

Here's What You'll Get with the Hoot Book Club

Story Elements Lesson Plans for 7 Book Club Meetings

4 Part Lesson Plans

Book Club		Hoot By: Carl Hiaasen Grade Level: 6 / Guided Reading Level: W
Discussion Questions and New Vocabulary	Meeting #2 Continued	
	<p>Chapter 1 New Vocabulary:</p> <ol style="list-style-type: none"> Vacant (page 3) – not filled, used or lived in Foreman (page 8) – a person in charge of a group of workers Whacked (page 12) – crazy, exaggerated <p>Chapter 2 Discussion Questions:</p> <ol style="list-style-type: none"> Why does Roy get off the school bus? Answer: He wants to chase after the running boy. (page 15) 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) 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) <p>Chapter 2 New Vocabulary:</p> <ol style="list-style-type: none"> Unprovoked (page 18) – not caused by anything done or said Consternation (page 20) – a strong feeling of surprise or sudden disappointment Sidely (page 22) – unkind or insulting in an indirect way 	
		Hoot Book Club @BookPages.com

Guided Reading Level

Discussion Questions by Chapter

Key Vocabulary by Chapter

Specific Instructional Focus

Step by Step Guided Mini Lesson

Book Club		Hoot By: Carl Hiaasen Grade Level: 6 / Guided Reading Level: W
What is Plot?	Meeting #1 Continued	
	<p>Time to Teach: What is Plot? (7-10 minutes)</p> <ul style="list-style-type: none"> Draw a Plot Diagram on chart paper. Explain that a plot diagram is used to keep track of the events in a story. (Note: You may want to create a larger copy of the plot diagram sheet.) Discuss each part of a plot diagram, explaining what each part represents: <ul style="list-style-type: none"> Exposition: Introduces characters, setting, and events that may have happened before story begins. Conflict: Problem faced by the main character. Rising Action: Events that lead to the climax (tension rising in the story). Climax: Part of the story when the conflict/tension is resolved. Falling Action: After the conflict, story begins wrapping up. Resolution: Learn what happens to the characters after the conflict is resolved. Explain you are going to look at an example of each of these parts using a story everyone's familiar with. Review the story of Cinderella in terms of the plot diagram. <ul style="list-style-type: none"> Exposition: We are introduced to Cinderella and her family. We also learn information about how she lives (she is made to clean up after her family). Conflict: An invitation arrives for the prince's ball. Rising Action: Cinderella receives help from her fairy godmother to go to the ball. She goes to the ball and meets the prince. She has to leave at midnight and abandons her glass slipper. The prince takes the slipper around the kingdom to find her. 	
		Hoot Book Club @BookPages.com

Book Club		Hoot By: Carl Hiaasen Grade Level: 6 / Guided Reading Level: W
Discover How Perspective Influences Plot	Meeting #4 Continued	
	<p>Model How to Respond to Reading (continued)</p> <ul style="list-style-type: none"> Working in pairs, assign each pair of students another character from Chapter 12. Have the students complete the Plot Diagram from their assigned character's perspective. After giving students time, review student responses. Discuss with students that, as readers, we are better able to understand the story because we are seeing the events through multiple characters' perspectives. <p>Take Time to Reflect (2 minutes)</p> <ul style="list-style-type: none"> Distribute the Student Self-Evaluation Assessment forms. Ask students to reflect on the work they did in book club by completing the Self-Evaluation Form. Collect the evaluation forms (the forms will be sent home on the last day of Book Club along with any notes from the teacher). <p>Wrap Up the Book Club Meeting</p> <ul style="list-style-type: none"> Assign students to independently read Chapters 13 – 16. Tell students that in addition to making observations on the Hoot Notes Chart (2 per chapter), they should respond to their reading using their Reading Response Boards. Determine as a group when the Book Club should meet again. Monitor students as they record the assignment on their Book Club Calendar. 	
		Hoot Book Club @BookPages.com

Reflection and Self Evaluation

Scheduling and Reader Responsibility

What is Plot?

