

Chapters Five & Six

❖ **Quickwrite:** Write about a time that you have gotten in trouble for something. Why did you get in trouble, and what were your consequences?



❖ **Vocabulary:** Fill in the blanks.

1. Going out into the snow was such a big _____ that we opted to stay cozy inside instead.
2. My teacher praised me for my _____ effort, but then told me that I had not won the contest.
3. I _____ touched my bruised knee, and flinched at the sting.
4. Dark clouds _____ filled the sky, and we went inside in anticipation of the thunderstorm.

gingerly
haste
conceivable
onous

❖ **True or False:** Mark T for True and F for False.

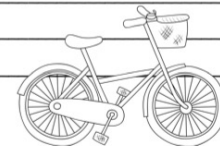
1. Roy becomes very afraid of the boy called Mullet Fingers. _____
2. Officer Delinko's punishment is a one-week suspension from work. _____
3. Garrett informs Roy that kids are taking his _____ how many times Dana will beat up Roy. _____
4. Roy sneaks out to seek out Mullet Fingers. _____
5. Roy encounters a bunch of rattlesnakes in one of Mullet Fingers' bags. _____
6. Choose one of the false statements above. Rewrite the statement, but change it to make it true. _____

❖ **Character Analysis:** Write about two *minor* characters that you have met in the story so far. Explain why you like or dislike each of them.

❖ **Comprehension and Analysis:** Answer the questions in complete sentences.

1. In detail, explain what happens when Roy initially finds Mullet Fingers' campout in the woods. What is Roy's reaction to the situation? Use textual evidence to support your answer.

2. Why does Officer Delinko get disciplined in Chapter 6?



3. Name at least three emotions that Roy experiences throughout these chapters. Explain why he has each of them.


❖ **Beyond:** Draw a picture of what Roy finds at Mullet Fingers' campout in the woods. Then, write what you think Mullet Fingers is doing there.

Features student work for every 2 chapters:


- Quickwrite-Writing prompt related to the text.
- Vocabulary-Focus on 4 challenge words.
- True/False, Sequencing, & Multiple Choice questions.
- Standards Focus Question.
- Three Short Answer Questions.
- Beyond-Creative activities.

Word gingerly	Definition carefully
Word hassle	Definition bother
Word commendable	Definition
Word ominously	Definition

wary
(adjective)
careful, cautious,
and on the lookout




triumphantly
(adverb) victoriously




inquisitive
(adjective)
curious



summoned
(adjective) called for



qui



impe
(adjective)
rude
bad-ma

Vocabulary Words and Definitions

CHAPTERS	PAGE #	WORD	DEFINITION
	1	ambushed	surprised by someone
	3	vacant	unoccupied
One + Two	20	consternation	dismay
	23	flabbergasted	threateningly
		astounded	
Three +		clandestine	secret
		desperately	miserably
	48	ferociously	fiercely
	52	caustically	carefully
Five +	56	hassle	bother
		commendable	admirable and praiseworthy
	68	ominously	menacingly
	74	caustically	scornfully, bitterly
	85	incentive	motivation
Seven + Eight	91	ambivalently	cordially and warmly
	96	nonchalant	
	99	elude	
	100	grovel	
Nine + Ten	103	travesty	
	115	somber	
	124	sabotage	
	130	elusive	
Eleven + Twelve	140	indignant	
	146	speculate	
	150	rebuke	
	164	perforate	
Thirteen + Fourteen	173	apprehensive	
	176	diaphanous	

Hoot

VOCABULARY REVIEW #1: CHAPTERS 1-10

ambushed vacant consternation balefully flabbergasted culprit despondently
 ferociously gingerly hassle commendable ominously caustically incentive
 ambivalently nonchalant elude groveling travesty somber

1. Using a dictionary, or your notes, complete the table below.

Word	Definition	Illustration
ambushed		
balefully		
caustically		
travesty		

2. Complete the graphic organizer below for the word in the middle.





Synonyms	Antonyms
----------	----------

Vocabulary Focus:

- Four challenge words chosen per section
- Complete Vocabulary List comes with and without definitions
- 2 Vocabulary Reviews to use throughout the study
- Vocabulary Word Wall Cards in full color
- Vocabulary Flashcards





❖ For each of the words below, circle the picture that best illustrates the word. On the line under the pictures, justify why you chose your answer.

11. somber

a. 	b. 
c. 	d. 

I chose this answer because _____

12. vigorously

a. 	b. 
c. 	d. 

