

# Chapters One & Two

❖ **Quickwrite:** Have you ever moved? What was it like? If you haven't moved, what do you think it would be like? Would you want to move, if you had the choice? Why or why not?

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❖ **Vocabulary:** Fill in the blanks.

1. My little brothers \_\_\_\_\_ me when I walked into the room, and a playful wrestling match began.
2. With great \_\_\_\_\_, our teacher told us that our class pet guinea pig was lost.
3. The old house had been \_\_\_\_\_ for many years, so the yard was overgrown and full of weeds.
4. My older sister \_\_\_\_\_ told me to stay out of her room while she was at camp.

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

1. Roy likes Florida more than he liked Montana.
2. Roy gets hit in the head with a baseball.
3. Roy thinks that he can trust Miss Hennepe, the vice-principal.
4. Roy sees a strange running boy who tries to follow him.
5. Roy likes to read comics.
6. Choose one of the false statements above. Rewrite the statement, but change it to make it true.

❖ **Setting Analysis:** Compare and contrast where Roy lives with where you live.

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PREVIEW ONLY

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

1. Why do you think Roy is so intrigued by the running boy? Have you ever been intrigued by someone you didn't know? Write about it.

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2. Write about at least four things that you know about Roy from these chapters. What is your opinion of him so far?

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3. In detail, explain the conversation that Roy has with the curly-haired girl at the end of Chapter 2.

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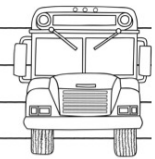
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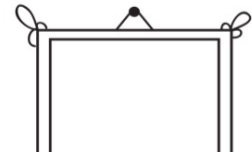
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❖ **Beyond:** Think about one emotion that Roy feels in these chapters. Write about a time that you experienced that same emotion. Illustrate it.



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## 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 <b>gingerly</b>	Definition carefully
Word <b>hassle</b>	Definition bother
Word <b>commendable</b>	Definition
Word <b>ominously</b>	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 sudden attack
One + Two	3	vacant	unoccupied
	20	consternation	dismay
	23	flabbergasted	astounded
Three +		clandestine	secret
	40	despondent	depressingly
	48	ferociously	fiercely
	52	caustically	carefully
Five +	56	hassle	bother
		commendable	admirable and praiseworthy
	68	ominously	menacingly
	74	caustically	scornfully, bitterly
Seven + Eight	85	incentive	motivation
	91	amiably	cordially and warmly
	96	nonchalant	casually
	99	elude	evade
Nine + Ten	100	groveling	cringing
	103	travesty	farce
	115	somber	dour
	124	sabotage	destruction
	130	elusive	hard to catch
Eleven + Twelve	140	indignant	angry
	146	speculate	conjecture
	150	rebuke	reprimand
	164	perforate	pierce
Thirteen + Fourteen	173	apprehend	understand
	176	diaphanous	transparent

**Hoot**

VOCABULARY REVIEW #1: CHAPTERS 1-10

ambushed    vacant    consternation    balefully    flabbergasted    culprit    despondently  
 ferociously    gingerly    hassle    commendable    ominously    caustically    incentive  
 amiably    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
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**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. 

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

**condemningly**

Illustration of the word's antonym/opposite \_\_\_\_\_

Justification \_\_\_\_\_

## TABLE OF CONTENTS: Vocabulary Packet

Resource	Pages
Vocabulary Packet Cover	50
Vocabulary Review #1 Chapters 1-10	51-53
Vocabulary Review #2 Chapters 11-21 + Epilogue	54-56
Vocabulary Review Answer Key	57-62
Vocabulary Word Wall Cards	63-68
Vocabulary Flashcards	69-74



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## TABLE OF CONTENTS: Student Chapter Packet

Resource	Pages
About the Student Chapter Packet	14
Student Chapter Packet Cover	15
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## 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 helps them to connect the concepts in the story to their own lives.
- Vocabulary:** The students practice with four new words chosen for you from every section. Synonyms, antonyms, and context clues are among the skills included.
- True/False, Multiple Choice, or Sequencing:** These types of questions are included for each section.
- Standards Focus:** One question or activity is included for each section. Reading Literature standards like main idea, character analysis, and figurative language.
- Comprehension and Analysis:** Three short answer questions are provided per section. You will find that these questions are at all levels of Bloom's Taxonomy, so are optimal for differentiation if needed. Use them all or choose just some for your students to complete.
- Beyond:** The Beyond activities are a mix of fun activities, including art, graphic organizers, and text-to-self connections. They require the students to use their imaginations, and some upper-level thinking. You might even choose to use these as an option for early finishers.



## Easy Planning & Low Prep:

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

## STUDENT CHAPTER PACKET

# HOOT

By Carl Hiaasen

## STUDENT CHAPTER PACKET ANSWER KEY

**Chapter 1 & Two**

(page 1)  
**Quickwrite:** Write a paragraph about how you would feel if you were in Roy's shoes.  
**Vocabulary:**  
 2. Mullet  
 3. Van  
 4. Balloon  
**True or False:**  
 1. F  
 2. F  
 3. F  
 4. F

#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.

