E	P	C	U	W
G	V	U	B	A	N	X	J	M	K	I	Q	H	T	T	T	T	M
H	O	U	M	R	A	G	T	X	B	F	Y	O	C	Z	C	E	
I	D	R	R	R	B	K	M	Y	T	I	G	O	U	S	F	Z	S
T	H	O	T	H	K	H	J	F	X	O	I	O	R	N	I	Y	E
L	E	F	T	O	V	E	R	I	S	T	R	X	L	N	C	W	L
S	H	R	I	E	K	S	K	R	N	I	S	C	G	A	E	Q	I
B	U	R	R	S	C	C	H	O	A	C	K	O	M	L	T	J	B
F	F	M	O	N	I	E	Y	L	R	S	C	O	T	G	J	A	B
L	S	M	Q	T	H	L	P	G	L	E	R	S	S	C	J	D	C
A	G	R	D	T	H	M	G	W	R	E	V	K	G	F	I	Q	O

### Comprehension Quiz

Answer each question in a complete sentence.

1. How did Marty feel about Judd Travers? List three reasons why. 25
2. What was the dog's real name? What did Marty call him? 3
3. What does Marty's dad do for a living? Give both answers. 2
4. Marty had to give Shiloh leftovers. Name four items Marty fed Shiloh. 2
5. Who really owns Shiloh? Why does Shiloh run away? 2
6. At the beginning of the book how is Marty going to find money to buy Shiloh? At the end of the book, what did Marty do to buy Shiloh? 2
7. With whom does Marty share his secret before the accident? With whom does Marty share the secret after he and his Dad bring Shiloh to Doc Murphy's after the accident? 2

SUBTOTAL: /15

### Sequencing the Story

Write the main ideas and events in the novel, Shiloh, in chronological order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



NAME: \_\_\_\_\_

After You Read 



# Chapters One to Two

Answer each question with a complete sentence.

1. Why do you think the dog followed Marty home?

\_\_\_\_\_

2. Marty and his family ate rabbit for dinner on Sunday. Have you ever tried rabbit? If yes, what did you think of it? If not, would you try it? Why or why not?

\_\_\_\_\_

3. Recall the four (4) reasons why Marty doesn't like Judd Travers.

\_\_\_\_\_

4. How would you react if your Dad shot a rabbit?

\_\_\_\_\_

5. Have you ever found a stray animal? What animal was it? What happened?

\_\_\_\_\_

6. Do you think it was a good idea to give Shiloh back to Judd Travers? Why or why not?

\_\_\_\_\_

## Journal Activity

Making a decision is not always easy. Write about a time in your life where you had to make a decision. How did you come up with your decision? What steps did you take? What obstacles did you face? What did you learn from making this decision?

1.

Answers will vary, the dog was mistreated.

2.

Answers will vary.

3.

1-Judd cheated Mr Wallace at the cash, 2-Judd spits tobacco, 3-Judd sat in front of Marty at the Jordan Globe of Death motorcycle, 4-Judd kills out-of-season.

4.

Answers will vary.

5.

Answers will vary.

6.

Answers will vary.

13

1.

Answers will vary.

2.

Answers will vary.

### Vocabulary

1. c)

2. d)

3. a)

4. c)

5. d)

14

1.

a. whistle

b. delivers

c. ticks

d. lightning bugs

e. butterfly

f. starved

g. magazines

h. shed

i. possum

j. nothing

5.

He was quiet and thoughtful.

2.

a) C  
c) A

b) B  
d) C

15

1.

Answers will vary.

2.

Answers will vary.

3.

Answers will vary.

4.

Answers will vary.

5.

He was quiet and thoughtful.

6.

Answers will vary.