What illustrates the word. Then, draw a picture that illustrates the word. Justify your answers on the lines below.

ambivalently

Illustration of the word's antonym/opposite _____

Justification _____

ASSESSMENT PACKET

HOOT

By Carl Hiaasen



Name _____

STUDENT CHAPTER PACKET

HOOT

By Carl Hiaasen



Name _____

TABLE OF CONTENTS:
Assessment Packet

Resource	Pages
Assessment Packet Cover	117
Unit #1: Chapters 1-10	118-120
Unit #2: Chapters 11-21 + Epilogue	121-123
Answer Keys	124-125

TABLE OF CONTENTS:
Vocabulary Packet

Resource	Pages
Vocabulary Packet Cover	51
Vocabulary Review #1: Chapters 1-10	52-61
Vocabulary Review #2: Chapters 11-21 + Epilogue	55-63
Vocabulary Review Answer Key	64
Vocabulary Word Wall Cards	65-70
Vocabulary Flashcards	70-80

ABOUT THE STUDENT CHAPTER PACKET

The student work for every 2 chapters of reading contains both comprehension and vocabulary. Each part includes the following sections:

- Quickwrite:** A great idea is to have the students free-write here BEFORE reading the chapters. This gets their minds warmed up and thinking in the direction that the chapters will take them. This also helps them to connect the concepts in the story to themselves.
- Vocabulary:** The students practice with four new words that are chosen for you from every section. Synonyms, antonyms, and context clues are among the skills included.
- True/False, Multiple Choice, or Sequencing:** One set of these types of questions are included for each section.
- Standards Focus:** One question or activity is included. These focus on Reading Literature standards like main idea, character analysis, and figurative language.
- Comprehension and Analysis:** These short answer questions are provided per set of Bloom's Taxonomy questions.
- Beyond The Bell:** Graphic organizers, writing prompts, and activities that students can use to extend their learning.

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ACTIVITY PACKET

HOOT

By Carl Hiaasen

Name _____

VOCABULARY PACKET

HOOT

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Name _____

STUDENT CHAPTER PACKET ANSWER KEY

Pages One & Two

(page 1)
Quickwrite: Answers will vary.
Vocabulary:
 1. ambushed
 2. consternation
 3. vacant
 4. boefully
True or False:
 1. F
 2. F
 3. F
 4. T
 5. T
 6. #1 rewritten: Roy liked Montana more than he likes Florida.
 #2 rewritten: Roy gets hit in the head with a golf ball.
 #3 rewritten: Roy does not think that he can trust Miss Hennepin, the vice-principal.
Sitting Angles: I live in North Carolina. It is not as hot here as it is in Florida, and the landscape here is different. We don't have palm trees here. However, both NC and Florida are on the East Coast. I live in a bigger city, while Roy lives in a smaller town.

(page 2)
Comprehension and Analysis:
 1. I think Roy is so intrigued by the running boy, because it doesn't make much sense for the running boy to be running with no shoes, and to not be in school. I think Roy is the new kid in town and is lonely, so he is probably attracted to other kids that seem lonely or out of place. (Answers to the second question will vary.)
 2. Roy is new to Florida.
 3. At the end of Chapter 1, Roy is sitting on a bus. Then, she tells him she is used to kids like Roy.
 4. At the end of Chapter 1, Roy is sitting on a bus. Then, she tells him she is used to kids like Roy.
Beyond:
 Answers will vary.

TABLE OF CONTENTS

Resource	Pages
Unit Map	3
Student Reference Bookmarks (two-sided)	4-5
Vocabulary List with definitions (# page numbers)	6-7
Vocabulary List with definitions (# NO page numbers)	8-9
Vocabulary List without definitions (# page numbers)	10-11
Vocabulary List without definitions (# NO page numbers)	12-13
Table of Contents: Student Chapter Packet	14
Student Chapter Packet with answer key	15-44
Table of Contents: Vocabulary Packet	50
Vocabulary Packet with answer key	51-80
Table of Contents: Reading Response Activities	81
Reading Response Activities with answer keys	82-116
Table of Contents: Assessment Packet	116
Assessment Packet with answer keys	117-124
Terms of Use + Artist Credit	130-131

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Easy Planning & Low Prep:

- Tables of Contents
- Teacher instructions
- Student Cover Pages
- Student reference bookmarks
- All answer keys

HOOT: Unit Map

Please note that MANY varied resources are included in this novel study. This is so that teachers may pick and choose what they want to use, since no two classrooms are alike. This is also so that teachers may differentiate for different groups within their classrooms. For example, you can:

- Use different resources for different leveled small groups.
- Use some resources for the entire class while using other resources for pull-out groups, for specialized instruction.
- Pick and choose what to use with the whole class, and then use some of the remaining resources as an extension with your higher readers.
- Use some resources with the whole class and then create an early finishers pack with the rest of the resources.
- Use some resources as your basis for whole class direct instruction, while using other resources for independent seatwork.
- Use some resources as classwork, and other resources as homework.

