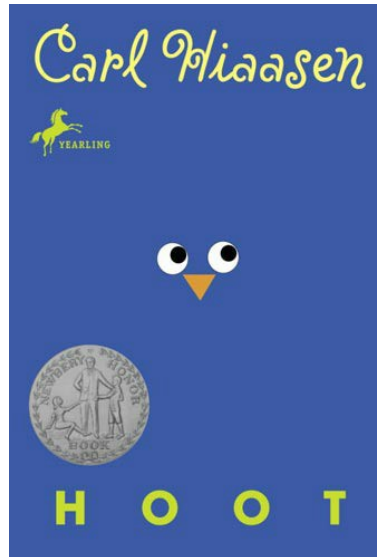


# Hoot



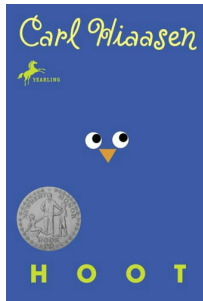
By

Carl Hiaasen

A Novel Study  
by Joel Michel Reed

# Hoot

By Carl Hiaasen



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**About the author:** Joel Michel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, you can check out his website by visiting the following link: [www.novel-studies.org](http://www.novel-studies.org).

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# Hoot

*By Carl Hiaasen*

## Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each section focuses on two chapters of **Hoot** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

### Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

**Themes** which may be taught in conjunction with the novel include political activism, characters facing difficult circumstances, (dysfunctional) families and friendships, bullying, courage, and putting right to a wrong.

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## List of Skills

### Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *personification*
8. Listing compound words
9. Identifying parts of speech
10. Determining alphabetical order
11. Identify *anagrams*
12. Identify/create *similes*

### Setting Activities

1. Summarize the details of a setting

### Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify *story's climax*

### Character Activities

1. Determine character traits
2. Relating personal experiences

### Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

### Art Activities

1. A Storyboard
2. Create a collage
3. Create an Information Card
4. Design a cover for the novel
5. Create a comic strip

# Hoot

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## Synopsis

Unfortunately, Roy's first acquaintance in Florida is Dana Matherson, a well-known bully. Then again, if Dana hadn't been sinking his thumbs into Roy's temples and mashing his face against the school-bus window, Roy might never have spotted the running boy. And the running boy is intriguing: he was running away from the school bus, carried no books, and—here's the odd part—wore no shoes. Sensing a mystery, Roy sets himself on the boy's trail. The chase introduces him to potty-trained alligators, a fake-fart champion, some burrowing owls, a renegade eco-avenger, and several extremely poisonous snakes with unnaturally sparkling tails.

Roy has most definitely arrived in Carl Hiaasen's Florida. ' (Amazon)

A complete synopsis and other helpful reviews can be found on the following website:  
[http://en.wikipedia.org/wiki/Hoot\\_\(novel\)](http://en.wikipedia.org/wiki/Hoot_(novel)) (Wikipedia plot summary may contain spoilers)

