

# Story Elements Lesson Plans for 7 Book Club Meetings

The following preview shows all of the Book Club Meetings for Hoot by Carl Hiaasen

## 4 Part Lesson Plans

Book Club		Hoot By: Carl Hiaasen Grade Level: 6 / Guided Reading Level: W
Discussion Questions and New Vocabulary	<b>Meeting #2 Continued</b>	<p><b>Chapter 1 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Vacant (page 3) – not filled, used or lived in</li> <li>Foreman (page 8) – a person in charge of a group of workers</li> <li>Whacked (page 12) – crazy, exaggerated</li> </ol> <p><b>Chapter 2 Discussion Questions:</b></p> <ol style="list-style-type: none"> <li>Why does Roy get off the school bus? Answer: He wants to chase after the running boy. (page 15)</li> <li>Why does Miss Hennepin only suspend Roy from the bus and not from school? Answer: She sees the bruises on Roy's neck from where Dana was choking him. (page 20)</li> <li>What does the curly haired girl warn Roy to do? Answer: She warns him to mind his own business and not worry about the running boy. (page 23)</li> </ol> <p><b>Chapter 2 New Vocabulary:</b></p> <ol style="list-style-type: none"> <li>Unprovoked (page 18) – not caused by anything done or said</li> <li>Consternation (page 20) – a strong feeling of surprise or sudden disappointment</li> <li>Snidely (page 22) – unkind or insulting in an indirect way</li> </ol>

Discussion Questions by Chapter

Key Vocabulary by Chapter

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Hoot By: Carl Hiaasen Grade Level: 6 / Guided Reading Level: W
Discover How Perspective Influences Plot	<b>Meeting #4 Continued</b>	<p><b>Kick-off the Book Club Meeting (5-7 minutes)</b></p> <ul style="list-style-type: none"> <li>Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).</li> <li>Review the conversation prompts on the Book Club Calendar.</li> <li>Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.</li> <li>If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.</li> <li>Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.</li> </ul> <p><b>Time to Teach: Discover How Perspective Influences Plot (7-10 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that as we read the story and understand what happens, we are given different pieces of information from each character's perspective (point of view).</li> <li>Tell students that today, they are going to work on examining one specific event from the perspective of multiple characters in the story.</li> <li>Instruct students to turn to Chapter 12 (page 139). This chapter tells us about the events at the hospital.</li> <li>Make a list of all the characters that are in Chapter 12. (Answer: Roy, Beatrice, Dr. Gonzalez, Mullet Fingers, Mr. Eberhardt, Mrs. Eberhardt, and Officer Delinko). If we look at the events of this chapter from Roy's perspective, they might look like this:</li> </ul>

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Discover How Perspective Influences Plot	<b>Meeting #4 Continued</b>	<p><b>Model How to Respond to Reading (continued)</b></p> <ul style="list-style-type: none"> <li>Working in pairs, assign each pair of students another character from Chapter 12. Have the students complete the <b>Plot Diagram</b> from their assigned character's perspective.</li> <li>After giving students time, review student responses.</li> <li>Discuss with students that, as readers, we are better able to understand the story because we are seeing the events through multiple characters' perspectives.</li> </ul> <p><b>Take Time to Reflect (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the Student Self-Evaluation Assessments.</li> <li>Ask students to reflect on the work they did in Book Club by completing the Self-Evaluation Form.</li> <li>Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher).</li> </ul> <p><b>Wrap Up the Book Club Meeting</b></p> <ul style="list-style-type: none"> <li>Assign students to independently read <b>Chapters 13 – 16</b>.</li> <li>Tell students that in addition to making observations on the <b>Hoot Notes Chart</b> (2 per chapter), they should respond to their reading using their Reading Response Boards.</li> <li>Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar.</li> </ul>

Reflection and Self Evaluation

Scheduling and Reader Responsibility

### What is Plot?

Book Club

Grade Level: 6 / Guided Reading Level: W

What is Plot?

Discussion Questions and New Vocabulary

Meeting #2

**A Note About the Discussion Questions and Vocabulary**

Suggested discussion questions and new vocabulary words are listed below to help guide the conversation. Some of the questions are open-ended and have more than one right answer.

New vocabulary words can be reviewed prior to assigning the reading or as a group after reading the selection. In either instance, sentences to model problem solving.