This unit map is meant to show you in one quick and easy snapshot, the order that you will want to use the resources included, but of course you may pick and choose as needed.

Chapters in Student Chapter Packet	Vocabulary Words	Vocabulary Reviews	Assessments	Reading Response Activities (to be used with specific chapters)	Other Reading Response Activities		
1-2	<ul style="list-style-type: none"> • ambushed • vacant • consideration • balefully 	Vocabulary Review #1 Chapters 1-10	Assessment #1 Chapters 1-10				
3-4	<ul style="list-style-type: none"> • flabbergasted • culprit • dependently • ferociously 						
5-6	<ul style="list-style-type: none"> • gingerly • hostile • commendable • amiably 						
7-8	<ul style="list-style-type: none"> • caustically • incentive • amiably • melanchantly 						
9-10	<ul style="list-style-type: none"> • elude • grieving • fravesty • somber 						
11-12	<ul style="list-style-type: none"> • sabotaging • elusive • indignation • speculated 					<p>To use with Chapters 1-5:</p> <ul style="list-style-type: none"> • Figurative Language <p>To use with Chapters 2-12:</p> <ul style="list-style-type: none"> • Causes and Effects 	
13-14	<ul style="list-style-type: none"> • rebuke • perturbed • apprehension • dislodged 						
15-16	<ul style="list-style-type: none"> • noble • malevolently • flord • liberation 					Vocabulary Review #2 Chapters 11-21 + Epilogue	Assessment #2 Chapters 11-21 + Epilogue
17-18	<ul style="list-style-type: none"> • wary • triumphantly • inquisitive • summoned 						
19-20	<ul style="list-style-type: none"> • quizzically • slenderous • impertinent • glowering 						
21 + Epilogue	<ul style="list-style-type: none"> • melodramatic • impromptu • exultant • sweltering 						
					<p>To use after finishing the novel:</p> <ul style="list-style-type: none"> • Hoot Themes • Roy Eberhardt Character Changes • My Book Cover • Mystery Words • My Book Review: Hoot • Culminating Project Choices with Grading Sheet 		

TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		82	Activity Packet Cover	
Ask and Answer Questions	RL 3 1/RL 4 1/RL 5 1/RL 6 1	83	Partner Questions and Answers	any
Theme	RL 3 2/RL 4 2/RL 5 2/RL 6 2	84	Hoot	Use after finishing the novel
Plot	RL 3 3/RL 4 3/RL 5 3/RL 6 3	85	Comic Strip	any
		86	Plot Diagram	any
Character Analysis	RL 3 3/RL 4 3/RL 5 3/RL 6 3	87	Causes and Effects	Chapters 2-12
		89	Hoot: Character Notes	Use throughout the novel.
		90-93	Character Cards	any
		94-95	Roy Eberhardt: Character Changes	Use after finishing the novel.
Figurative Language	RL 3 4/RL 4 4/RL 5 4/RL 6 4	96	You vs. Character	any
		97-98	Figurative Language Posters (in color and b/w)	any
		99-100	Figurative Language Find	any
Point of View	RL 3 6/RL 4 6/RL 5 6/RL 6 6	101-102	Figurative Language	1-5
		103	A Different Point of View	any
Connecting Text with Illustrations or Media	RL 3 7/RL 4 7/RL 5 7/RL 6 7	104	My Book Cover	Use after finishing the novel.
Reading Comprehension (Strategies)	RL 3 10/RL 4 10/RL 5 10/RL 6 10	105	Reading Strategy: Predictions	any
New Words (Context Clues)	L 3 4a/L 4 4a/L 5 4a/L 6 4a	106-109	Mystery Words	Use after finishing the novel.
Opinion Writing	W 3 1/W 4 1/W 5 1/W 6 1	110	My Book Review: Hoot	Use after finishing the novel.
		111	Hoot Journal: Freewriting	any
Research Writing	W 3 7/W 4 7/W 5 7/W 6 7	112-113	Endangered Animal Brochure	any
		114-115	Culminating Project Choices with Grading Sheet	Use after finishing the novel.

