

Student Packet

Grades 7–8

# Flush

Carl Hiaasen

NOVEL UNITS<sup>™</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# FLUSH

by  
Carl Hiaasen

## Student Packet

Written by  
Sharan Farmer

**Contains masters for:**

- 2 Prereading Activities
- 6 Vocabulary Activities
- 1 Study Guide
- 4 Literary Analysis Activities
- 2 Character Analysis Activities
- 2 Comprehension Activities
- 4 Quizzes
- 1 Novel Test

**PLUS**

- Detailed Answer Key  
and Scoring Rubric

### Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

### Note

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**Please note:** Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Vocabulary Poems

tersely  
smirk  
gloating

evict  
moored  
traipsed

exasperated  
ranting  
pivoted

briskly  
remorseful

**Directions:** A diamante is a seven-line poem that flows from one idea to its opposite. Choose a vocabulary word from the list above, and think of an antonym for that word. Put the vocabulary word (word A) on line 1 and its antonym (word B) on line 7. On line 2, write two adjectives describing A, and on line 6, write two adjectives describing B. Fill in line 3 with three verbs ending in “-ing” or “-ed” which are related to A. Do the same for line 5, but choose verbs related to B. On line 4, write two nouns related to A and two nouns related to B. With a partner, write a diamante including one of the vocabulary words listed above. Be sure to put the vocabulary word on the correct line according to its part of speech. Choose two other vocabulary words and complete two more diamantes.

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Name \_\_\_\_\_

8. Why does Paine punch holes in three doors in his house?
9. Why do the police want to arrest Paine?
10. How does Donna prove that Paine is innocent?
11. Who and what started the fire aboard the *Coral Queen*?
12. With whom is Dusty Muleman in trouble now and why?
13. What remarkable thing does Noah see while he is out on the skiff with his family?

Student  
Worksheets

Name \_\_\_\_\_

### Story Map

**Directions:** Complete the story map below using information from the novel.

The story map consists of the following sections:

- Title:** A single rectangular box at the top.
- Setting, Characters, Problem, Solution:** A large rectangular box below the title, connected by a vertical line.
- Series of Events:** A sequence of nine rectangular boxes arranged in three rows:
  - Row 1: Three boxes connected by right-pointing arrows.
  - Row 2: Three boxes. The first box is connected to the second by a left-pointing arrow. The third box is connected to the second by a left-pointing arrow. A vertical line descends from the third box of Row 1, and a horizontal line connects it to the third box of Row 2.
  - Row 3: Three boxes connected by right-pointing arrows. A vertical line descends from the first box of Row 2, and a horizontal line connects it to the first box of Row 3.

Student Worksheets