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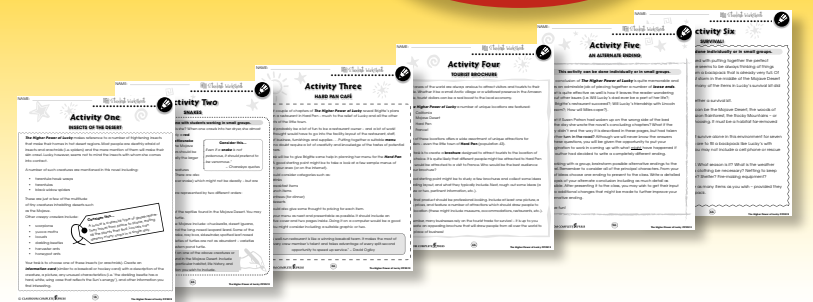
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# Susan Patron

Susan Patron was born in 1948 in Los Angeles, California - not far from the setting of *The Higher Power of Lucky*.

She was a librarian for the Los Angeles Public Library until her retirement in 2007, and likes to tell people that she has spent most of her life - both as a child and as an adult - in the library. She lives with her husband, Rene (a rare book restorer), in Los Angeles and in a small cabin in the high desert of the Eastern Sierras.



Susan's first book, *Burgoo Stew*, was published in 1990. This was followed by three more picture books, and then the novel *Maybe Yes, Maybe No, Maybe Maybe*, which won the 1993 Parent's Choice Award. In 2007, she won the Newbery Award for *The Higher Power of Lucky*. She is presently working on a sequel to *The Higher Power of Lucky* called *Lucky Breaks*.

Although Susan considers herself to be a slow reader she loves to read and particularly enjoys the books of Nancy Farmer. Susan reviews children's literature, has taught and lectured on the subject, and has served on boards and committees in the field.

### Did You Know..?

- Susan is married to a rare book restorer. His name is René.
- Susan lives with her husband in a small cabin in the high desert of the Eastern Sierras.
- When not at work, Susan writes, reads, and makes flaming desserts.



# Chapters Eleven - Thirteen

1. Lucky talks a lot about finding her "higher power" in this novel. What do you think she means by this?

\_\_\_\_\_

2. Why do you think it is important for Lucky to find her higher power?

\_\_\_\_\_

### Vocabulary

Choose a word from the list to complete each definition.

frustrated	abandoned	mournful	administration	mucus
essential	horrifying	dignified	tradition	churn

1. Something which is really scary is \_\_\_\_\_.
2. A \_\_\_\_\_ can be handed down from generation to generation.
3. When your stomach is upset it will often \_\_\_\_\_.
4. An item that is absolutely necessary is \_\_\_\_\_.
5. If you are filled with disappointment you are probably feeling \_\_\_\_\_.
6. Something of someone who has been left behind has been \_\_\_\_\_.
7. \_\_\_\_\_ is another word for *sad* or *grief*.
8. \_\_\_\_\_ is a moisture produced by the glands of one's nasal passages.
9. \_\_\_\_\_ is the management of an office or place of business.
10. A person who acts in a \_\_\_\_\_ manner is said to be noble or proper.



# Chapters Eleven - Thirteen

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

- T F a) Lucky got the day off on Saturday.
- T F b) As Lucky eavesdropped on the reading from *Twelve Steps* and *Twelve Traditions*, she listened for information on how to find your higher power.
- T F c) The two people Lucky listened to at the Smokers Anonymous meeting were Short Sammy and Dot.
- T F d) Brigitte didn't particularly think parsley was essential at meals, but Lucky insisted that she sprinkle it on just about everything they ate.
- T F e) Finding Brigitte's passport made Lucky realize that Brigitte was returning to France.
- T F f) Lucky also realized that her survival kit couldn't protect her from all the bad things in the world.

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

- a) Brigitte works on her lesson and doesn't want Lucky to interrupt her.
- b) Brigitte goes to Dot's to borrow her pliers.
- c) Lucky eavesdrops at the Smokers Anonymous meeting.
- d) Lucky goes to bed and pretends she is asleep when Brigitte comes in to say good night.
- e) Lucky breaks the parsley grinder.
- f) Lucky snoops in Brigitte's suitcase and finds her passport.