Identify and Analyze the Conflict

Summarize the Events

Discover How Perspective Influences Plot

Notice How Characters Change Across the Text

Notice How Characters Respond as the Plot Moves to Resolution

Determine the Resolution

7 Story Elements Lesson Plans

Book Club Management Materials

Book Club Calendar

Month: _____ Name: _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Start the Conversation

- I think ...
- I agree ... because ...
- I disagree ... because ...
- In addition ...
- I noticed ...
- I wonder ...
- I don't understand ...
- Please say more about that ...
- Can you show me where that is in the book?
- I think the author meant ...

Book Club Hoot

© BookPages.com | Book Club Calendar

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Name: _____

Expectations for Book Club

Before Book Club	During Book Club	After Book Club
<ul style="list-style-type: none"> Read the assigned text Choose a reading response option from your option board then respond to the text in your reader's notebook Prepare for Book Club ahead of time: <ul style="list-style-type: none"> Choose at least one interesting, funny, or confusing part to share with your book club Mark the part you want to share with a sticky note or write the page number in your notebook Remember to support your thinking with evidence from the text (explain why the part you chose is interesting, funny, confusing, etc.) 	<ul style="list-style-type: none"> Come to Book Club on time and ready to begin discussion Bring your book, reader's notebook, and any other materials you might need for Book Club with you Participate in Book Club by sharing your thinking, listening to others, and asking questions Support your thinking with evidence from the text Ask for help if you need it Stay on topic Make eye contact with the people in your Book Club Respect the people in your Book Club: <ul style="list-style-type: none"> Try not to interrupt--wait your turn to share Use respectful language Listen carefully 	<ul style="list-style-type: none"> Reflect on your Book Club meeting. Think about these things: <ul style="list-style-type: none"> What part of the meeting made you feel good about yourself as a reader? What can you do to have a better conversation next time? Record your reading assignment on your Book Club calendar Decide when you will complete your assignment (during independent reading time, as homework, etc.)

Book Club Hoot

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Name: _____

How I Did in Hoot Book Club

Book Club Expectations	3 I did my best	2 I can do better	1 I did not try	
I read the assignment				Before I had my reader's notebook for Book Club
I responded to the text in my reader's notebook				
I prepared something to share with my Book Club				
I had my materials				During I participated in conversations
I shared my thinking				
I asked someone a question				
I stayed on task, listened, and showed respect to others				After I was ready to respond
I took the time to reflect				
I know when and where I will prepare for the next meeting				

Score: /27

A Note from Your Teacher: _____

Book Club Hoot

© BookPages.com | Book Club Self Evaluation

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Name: _____

From whose point of view is the text written? How do you know?	What do you see/hear when reading the text?	Describe how the main character evolves with the plot.	What is the theme of this book? Why do you think so? Give examples.
Why did the author write this piece? Give 3 examples to support your answer.	Tell how the author used words to impact your emotions while reading the text.	Briefly summarize the plot and theme of the text.	What are some powerful words or phrases used in the text? Why are they powerful?
Identify the genre of the text you read. Provide at least 3 examples to support your answer.	Which text structure did the author use to tell the story? How do you know?	Write about the narrator's message and use evidence from the text to support your thinking.	Name another text with a similar theme to your text. Tell how the texts are the same and different.
Describe the problem in the text you read today. How do you think the problem will be resolved?			
Identify the most important part / chapter of the story you read today. Tell why you think it's important.			

Directions: Choose one of the response options after you've written your response.