## Author Biography

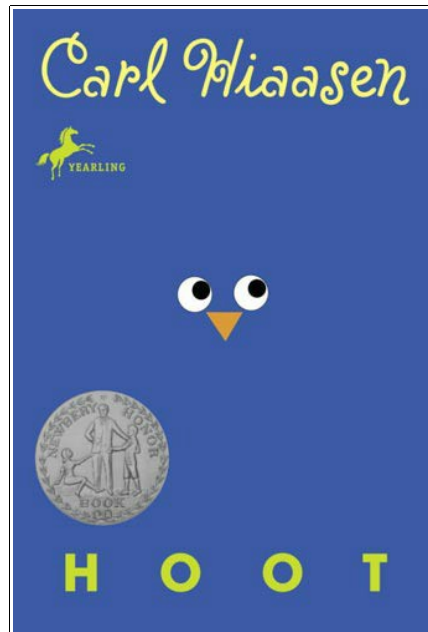
*Carl Hiaasen*

Carl Hiaasen was born and raised in Florida, where he still lives with his family. A graduate of the University of Florida, he wrote for The Miami Herald as an investigative reporter. For his journalism and commentary, Hiaasen has received numerous honors. In the early 1980s, he began writing novels with his good friend and a distinguished journalist, the late William D. Montalbano. Together they produced three mystery thrillers -- *Powder Burn*, *Trap Line* and *A Death in China* -- which borrowed heavily from their own reporting experiences. *Tourist Season*, published in 1986, was Hiaasen's first solo novel. Since then, Hiaasen has published *Skin Tight*, *Native Tongue* and eight national bestsellers -- *Strip Tease*, *Stormy Weather*, *Lucky You*, *Sick Puppy*, *Basket Case*, *Skinny Dip*, *Nature Girl* and, most recently, *Star Island*. Hiaasen made his children's book debut with *Hoot* (2002), which was awarded a Newbery Honor and spent more than two years on the New York Times bestseller lists. For young readers he went on to write *Flush* (2005), *Scat* (2009) and *Chomp* (2012). The film version of *Hoot* was released in 2006.





# Hoot

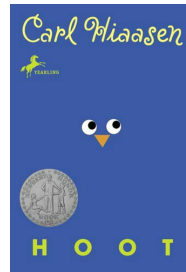


*By Carl Hiaasen*

Name: \_\_\_\_\_

# Hoot

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## Chapter 1-2



### Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. What do you think makes for an especially interesting **protagonist**?




### Vocabulary:

Choose a word from the list to complete each sentence.

uniform	pressured	hissing	subdivision
assured	vandalized	tightened	sidewalk
meat	sarcastically	trespassing	snearing

1. It was then, squinting through the smudged glass, that Roy spotted the strange boy running along the \_\_\_\_\_.
2. This was Dana, \_\_\_\_\_ in Roy's right ear. Being the new kid on the bus, Roy didn't expect any help from the others.
3. The policeman couldn't see what there was to be \_\_\_\_\_ on the property, which was basically a few acres of scraggly weeds.



4. “Of course it's a crime,” Officer Delinko replied. “I'm saying it's not technically vandalism. It's \_\_\_\_\_ and malicious mischief.”
5. Then Roy remembered the heat and the humidity, which on some days seemed to suck the very \_\_\_\_\_ out of his lungs.
6. “Was he wearing a \_\_\_\_\_, this kid?”
7. “Uh, yeah,” Garrett said \_\_\_\_\_. “Buncha times.”
8. The grip on his throat \_\_\_\_\_. He felt Dana's ashtray breath on his right ear: “How come you don't got your boots on today?”
9. The last house in the \_\_\_\_\_ was still under construction, but the shoeless boy dashed heedlessly through the lumber and loose nails.
10. His mother \_\_\_\_\_ Roy that he would love Florida.

## Questions



1. Briefly describe the setting of Chapter One.


2. Why did Roy notice the boy running outside the bus window?


3. What was the vandalism that Curly reported to the police officer?


4. Briefly describe why you believe vandalism is harmful to individuals and society as a whole, giving at least two reasons to support your answer.


5. How was Roy able to break free from Dana's grasp on the bus?


6. What happened to Roy when he chased the boy through the golf course?




## Language Activity

**A.** Many authors enjoy using **alliteration** – a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: “. . . **g**rouching, **g**rouching, **g**rumbling, **g**ripping about something or other.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A dog barking.	
A snake hissing.	
One from your own imagination.	

**B.** Chapter 2 contained an important literary devices called a **cliffhanger**. A cliffhanger usually occurs at the end of a chapter when the author leaves the reader in suspense. How is this true in Chapter 2? Why do you think the author ended the chapter this way?


**C.** A **simile** is a comparison using the words “like” or “as”. The following is an example of a simile: *“The owl soared gracefully through the clear blue sky, like a leaf blowing gently in the summer breeze.”*

What two things are being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) A lion chasing a zebra.

--

b) A plane taking off on a runway.

--

## Extension Activity

### Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first 2 chapters of *Hoot*. You may wish to practice your drawings before you begin.

1	2
3	4
5	6