

Student Packet

Grades 7–8

# Hoot

Carl Hiaasen

NOVEL UNITS<sup>®</sup>



NEW WAYS TO LEARN READING,  
WRITING, & CRITICAL THINKING



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# HOOT

by  
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## Student Packet

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**Contains masters for:**

3 Prereading Activities  
1 Study Guide  
11 Vocabulary Activities  
6 Literary Analysis Activities  
1 Writing Activity  
2 Comprehension Quizzes  
1 Novel Test  
Detailed Answer Key  
Scoring Rubric

**PLUS**

### 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

The Borzoi Book hardcover edition of the book, published by Alfred A. Knopf, © 2002, was used to prepare this guide. The page references may differ in other editions.

**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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## Note to the Teacher

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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 \_\_\_\_\_

7. What does Chuck Muckle do to the snakes?
8. What is Chuck Muckle going to do to Mullet Fingers?
9. Who joins the ring of students in front of Mullet Fingers?
10. Who arrives to talk to Mullet Fingers?

### **Chapter Twenty-one, pp. 275–281**

1. What is Mullet Fingers' real name?
2. What is on the front page of the newspaper?
3. What did Chuck Muckle do to a reporter?
4. Who is at the door?
5. Why is the file Roy gives the reporter important?

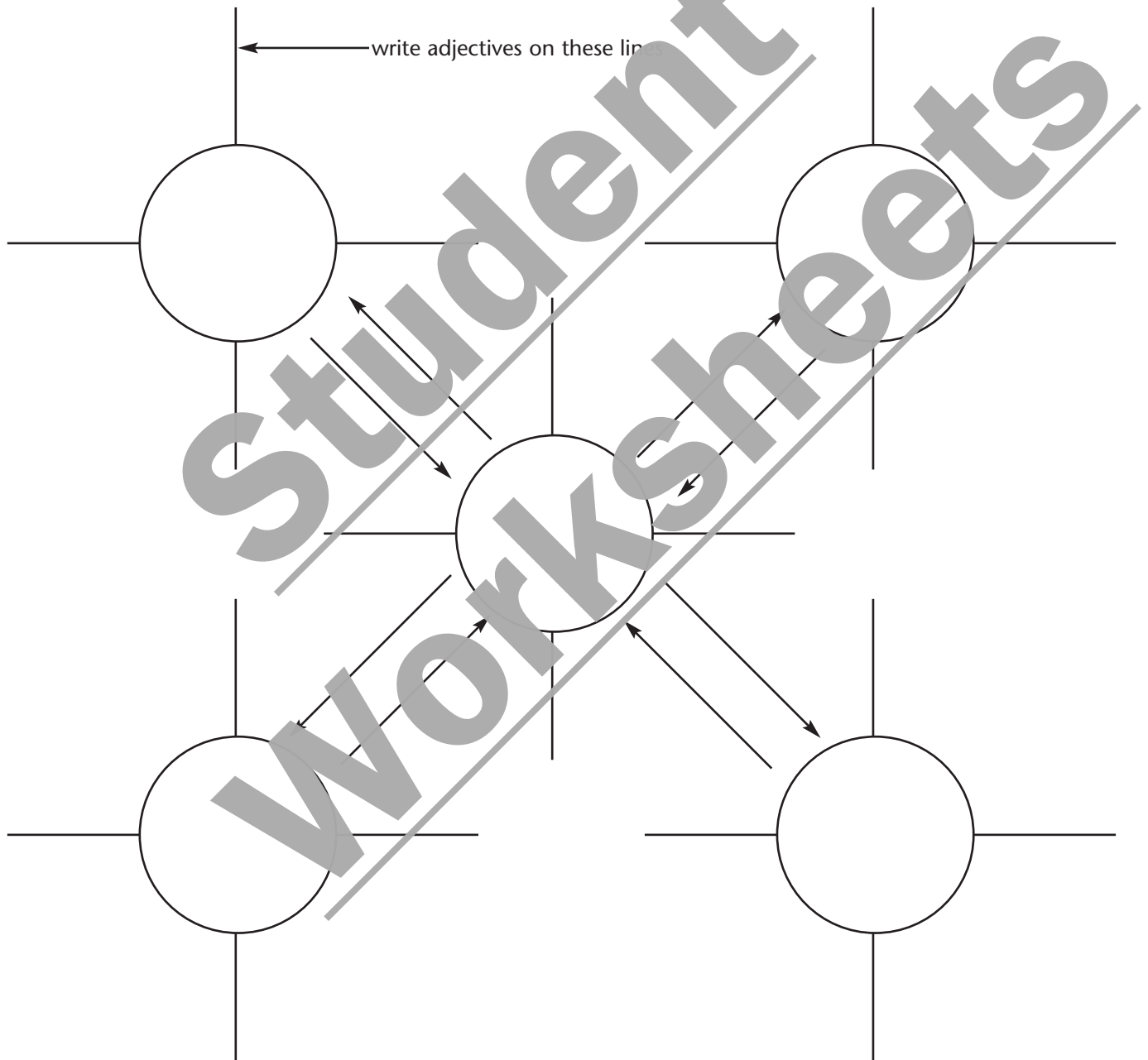
### **Epilogue, pp. 282–292**

1. Who did the pancake house executives bribe?
2. Who will Kimberly Lou Dixon star with in a movie?
3. What job does Chuck Muckle take when he leaves the pancake house?
4. How much money does the pancake house give to the Nature Conservancy?
5. Why does Mullet Fingers choose to escape with Lana?
6. Where does Roy go to find Mullet Fingers? What does Roy do there?
7. Who puts the fish in Roy's sneaker?

Name \_\_\_\_\_

### Sociogram

**Directions:** Write the name of a different character in each circle. On the “spokes” surrounding each character’s name, write several adjectives that describe that character. On the arrows joining one character to another, write a description of the relationship between the two characters. How does one character influence the other?



Name \_\_\_\_\_

### Character Chart

**Directions:** In the boxes across from each of the feelings, describe an incident or time in the book when each character experienced that feeling. You may use “not applicable” if you cannot find an example. In the last row, include a feeling you find important to the listed characters.

	Roy	Dana	Officer Delinko	Curly
Frustration				
Anger				
Fear				
Humiliation				
Relief				

Student Worksheets

Name \_\_\_\_\_

### Using Dialogue

**Directions:** Choose some dialogue from the book. Fill in the chart to evaluate the purpose of the dialogue and whether or not it is effective in moving the plot along.