© BookPages.com | Common Core

Name: _____

RL.6.4 From whose point of view is the text written? How do you know?	RL.6.7 What do you see/hear when reading the text?	RL.6.3 Describe how the main character evolves with the plot.	RL.6.2 What is the theme of this book? Why do you think so? Give examples.
RL.6.1 Why did the author write this piece? Give 3 examples to support your answer.	RL.6.4 Tell how the author used words to impact your emotions while reading the text.	RL.6.10 Briefly summarize the plot and theme of the text.	RL.6.4 What are some powerful words or phrases used in the text? Why are they powerful?
RL.6.10 Identify the genre of the text you read. Provide at least 3 examples to support your answer.	RL.6.5 Which text structure did the author use to tell the story? How do you know?	RL.6.6 Write about the narrator's message and use evidence from the text to support your thinking.	RL.6.9 Name another text with a similar theme to your text. Tell how the texts are the same and different.
RL.6.3 Describe the problem in the text you read today. How do you think the problem will be resolved?	RL.6.1 What inferences did you make while reading today? Tell how your inferences helped you as a reader.	RL.6.10 Write about the things a reader needs to know in order to understand the text you read today.	RL.6.7 Choose a scene from the book. Tell how it would be different if it was made into a movie.
RL.6.5 Identify the most important part / chapter of the story you read today. Tell why you think it's important.	RL.6.4 Give an example of figurative language in the text you read today. Tell how the word choice impacted your comprehension of the text.	RL.6.10 What did you learn about yourself as a reader today? Use examples from the text.	RL.6.2 What does the story you read today suggest about life? Use examples to support your answer.

Directions: Choose one of the response options from the board. Write your response in your reader's notebook. After you've written your response, color in the square on the board above.

Book Club Hoot

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

with 6th Grade Common Core Alignment

Book Club Assessment Materials

Name: _____ Score: _____ **Hoot** CCSS Assessment

Directions: Use what you know about **Hoot** to answer each of the following questions.

After Dana is arrested as the vandal, neither Officer Delinko nor Curly believe he actually completed the vandalism at the site. What details from the story support their beliefs?

How does Roy gain support from his peers?

(A) He shares information about the construction site.
 (B) He vandalizes the construction site.
 (C) He lies to his parents and friends.
 (D) He uses his popularity to get others to support him.

Put the following plot events in order from beginning to end.

_____ An owl lands on Mullet Fingers.
 _____ Roy shares the picture of the owl with his family.
 _____ Mother Paula joins the construction site.
 _____ Roy addresses Mother Paula.
 _____ Mullet Fingers emerges from the construction site.

CCSS Assessment 6th Grade Reading Standards for Literature | @BookPagez.com

Complete Common Core Assessment

Short answer practice

Practice with multiple choice questions

One essential question for each of the 6th grade Reading Literature standards

Name: _____ **Hoot** Book Club Focus Assessment

Story Elements

Directions: Use what you know about **Hoot** to answer each of the following questions.

At the beginning of the story, what is Roy's biggest problem?

(A) He is afraid the owls will be killed.
 (B) He is being bullied by Dana.
 (C) He is vandalizing the construction site.
 (D) His family is going to move away from Florida.

What happens to Mullet Fingers at the end of the story?

(A) He goes back to his military school.
 (B) He gets put in juvenile detention.
 (C) He runs away again.
 (D) He moves in with Roy's family.

How does Beatrice's attitude towards Roy change?

(A) Dana leaves Roy alone.
 (B) Dana goes to another school.
 (C) Dana and Roy become friends.
 (D) Dana wants to hurt Roy more.

What happens after Roy breaks Dana's nose?

(A) Dana leaves Roy alone.
 (B) Dana goes to another school.
 (C) Dana and Roy become friends.
 (D) Dana wants to hurt Roy more.

Hoot Book Club | @BookPagez.com

Focus Assessment for Story Elements

Answer Keys

Answer Key

Story Elements

Directions: Use what you know about **Hoot** to answer each of the following questions.

At the beginning of the story, what is Roy's biggest problem?

(A) He is afraid the owls will be killed. **Correct**
 (B) He is being bullied by Dana.
 (C) He is vandalizing the construction site.
 (D) His family is going to move away from Florida.

What happens to Mullet Fingers at the end of the story?

(A) He goes back to his military school. **Correct**
 (B) He gets put in juvenile detention.
 (C) He runs away again.
 (D) He moves in with Roy's family.

How does Beatrice's attitude towards Roy change?

(A) Dana leaves Roy alone. **Correct**
 (B) Dana goes to another school.
 (C) Dana and Roy become friends.
 (D) Dana wants to hurt Roy more.

What happens after Roy breaks Dana's nose?