### Notice How Characters Change Across the Text

Book Club

Grade Level: 6 / Guided Reading Level: W

Notice How Characters Respond as the Plot Moves to Resolution

Meeting #4 Continued

**Kick-off the Book Club Meeting (5-7 minutes)**

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, initiate the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respectful conversation using the conversation prompts provided on the Book Club Calendar.

**Time to Teach: Determine the Resolution (7-10 minutes)**

- Tell students that as we finish the story, the importance of events becomes clear. Now that we know how the story ends, we can look at events earlier in the story and examine their role on the overall plot.
- Remind students of the events of the plot discussed from the last meeting.
- Explain:** Roy sees a boy running while he is one his bus the construction site is being vandalized.
- Conflict:** Who is vandalizing the site and who is the boy?
- Rising Action:** We learn the site is being vandalized by Mullet Fingers who we learn is Mullet Fingers, because can the work be solved?
- Climax:** The one student on Mullet Fingers's head, slipping the construction.

### Identify and Analyze the Conflict

Book Club

Grade Level: 6 / Guided Reading Level: W

Identify and Analyze the Conflict

Discussion Questions and New Vocabulary

Meeting #2

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Book Club

Grade Level: 6 / Guided Reading Level: W

Notice How Characters Respond as the Plot Moves to Resolution

Meeting #4 Continued

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### Summarize the Events

Book Club

Grade Level: 6 / Guided Reading Level: W

Summarize the Events

Discussion Questions and New Vocabulary

Meeting #2

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### Determine the Resolution

Book Club

Grade Level: 6 / Guided Reading Level: W

Determine the Resolution

Discussion Questions and New Vocabulary

Meeting #2

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### Discover How Perspective Influences Plot

Book Club

Grade Level: 6 / Guided Reading Level: W

Discover How Perspective Influences Plot

Discussion Questions and New Vocabulary

Meeting #2

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# Instructional Overview

## Book Club

**Hoot**  
By: Carl Hiaasen  
Grade Level: 6 / Guided Reading Level: W

### Instructional Focus:

Story Elements

### Background:

All stories are comprised of story elements; character, plot, conflict, resolution, setting, and theme. These pieces work together to create an enjoyable, easy-to-follow experience for the reader.

The plot "drives the story" and usually begins with the conflict (a problem) and ends with the resolution (solution to the problem). The characters help to move the conflict to resolution and often change throughout the story. Examining characters at the beginning of the story, and then noticing how they change as the story progresses, illustrates to students the impact plot has on characters.

### Instructional Overview:

#### Meeting #1

Introduce Book / What is Plot?

#### Meeting #2

(Chapters 1-4) Identify and Analyze the Conflict

#### Meeting #3

(Chapters 5-8) Summarize the Events

#### Meeting #4

(Chapters 9-12) Discover How Perspective Influences Plot

#### Meeting #5

(Chapters 13-16) Notice How Characters Change Across the Text

#### Meeting #6

(Chapters 17-19) Notice How Characters Respond as the Plot Moves to Resolution

#### Meeting #7

(Epilogue and Final Meeting) Determine the Resolution

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Instructional Focus

Description of the Instructional Focus

List of Book Club Meetings and the Instructional Focus for Each Meeting

List of Materials and Preparation

## Book Club

**Hoot**  
By: Carl Hiaasen  
Grade Level: 6 / Guided Reading Level: W

### Materials and Preparation:

- Determine which students will participate in the *Hoot* Book Club (4-6 students)
- Gather copies of *Hoot* by Carl Hiaasen (1 per student)
- Prepare copies of the Book Club Calendar (1 per student)
- Prepare copies of the Expectations for Book Club (1 per student)
- Prepare copies of the Book Club Reading Response Board (1 per student)
- Prepare Reader's Notebooks (1 per student)
  - These may be spiral notebooks or several sheets of lined paper stapled together, or bound in a folder.
- Prepare Plot Diagram
- Prepare Hoot Notes Chart
- Prepare Conflict Analysis Chart
- Prepare Event Analysis Chart
- Prepare Characters Change Sheet
- Prepare Character Response to Climax Events Chart
- Definition and examples of Story Elements on chart paper or iPad
- Optional: Prepare Vocabulary Resources (1 set per student)
- Optional: Prepare Student Self-Evaluation Forms (1 per student per meeting)
- Optional: Prepare Assessment Resources (1 set per student)

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