

Teacher Guide

Grades 7–8

Hoot

Carl Hiaasen

 **NOVEL UNITS**



**NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING**



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HOOT

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Teacher Guide

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Note

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Please note: This novel deals with sensitive, mature issues. Parts may contain profanity and/or descriptions of violence. 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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Table of Contents

Summary	3
About the Author	3
Major and Minor Characters	3
Initiating Activities.....	4
Vocabulary Activities.....	5
Twenty-two Sections	11
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	29
Post-reading Extension Activities	30
Assessment.....	31
Glossary.....	32

Skills and Strategies

Thinking

Interpreting, evidence, compare/contrast, forming opinions, identifying stereotypes, paradox, pros/cons, research

Comprehension

Cause/effect, classifying, details, generalizing, inferencing, main idea, predicting, summarizing

Writing

Article, description, editorial, poem, narrative, letter, report, list

Listening/Speaking

Discussion, interview, oral report, role-playing

Vocabulary

Compound words, context clues

Literary Elements

Analogy, characterization, descriptions, foreshadowing, plot development, setting, point of view, simile, theme

Across the Curriculum

Art—architecture, drawing, advertising design; Science—agriculture, weather, botany, environmental issues, first aid; Social Studies—culture, history, politics, laws; Math—survey statistics; Geography—maps; Technology—Internet research

Chapter One, pp. 1–12

Roy Eberhardt has recently moved to Florida from Montana. On the school bus, bully Dana Matherson pushes Roy's head against the window; because of this Roy sees the barefoot running boy. Roy watches him until he's out of sight and wonders where the boy is going in such a hurry. As the bus moves on, Officer Delinko takes a vandalism report from Curly, the foreman at a construction site. Someone has pulled out survey stakes and filled in the holes. The policeman stumbles on an owl hole as he walks to his car. Roy eats lunch with Garrett. The boys discuss skateboarding and the barefoot running boy. Roy thinks the boy might be an outlaw of sorts.

Vocabulary	
incredibly (3)	
dispatcher (4)	
monetary (5)	
malicious (7)	
cackled (10)	
clammy (11)	
skeptical (12)	

Discussion Questions

1. Why does the running boy grab Roy's attention? (*He's barefoot, has no backpack, has no books, and he has an intent and serious expression. Roy can't figure out if he's running to something or away from something. Answers will vary. p. 3*)
2. Why does Roy not fight Dana? What does this say about Roy's character? (*He's out of his mind and the guy's a well-known idiot. Answers will vary. p. 3*)
3. The author changes viewpoint from Roy to Officer Delinko. Why? (*He can present information that Roy is unaware of since he's not on the scene. Answers will vary. p. 4*)
4. Roy figures a boy would not skip school alone. What does this say about his character? (*He's a social person. Answers will vary. p. 11*)
5. Can you guess how old Roy is? (*His best friend in Montana is in seventh grade, so Roy probably is, too. p. 2*)
6. **Prediction:** Do you think Roy will find the boy? Why?
7. **Prediction:** Do you think Dana will come back into the story? Do you think Garrett will be a main character in the story?

Supplementary Activities

1. Research: Garrett mentions Catholic schools. Do all Catholic schools have nuns and require students to wear uniforms?
2. Literary Analysis/Symbols: The owls have a home. With students, discuss how the owls' situation could symbolize Roy's life.
3. Literary Analysis/Plot Development: Have students begin a plot graph (see page 20 of this guide) to use as they read this story.
4. Science: Have students research what type of owls burrow in holes in the ground.
5. Literary Analysis: **Similes**—The author uses similes such as the policeman's car was "as hot as a brick oven" (p. 7); "as big around as one of Mother Paula's famous buttermilk flapjacks" (p. 6). Have students begin a list of similes and add to the list as they read.

Using Predictions

We all make predictions as we read—little guesses about what will happen next, how a conflict will be resolved, which details will be important to the plot, which details will help fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses as they read the novel.

As students work on their predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader's thinking and predicting? What clues does an author give to help us make predictions? Why are some predictions more likely to be accurate than others?

Create a chart for recording predictions. This could be either an individual or class activity. As each subsequent chapter is discussed, students can review and correct their previous predictions about plot and characters as necessary.

Use the clues and ideas the author gives.

Use your own prior knowledge.

Apply any new information (i.e., from a discussion) that may cause you to change your mind.

Predictions

Character Analysis

Directions: Working in small groups, discuss the attributes of the characters below. In each character's box, write several words or phrases that describe him or her.

Vocabulary, Discussions, Questions, Activities, Worksheets

by	Dana	Mallet fingers	Beatrice
Officer Delinko	arly	Garrett	Roy's parents