

❖ **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?

❖ **Part 4: Comprehension Multiple Choice**

Choose the best answer for each question below.

11. 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.
12. How does Officer Slinko know that Dana must not be the true Mother Paula's vandal? Circle all that apply.
- He sees 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 vandal that Mother Paula's doesn't fit with Dana's criminal history.

13. Which of the following 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.
 - Chuck starts a fire at the construction site.
 - Students sing songs.

14. 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*.
 - Paula's family adopts Mullet Fingers.

15. Which words that best describe Lonna Leep?
- Kind and sour
 - Kind and kind
 - Kind and lazy
 - Kind and fragile

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. maliciously, evilly |
| 2. rebuke _____ | B. hypothesized or guessed |
| 3. wary _____ | C. careful |
| 4. inquisitive _____ | D. maliciously, evilly |
| 5. slanderous _____ | E. false and defamatory |
| 6. benevolent _____ | F. an expression of criticism |

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

Choose the word that best completes each sentence below.

7. 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 each word.

sabotaging _____

9. _____

10. _____

ASSESSMENTS included:

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

Name _____

Vocabulary Words and Definitions: HOOT

CHAPTERS	PAGE #	WORD	DEFINITION
One + Two	1	ambushed	attacked by surprise
	3	vacant	unoccupied
	20	consternation	dismay
	23	balefully	threateningly
Three + Four	27	flabbergasted	astonished
	40	culprit	offender
	43	despondently	miserably
	45	ferociously	fiercely
Five + Six	52	gingerly	carefully
	55	hassle	bother
	62	commendable	admirable and praiseworthy
Seven + Eight	68	ominously	menacingly
	74	caustically	scornfully, bitterly
	85	incentive	motivation
	91	amiably	cordially and warmly
Nine + Ten	96	nonchalantly	casually
	99	elude	avoid or get away
	100	groveling	begging for mercy
	103	travesty	absurdity
Eleven + Twelve	115	somber	solemn and gloomy
	129	sabotaging	wrecking and damaging
	130	elusive	difficult to find
	140	indignation	anger provoked by what is perceived as unfairness
Thirteen + Fourteen	146	speculated	hypothesized
	160	rebuke	an expression of criticism
	164	perturbed	troubled and uneasy
	173	apprehension	anxiety that something bad will happen
	176	dilapidated	decayed and in ruins

*Page numbers are for the 2005 version published by Yearling

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Name _____

Vocabulary Words and Definitions: HOOT

CHAPTERS	PAGE #	WORD	DEFINITION
One + Two	1	ambushed	
	3	vacant	
	20	consternation	
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	55	hassle	
	62	commendable	
Seven + Eight	68	ominously	
	74	caustically	
	85	incentive	
	91	amiably	
Nine + Ten	96	nonchalantly	
	99	elude	
	100	groveling	
	103	travesty	
Eleven + Twelve	115	somber	
	129	sabotaging	
	130	elusive	
	140	indignation	
Thirteen + Fourteen	146	speculated	
	160	rebuke	
	164	perturbed	
	173	apprehension	
	176	dilapidated	

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Vocabulary Included:

- Four challenge words chosen per section
- Complete Vocabulary List comes with and without definitions

ASSESSMENT PACKET

HOOT

By Carl Hiaasen



Name _____

TABLE OF CONTENTS Assessment Packet

Resource	Pages
Vocabulary List with definitions (+ page numbers)	3-4
Vocabulary List with definitions (+ page numbers) <small>*This version is provided for you in case you prefer not to use the resource.</small>	5-6
Vocabulary List with definitions (+ page numbers)	7-8
Vocabulary List without definitions (+ NO page numbers) <small>*This version is provided for you in case you prefer not to use the resource.</small>	9-10
Assessment Packet Cover Page	11
Assessment #1: Chapters 1-10	12-14
Assessment #2: Chapters 11-21 + Epilogue	15-17
Answer Key	18-23
Terms of Use + Artist Credit	24-25



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Easy Planning & Low Prep:

- Table of Contents
- Student Cover Page for easy packets
- All answer keys

❖ 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.