# Chapters Eleven - Thirteen

Answer each question with a complete sentence.

1. What startling piece of information did Lucky learn when she eavesdropped at the Smokers Anonymous meeting?

\_\_\_\_\_

2. After discovering Brigitte's passport in her suitcase Lucky finally realized when people found their Higher Power. According to Lucky, when did this usually happen?

\_\_\_\_\_

3. What idea did Lucky come up with at the end of Chapter 12 so that she might take control of her life?

\_\_\_\_\_

4. Why do you think Brigitte doesn't want Lucky to see what she is studying on the computer?

\_\_\_\_\_

5. What course is Brigitte studying online?

\_\_\_\_\_

6. Why did Lucky pretend she was asleep when Brigitte finally came in to say good night?

\_\_\_\_\_



Lucky is very discouraged about her situation at the end of this section. How might her journal entry have looked at the end of this day?





## Chapters 1 - 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 **SEND** can also form the word **ENDS**. 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 **The Higher Power of Lucky**

Word	Anagram	Clue
STEP		Someone who bugs other people.
HEAT		To really dislike someone.
ARMS		A planet.
SWEAT		Something thrown in the garbage.
DEAL		To guide someone somewhere.
KITCHEN		To become denser.



## Chapters 5 - 8

### AN ACROSTIC POEM

In an Acrostic poem, the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem.

An example is:  
**L**onely girl.  
**U**nloved by her father  
**C**alled "Lucky" by her friends  
**K**nows a lot about bugs  
**Y**ells at Miles sometimes.

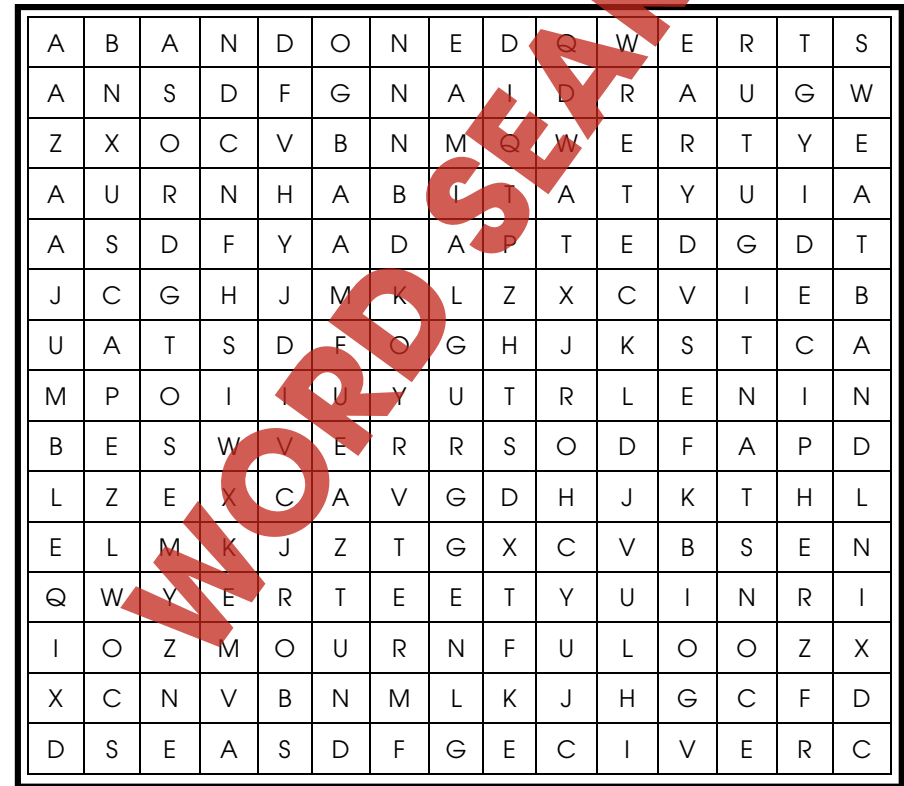
Now try your hand at writing an acrostic poem using the events of Chapters 5-8 for inspiration. Some suggestions for topics: **Miles, Brigitte, Fig Newton, France, tarantula, wasp, museum.**



## Word Search Puzzle

Find the 15 words from the Word Box in the Word Search Puzzle. The words are in a straight line, but can be forwards, backwards, or even diagonal.

