

***Hoot* by Carl Hiaasen**

(Published by Random House)

Approved for use in Communication Arts, Grade 6

Summary

Roy is a middle school student new to Florida from Montana. While trying to adjust to a new school climate and new classmates who physically pester him, a boy his age running by the bus stop without shoes catches his attention. After meeting the unique boy, Roy joins with him and his stepsister in an environmental battle against corporate America. A large restaurant chain is set on erecting a new pancake house, and the kids are intent on saving an endangered species of owl living on the property.

Connection to the Curriculum

Hoot is a modern, humorous look at timely environmental issues. It also depicts middle school age students who are not afraid to stand up for their beliefs, to make friends across the social barriers, and to be individuals in a society of cliques. This novel provides a great narrative example for 6th graders of plot development, characterization, themes, foreshadowing and other significant literary elements introduced and developed in middle school.

Standards

Course Objectives (Benchmarks)

Reading: 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text. 2.2- The students understand the significance of literature and its contributions to various cultures.

Possible Skills Taught (Indicators)

Reading:

1.2.1- Read fluently.

1.4.15- Inferences/ conclusions

1.4.18- Cause-effect

1.4.14- The student uses information from the text to make inferences and draw conclusions.

1.4.19- Paraphrasing and summarizing

1.4.20- The student identifies and describes the author's purpose (e.g., to inform, to give directions, to entertain) and basic techniques the author uses to achieve that purpose.

1.4.21- Author's style/literary devices/point of view

Literature:

2.1.1- The student describes different aspects of major and minor characters (e.g. their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

This book is a Newbery Honor Book..

Additional Unit Design Connections

To be completed during future curriculum development activities