**Setting Analysis:** 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 and really misses Montana. His family has moved around a lot because of his dad's job. I think that Roy is a pretty strong and independent kid, because he is used to a lot of change, and he is used to kids picking on him for being new.

3. At the bus stop but she

**Beyond Answers**

## HOOT

By Carl Hiaasen  
Reference Bookmarks

**PLOT**  
Roy is the new kid in town (again), and he finds himself fighting for a common cause with a couple of unlikely friends.

**SETTING**  
The story takes place in South Florida, in a small town called Coconut Cove.

**CHARACTERS**

- Roy-the main character, a boy in junior high.
- Mullet Fingers-a mysterious boy who catches Roy's attention.
- Beatrice-an intimidating girl at school.
- Curly-a construction foreman.
- Officer Delinko-a local police officer.
- Dana Mather-son-a troublemaker at Roy's school.
- Mr and Mrs Eberhardt-Roy's parents.

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# TABLE OF CONTENTS

Resource	Pages
Student Reference Bookmarks (two-sided)	3-4
Vocabulary List with definitions (+ page numbers)	5-6
Vocabulary List with definitions (+ NO page numbers) <small>*This version is provided for you in case you have a different edition than the one used to write this novel study</small>	7-8
Vocabulary List without definitions (+ page numbers)	9-10
Vocabulary List without definitions (+ NO page numbers) <small>*This version is provided for you in case you have a different edition than the one used to write this novel study</small>	
Table of Contents: Student Chapter Packet	13
Student Chapter Packet with answer key	14-48
Table of Contents: Vocabulary Packet	49
Vocabulary Packet with answer key	50-79
Terms of Use + Artist Credit	80-81

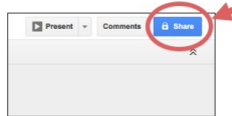


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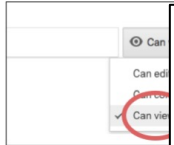
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6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that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

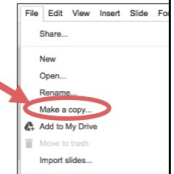


*\*Note: Sharing with students could also be done through Google™ Classroom.\**

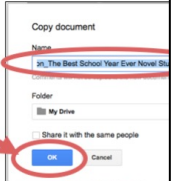
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies since they can't edit into their own Google™ Drives. In order to make their own copies, which will open whatever document you shared with them in Google™ Drive, click on the blue button that says "Make a copy," in the upper left corner.



A box will pop up like the one below. Students can change the name choosing, so that it is not confusing when they share their document, which will be saved into their own Google™ Drives.



9. Students will be able to access the content, type in text boxes, and students make to their files will be automatically saved.  
 10. Students may share their works in progress, completed assessments.  
 11. Don't forget that you do have the option to print whatever you definitely most handy if they are printed. However, for the most white version (in this PDF).

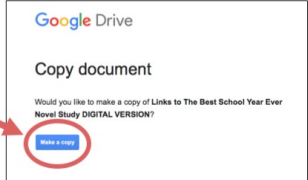
12. Other Notes and Suggestions:
- The following resources are MOST handy when printed out. As mentioned previously, you have the option to print from Google Drive in full color, or from this PDF in mostly b/w.
    - ✓ Student Bookmarks (pages 4-5)
    - ✓ Vocabulary Word Wall Cards (pages 58-62)
    - ✓ Vocabulary Flash Cards (pages 63-71)
    - ✓ Culminating Project Choices with grading sheet (pages 105-106)
  - A Note about the Character Cards (pages 82-85)
    - ✓ Try having the students complete the writing portion of the Character Cards (pages 82-85) on Google Drive. Then, you can print the cards when all of the writing is complete. Students can then color the illustrations on the printed cards.
  - A Note about the Questions and Answers: Writing Sheet and Gluing Sheet (pages 74-75)
    - ✓ Either print this out and have the students handwrite the whole thing, or you can have the students in the computer (pg. 74 only), and then print it out for them. Then you have the blank gluing sheet for an activity.

## Instructions for Digital Version/Google™ Drive File

- You will need Internet access and a Google™ account (which is free).
- Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Ramona Quimby, Age 8." 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.)

[Digital Version: Ramona Quimby, Age 8](#)

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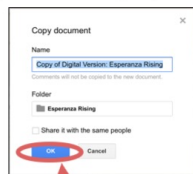
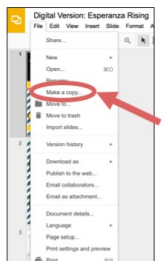


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

- If you completed Step 2 correctly, the document called "Digital Version: Ramona Quimby, Age 8," 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: Ramona Quimby, Age 8," 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.



**Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.**

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PREVIEW ONLY

Chocolate Fever

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Background... Layout Theme... Transition...