ABANDONED	ANONYMOUS	DECIPHER	GUARDIAN	MOURNFUL
ACTIVATE	CONSTANT	DISLODGE	HABITAT	SWEATBAND
ADAPTED	CREVICE	ENZYMES	JUMBLE	URN



## Comprehension Quiz

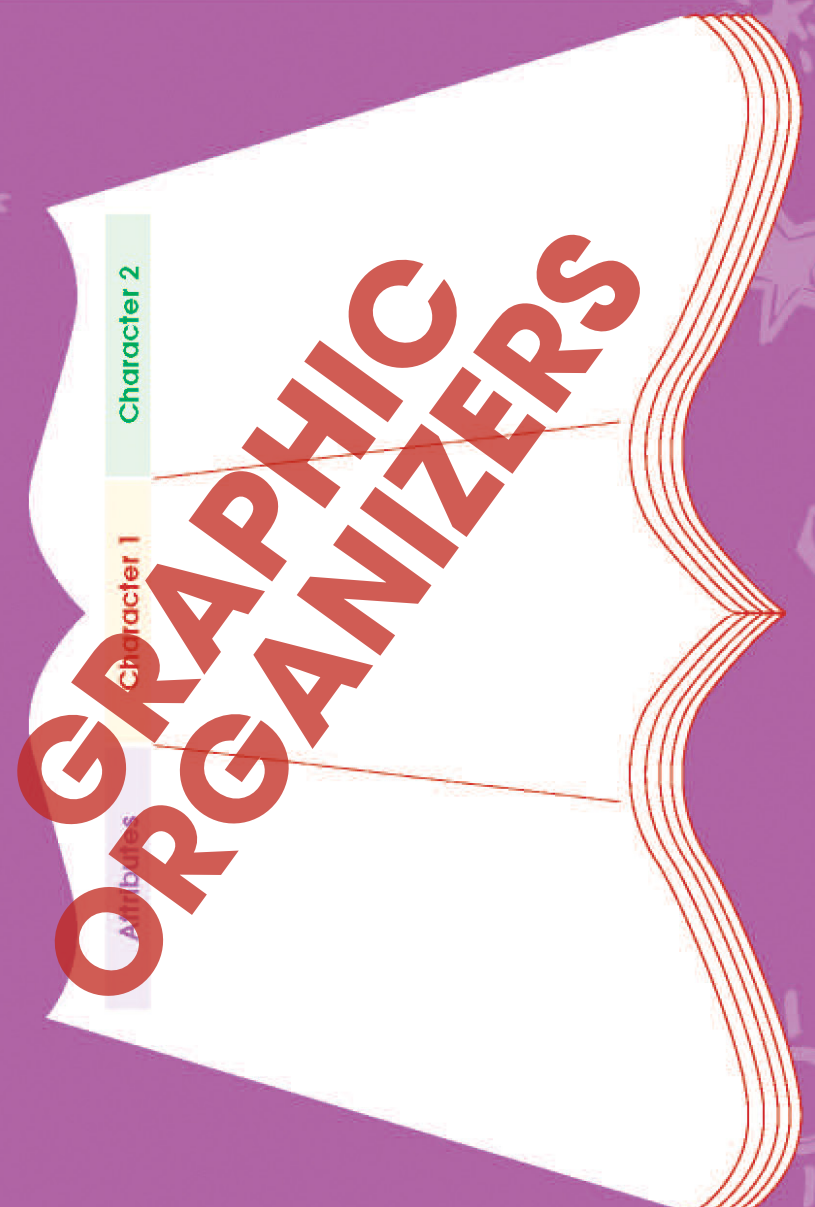
Answer each question in a complete sentence.