(A) Dana leaves Roy alone. **Correct**
 (B) Dana goes to another school.
 (C) Dana and Roy become friends.
 (D) Dana wants to hurt Roy more.

CCSS Assessment 6th Grade Reading Standards for Literature | @BookPagez.com

Rubric with optional Common Core Alignment

Story Elements Focus Assessment Rubric

Student: _____ Date: _____

CCSS Reading Literature Standard 6.3
 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution.

Levels	Beginning	Developing	Proficient	Secure
Correct Answers	0 – 1 Correct	2 – 3 Correct	4 – 5 Correct	6 Correct
Specific Skill: Story Elements	Was not able or is beginning to describe the plot of a story or how plot may impact characters.	Is able to show the plot of a story or how plot may impact characters some of the time.	Is able to show the plot of a story or how plot may impact characters most of the time.	Is able to show the plot of a story or how plot may impact characters all of the time.

If student is less than secure, he or she needs to work on the following:

- Describing the plot of a story from beginning to end.
- Identifying key elements of plot, including problem and resolution.
- Examining characters at the beginning of the story.
- Analyzing how characters change in a story based on their responses to plot events.

Book Club
Hoot

CCSS.ELA-LITERACY.RL.6.3 Hoot Book Club | @BookPagez.com

Running Record

Title: **Hoot** Guided Reading Text Level: **W** Word Count: **100**

Name: _____ Date: _____

Accuracy Rate: (# of words correct/100 words) _____

Error Rate: (# of incorrect words/100 words) _____

Self-Correction Rate: (# of words self-corrected/100 words) _____

Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____

Page	Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
	E	SC	E	SC	E	SC
1						

Analysis and Comments:

Tested By: _____ @BookPagez.com

Running Record

Complete Common Core Alignment

Common Core State Standards Correlation
Host Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Host" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Book Club Lesson Plan and Resources
Reading: Literature
RL.1 – Cite textual evidence to support analysis of what the text(s) explicitly as well as inferences drawn from the text.
RL.3 – Analyze a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.5 – Describe how a particular story or drama portrays a series of episodes as well as how the character respond or change as the plot moves toward a resolution.
RL.6 – Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.8 – Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the themes, setting, or plot.
RL.9 – Explain how an author develops the point of view of the narrator or speaker in a text.
RL.7 – Compare and contrast the experience of reading a story, drama, or poem following to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.9 – Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 4-6 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
W.8 – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
Speaking & Listening
SL.1a – Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.1b – Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.1c – Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
Host CCS Alignment @BookPages.com

Book Club Common Core Alignment

Common Core State Standards Correlation
Host Lesson Plans, Resources, and Activities
The lesson plans, resources, and activities for use with "Host" correlate with the following English Language Arts Common Core State Standards for sixth grade.
Vocabulary Lesson Plan and Resources
Language
L.4a – Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue for the meaning of a word or phrase.
L.6 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Host CCS Alignment @BookPages.com

Vocabulary Connections Common Core Alignment

Book Club Management Materials Spanish Resources

Book Club Calendar

Mes: _____ Nombre: _____

domingo	lunes	martes	miércoles	jueves	viernes	sábado

Iniciar el Conversación

- Yo pienso ...
- Estoy de acuerdo... porque ...
- No estoy de acuerdo... porque...
- En adición ...
- Me da cuenta...
- Me pregunto...

- No comprendo...
- Por favor, diga más sobre eso ...
- ¿Puedes mostrarme dónde está eso en el libro?
- Creo que el autor quiso decir ...