A Closer Look:

- Unit Map lays it all out for you
- Focuses and standards named with included activities

Culminating Project Choices: Grading Sheet

Name _____

Project Choice #1	Project Choice #2	Project Choice #3
Project Name: _____	Project Name: _____	Project Name: _____
Grade: _____	Grade: _____	Grade: _____
Comments: _____	Comments: _____	Comments: _____
_____	_____	_____










Culminating Project Choices

Name _____

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

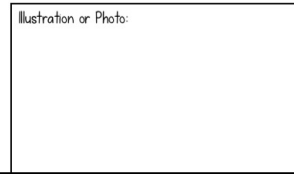
Project Name: _____
Grade: _____
Comments: _____

Project Name: _____
Grade: _____
Comments: _____

Author Research ☆ ☆ Use the Internet to do research about the author, Carl Hiaasen. Write a biography about him. Be sure to include a Works Cited page. 	Playwright ☆ ☆ Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors. 	Sequel ☆ ☆ What do you think happens to Roy, Beatrice, and Mullet Fingers after the story ends? Write a sequel to the story. Include illustrations with your story. 
Game On ☆ ☆ ☆ Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class. 	Alternate Ending ☆ Do you wish <i>Hoot</i> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending. 	Newspaper ☆ Write a complete newspaper about the event that happened in the book. Include news articles, a comic strip, an advertisement, an obituary, and any other newspaper content you can think of. 
3D Characters ☆ ☆ Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character. 	Paper Bag Book ☆ ☆ Create a paper bag book that represents an important part of the book. Press the items to the bag and explain why each item is important. Design the side of the bag to include the book's title, author, and a picture. 	Puppet Show ☆ Create puppets that depict characters in the book. Use puppets to act out a scene from the book in front of the class. The puppets may be made of any material you choose. Be sure to turn in a written manuscript of your play. 

WHY IT'S ENDANGERED

Illustration or Photo:



TEN FACTS

Write 10 fascinating facts about your animal.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WHERE?

Where is it found?

Write about the animal's habitat.

Indicate the areas where the animal can be found.

FOOD

What does it eat?

Who are the animal's predators?

Draw an example of a food chain that includes your animal.

HOW TO HELP?

Write about steps that people can take to help the animal.

Illustration or Photo:



MY ANIMAL:

Common name: _____

Scientific name: _____

Illustration or Photo:



Engaging Projects:

- Culminating Project Options for students to complete after the novel
- Endangered Animal Extension Brochure Project

❖ **Part 5: Comprehension & Analysis Short Answer**

Answer the following questions in complete sentences.

16. Name at least three strong emotions felt by Roy during these chapters. Explain the reasons behind each of the emotions.

17. In what ways does Roy change throughout the story? Name and explain at least two changes that he experiences.

18. What lesson can be learned from this story? Explain.

19. Summarize the ending to the story. Do you like or dislike the ending?

PREVIEW ONLY

HOOT

Assessment #2: Chapters 11-21 & Epilogue

❖ **Part 1: Vocabulary Matching**

Match the words with their definitions by writing the correct letters on the lines.

- | | |
|----------------------|-------------------------------|
| 1. speculated _____ | A. a sign |
| 2. rebuke _____ | B. hypothesized or guessed |
| 3. wary _____ | C. careful |
| 4. inquisitive _____ | D. maliciously, evilly |
| 5. slanderous _____ | E. false and defamatory |
| 6. levelling _____ | F. an expression of criticism |

❖ **Part 2: Vocabulary Fill-in-the-Blank**

Choose the word that best completes each sentence below.

The _____ knight was given the highest honor for his bravery.

- glowering
- noble
- florid
- elusive

8. Our cat was _____ when we came home with a new puppy, and mostly hid under the couch for about two weeks.

- perturbed
- dilapidated
- summoned
- exultant

❖ **Part 3: Vocabulary Sentences**

Write two sentences using the word

sabotaging

9. _____

10. _____

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

- Which of the following does not occur in these chapters?
 - Roy goes to Dana's house to try to make peace with him.
 - Mullet Fingers gets caught while trying to steal cigarettes at the construction site.
 - Chuck Muckle loses his temper.
 - News reporters show up to the groundbreaking ceremony of Mother Paula's.
- How does Officer Melinko know that Dana must not be the true Mother Paula's vandal? Circle all that apply.
 - He catches a fake animal in his lap and Dana panics.
 - Roy tells him so.
 - The shirt that was tied to his car is way too small for Dana.
 - The vandalism at Mother Paula's doesn't fit with Dana's criminal history.

Which events occur at the Mother Paula's groundbreaking ceremony? Circle all that apply.

Mullet Fingers wedges himself into an owl hole.

Roy's classmates show up to protest.

Someone starts a fire at the construction site.

Students sing songs.

Which of the following does not occur as a result of the protest at the Mother Paula's groundbreaking ceremony?

Lou Dixon's career is negatively impacted.

Investigation is launched regarding the missing Environmental Impact Statement.