- What was the main reason for Lucky eavesdropping on the meetings held at the museum?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Describe what happened to Lucky's mother.  
 \_\_\_\_\_  
 \_\_\_\_\_
- How did Brigitte come into Lucky's life?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What change did Lincoln make to the warning sign?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What was Lincoln's obsession?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Describe the following homes: a) Lucky's b) Short Sammy's.  
 \_\_\_\_\_  
 \_\_\_\_\_
- Describe how Lucky got rid of the snake in the dryer.  
 \_\_\_\_\_  
 \_\_\_\_\_

SUBTOTAL: /14

## Compare/Contrast Chart

Comparison/Contrast are used to show similarities and differences. In this instance we will be using this comparison framework to compare two characters from the novel. Consider the following questions: What criteria are being compared? How are they similar? How are they different? Choose any two characters from the novel. Compare four attributes (physical features or personality traits) of these characters (either similarities or differences).



NAME: \_\_\_\_\_

After You Read 



# Chapters One - Two

Answer each question with a complete sentence or short paragraph.

1. According to Short Sammy, what was the *final straw* on his road to recovery?  
\_\_\_\_\_  
\_\_\_\_\_
2. What paying job did Lucky have?  
\_\_\_\_\_  
\_\_\_\_\_
3. Describe Lucky's home.  
\_\_\_\_\_  
\_\_\_\_\_
4. Describe the circumstances of how Brigitte ended up as Lucky's guardian.  
\_\_\_\_\_  
\_\_\_\_\_
5. Lucky thought that Brigitte's mother was working on a sinister plan. What was the goal of this plan?  
\_\_\_\_\_  
\_\_\_\_\_
6. What made Brigitte cry?  
\_\_\_\_\_  
\_\_\_\_\_

# EASY MARKING



Imagine you are Lucky living in a small desert town. Make an entry in your journal describing how you feel about living in the desert with Brigitte as your guardian.

**1.**  
When his wife left him because of his drinking, and took his dog.

**2.**  
She cleaned up around the outside of the museum.

**3.**  
It was three trailers soldered together to form a half circle.

**4.**  
Lucky's mother had been electrocuted. Her father then sent for Brigitte, his first wife, who lived in France, to look after Lucky for awhile.

**5.**  
To get Brigitte back to France.

**6.**  
Little packages that Brigitte's mother sent from France.



**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

1. to picture
2. fully aware
3. protector
4. a liquid which preserves wood
5. an herb
6. an expression of praise
7. to furnish or provide
8. tiny blood vessel
9. in small pieces
10. a knotting tool
11. proteins
12. to give

**1.**

a) **T**

b) **T**

c) **F**

d) **T**

e) **F**

f) **F**

**2.**

a) 2

b) 5

c) 1

d) 6

e) 3

f) 4

**1.**

A jumpy language full of sounds that you have to gargle in the back of your throat.

**2.**

Answers will vary. He seems inconsiderate and flaky.

**3.**

He placed a colon after the word "slow". Answers will vary.

**4.**

He was obsessed with knots.

**5.**

Answers will vary. She liked him. (Quotes from last paragraph in chapter.)

**6.**

He was older and retired. His hobby was collecting pieces of barbed wire.





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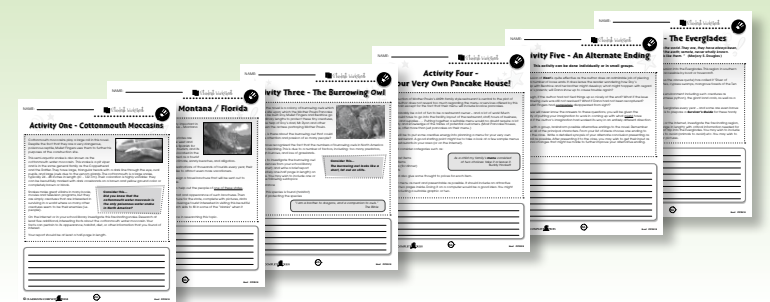
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## Carl Hiaasen

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.