Roy is distressed when he hears about the groundbreaking ceremony, because he is upset that they will demolish the owls' homes. Roy is encouraged and uplifted when he sees that many of his classmates join him in the demonstration at the ceremony. Roy is satisfied when the construction is shut down as a result of the demonstration that he helped to lead.

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

One change that Roy learns about true friendship and about what loyalty really is, through his experience with Beau and Mullet Fingers, and even the burrowing owls. Another change is Roy's adjustment to life in Florida. In the beginning of the story, he was so homesick for Montana, that he couldn't appreciate his new home, but as the story progresses, he starts to see the beauty in Florida.

What can be learned from this story? Explain.

One thing that can be learned from this story is that humans impact the environment, so we must be mindful about how we do so. We need to be responsible, and recycle, reduce, and reuse.

How does the story end? Do you like or dislike the ending? Explain.

At the end of the story, Roy is really happy because the demonstration successfully stops the demolition of the owls' homes. Mother Paula's at the owls' home. Mullet Fingers has gone missing again, but Roy hopes to find him again someday. Roy is starting to adjust to Florida life, though he still misses his old home and holds a special place in his heart.

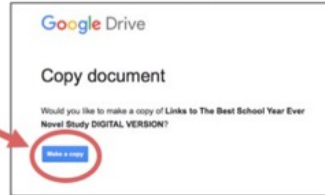
Instructions

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 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](#)

Click here first!

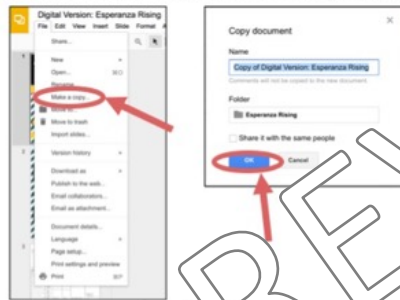


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

3. 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.



4. Think through how you want to roll it out to your students. Who do 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, or a select few activities? Or, do you want to assign only the vocabulary pages along with the activities? Once you decide on everything you don't want your students to have access to, you can customize the copy.
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.

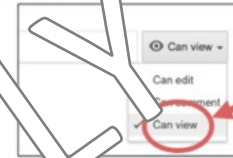
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6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that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

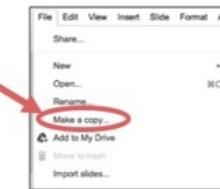


Note: Sharing with students could also be done through Google™ Classroom.

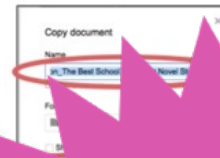
7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies so they can't edit your documents. Their own copies will then get saved into their own Google™ Drives. In order to make their own copies, students will need to click the links in their e-mails, which will open whatever 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.



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9. Students will be able to access the documents they share with you. Students may share their work with you.
10. Don't forget that you do have the original document. It is definitely most handy if they have a white version (in this PDF).

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- Within this product are easy instructions for how to get started right away!

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- ✓ High student engagement
- ✓ Renewed student interest
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- ✓ Also printable
- ✓ Full color

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 screenshots on the right for a clear idea of what this looks like.

The screenshot shows a digital assessment interface for 'The Tiger Rising'. The title bar reads 'Digital Version: The Tiger Rising Assessments'. The interface includes a menu bar (File, Edit, View, Insert, Format, Slide, Arrange, Tools, Add-ons, Help) and a toolbar with various editing tools. The main content area displays a slide titled 'Part 5: Comprehension & Analysis Short Answer'. The slide contains the following text: 'Answer the following questions in complete sentences.' followed by three questions (17, 18, and 19) with 'Text Here' links and horizontal lines for writing. A large, diagonal watermark reading 'PREVIEW ONLY' is overlaid across the slide. In the bottom right corner of the slide, there is a logo for 'NOTHING BUT CLASS' and the page number '3'.