12 STUDENT CHAPTER PACKET  
**CHOCOLATE FEVER**  
By Kristal Kimmel Smith

13 CHAPTERS 1-3

14 CHAPTERS 4-6

15 CHAPTERS 6-8

16

**❖ COMPREHENSION AND ANALYSIS:** Answer the questions in complete sentences.

1. Write everything you know so far about Henry Green. What is his weakness? Use textual evidence to support your answer.  
Text here

2. Compare and contrast yourself with Henry Green.  
Text here

3. Explain what is unusual about Henry's day at school in these chapters.  
Text here

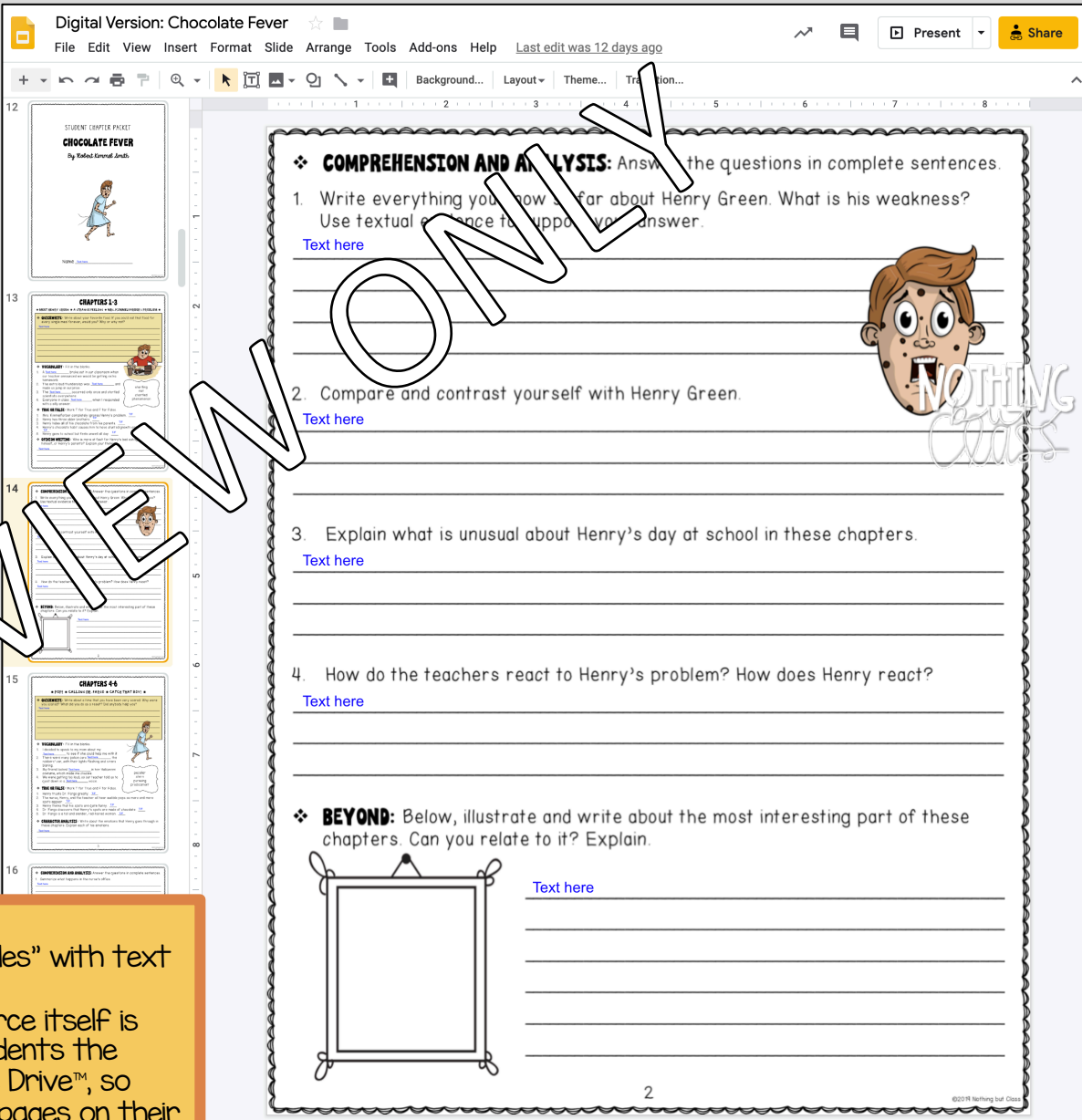
4. How do the teachers react to Henry's problem? How does Henry react?  
Text here

**❖ BEYOND:** Below, illustrate and write about the most interesting part of these chapters. Can you relate to it? Explain.

Text here

2

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## MORE about the GOOGLE™ version...

- Resource pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is not editable. This version simply offers students the opportunity to access the pages 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 screenshot on the right for a clear idea of what this looks like.