**H**e 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) Carly 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 Carly'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.

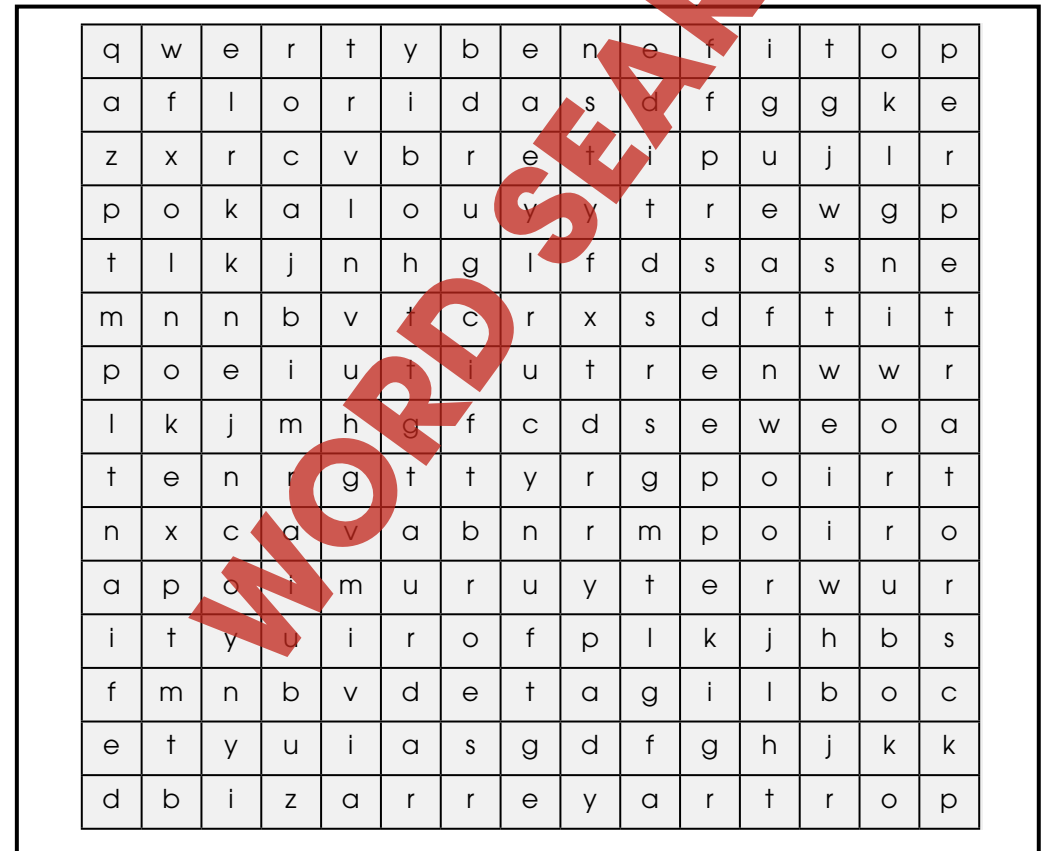
- A. Investigate** in your school library or the Internet and find examples of acrostic poems. Record your favorite on a separate sheet of paper. Be sure to acknowledge the author.
- B. Invent** your own acrostic poem using a theme from the novel, *Hoot*. Remember to follow the guidelines mentioned above.



## 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.**  
Roy leaves the main 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.**

- handlebars
- junkyard
- automobiles
- panel
- sleeping bag
- cookies
- shoe box
- shoes
- boy
- watchman
- fenders
- shoes
- alone
- Public

**2.**

- homicide
- Roy
- 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.



# EASY MARKING ANSWER KEY



## Animal Stories Lit Kit Set – Gr. 5-6

- **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.