Dana tries to get on *The Oprah Winfrey Show*.

Mullet Fingers' family adopts Mullet Fingers.

Which words that best describe Lonna Leep?

mean and sour

kind and kind

lazy and lazy

strong and fragile

ASSESSMENTS included:

- Tests for vocabulary and comprehension
- Mix of question types
- Two different tests for Chapters 1-10 and 11-21 & Epilogue

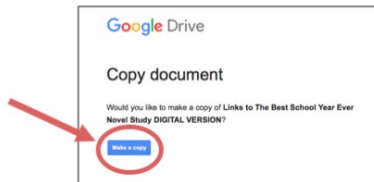
Instructions

for Digital Version/Google™ Drive File

1. You will need Internet access and a Google™ account (which is free).
2. Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Hoot." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

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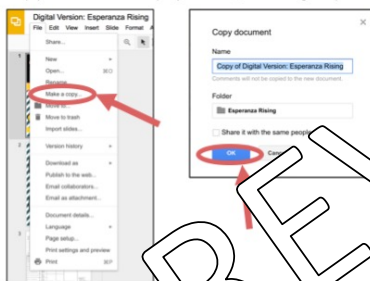


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3. If you completed Step 2 correctly, the document called "Digital Version: Hoot," just transferred to your Google account. It will contain the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, and everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document "Digital Version: Hoot," by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

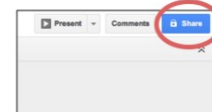
You will customize this additional copy in whatever ways you want, according to your students' needs.



4. Think through how you want to roll it out to your students. Decide how you want your students to have access to. Obviously, you won't want to share answer keys or the unit map. Also, for example, do you only want to assign your students the student chapter packet pages, plus select few activities? Or, do you want to assign only the vocabulary pages along with the activities? Once you decide, make sure you save EVERYTHING you don't want your students to have access to.
5. If you need to, make additional copies (as outlined in Step 3). For example, maybe you want to separate all of the students assignments from the tests, so that students can't see the tests before testing day. Or, perhaps you want to separate the student chapter pages from the activity pages, for the sake of organization. Make as many customized copies as you need to. Just be sure to name all of your customized copies according to what they are, so it is not confusing when it comes time to share the documents with your students.

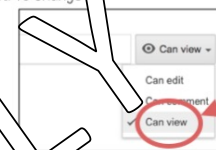
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6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

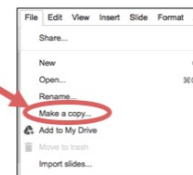


Note: Sharing with students could also be done through Google™ Classroom.

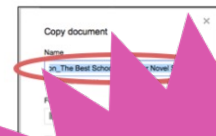
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to open their own copies since they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. To make their own copies, students will need to click the links in their e-mails, which will open the document you shared with them in Google™ Drive. Students will need to click on "File," and then "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name of their copied documents to something of your choosing, so that it is not confusing when they share their document back with you. After they hit OK, the document will be saved into their own Google™ Drives.



Students will rename their copied documents here.

9. Students will be able to access the documents they share with you. Any changes students make to their files will be saved to their own Google™ Drives.
10. Students may share their work with you.
11. Don't forget that you do have the paper version of this novel study. It is definitely most handy if the student has a printer. The white version (in this PDF) is the best version.

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Chapters Eleven & Twelve

❖ **Quick Write:** Write about a time in your life that you deceived someone, or that someone deceived you. What happened and what was the outcome?
Add your text here

Vocabulary: Write a vocabulary word next to its synonym.

1. destroying [text here](#)
2. evasive [text here](#)
3. guessed [text here](#)
4. resentment [text here](#)
5. Choose a vocabulary word to write in a sentence here.
[text here](#)

❖ **Fill-in-the-Blank:** Fill in the blank with a suitable answer.

1. Roy tells the doctor that [text here](#)
2. Curly accidentally [text here](#)
3. Officer Delinko asks Roy's parents if [text here](#)
4. Mrs. Eberhardt gets worried because [text here](#)
5. Beatrice won't tell Roy her stepbrother's real name because [text here](#)

❖ **Opinion Writing:** Below, write a quote from these chapters that you think is important. Explain why you think the quote is important.
Add your text here

sootbagging
elusive
indignation
speculated

11

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Name [Add your text here](#)

ENDANGERED ANIMAL REPORT

Research about your animal. Type information about your animal in the spaces provided below.

FOOD Add your text here	PREDATORS Add your text here
LOCATION Add your text here	HABITAT Add your text here

MY ANIMAL
Add your text here

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- Novel study pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the novel study itself is not editable. This version simply offers students the opportunity to access the unit via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.