Book Club
Hoot

© BookPages.com | Book Club Calendar

Custom Calendar Template

Conversation Prompts

Expectation Guide for Before, During, and After Book Club

Nombre: _____

Expectativas para el Club de Libros

Antes de El Club de Libros	Durante El Club de Libros	Después El Club de Libros
<input type="checkbox"/> Lee el texto asignado. <input type="checkbox"/> Elija una opción de respuesta de lectura desde su panel de opciones y luego responda al texto en el cuaderno de su lector. <input type="checkbox"/> Prepárese para el Club de Libro antes de tiempo: <ul style="list-style-type: none"> Elija al menos una parte interesante, divertida o confusa para compartir con su club de lectura. Marque la parte que desea compartir con una nota adhesiva o escriba el número de página en su cuaderno. Recuerde apoyar su pensamiento con evidencia del texto (explique por qué la parte que eligió es interesante, divertida, confusa, etc.). 	<input type="checkbox"/> Ven al Club de Libro a tiempo y listo para comenzar la discusión. <input type="checkbox"/> Traiga su libro, cuaderno de lectura y cualquier otro material que pueda necesitar para el Club de Libro con usted. <input type="checkbox"/> Participe en el Club de Libro compartiendo sus ideas, escuchando a los demás y haciendo preguntas. <input type="checkbox"/> Apoye su pensamiento con evidencia del texto. <input type="checkbox"/> Píde ayuda si la necesitas. <input type="checkbox"/> Permanezca en el tema. <input type="checkbox"/> Haz contacto visual con las personas en tu Club de Libro. <input type="checkbox"/> Respeta a las personas en tu Club de libro: <ul style="list-style-type: none"> Intenta no interrumpir: espera tu turno para compartir Use lenguaje respetuoso Escucha cuidadosamente 	<input type="checkbox"/> Reflexiona sobre tu reunión del Club de libro. Piensa en estas cosas: <ul style="list-style-type: none"> ¿Qué parte de la reunión te hizo sentir bien contigo mismo como lector? ¿Qué puedes hacer para tener una mejor conversación la próxima vez? <input type="checkbox"/> Registre su tarea de lectura en su calendario del Club de Libro. <input type="checkbox"/> Decida cuándo completará su tarea (durante el tiempo de lectura independiente, como tarea, etc.).

Book Club
Hoot

© BookPages.com | Expectations for Book Club

Student Self-Evaluation Rubric

Nombre: _____

Cómo lo hice en el Hoot Book Club

Expectativas del Club de Libros	3 Hice lo mejor que pude	2 Puedo hacer mejor	1 No lo intenté	
Leí la tarea.				Antes de la reunión del Club de Libros
Respondí al texto en el cuaderno de mi lector.				
Preparé algo para compartir con mi Club de Libros.				Durante la reunión del Club de Libro
Tenía mis materiales.				
Compartí mi pensamiento.				Después de la reunión del Club de Libro
Le hice una pregunta a alguien.				
Me mantuve atento a la tarea, escuché y mostré respeto a los demás.				
Me tomé el tiempo para reflexionar.				
Sé cuándo y dónde me prepararé para la próxima reunión.				

Nota: _____ / 27 Una nota de tu maestro

Book Club
Hoot

© BookPages.com | Book Club Self Evaluation

Tied to the Book Club Expectation Guide

Reader's Response Option Board

Nombre: _____

¿Desde qué punto de vista está escrito el texto? ¿Cómo lo sabes?	¿Qué ves / escuchas al leer el texto?	Describe cómo evoluciona el personaje principal con la trama.	¿Cuál es el tema de este libro? ¿Por qué piensas eso? Dar ejemplos.
¿Por qué el autor escribió esta pieza? Da 3 ejemplos para apoyar tu respuesta.	¿Dígale a la autora cómo usó las palabras para impactar sus emociones mientras lee el texto?	Resume brevemente la trama y el tema del texto.	¿Cuáles son algunas palabras o frases poderosas usadas en el texto? ¿Por qué son poderosas?
Identifica el género del texto que lees. Proporciona al menos 3 ejemplos para respaldar su respuesta.	¿Qué estructura de texto usó el autor para contar la historia? ¿Cómo lo sabes?	Escriba sobre el mensaje del narrador y use evidencia del texto para apoyar su pensamiento.	Nombra otro texto con un tema similar a tu texto. Cuéntales cómo los textos son iguales y diferentes.
Describe el problema en el texto que lees hoy. ¿Cómo crees que se resolverá el problema?	¿Qué inferencias hiciste al leer hoy? Cuéntales cómo las inferencias te ayudaron como lector.	Escriba sobre las cosas que un lector necesita saber para comprender el texto que lee hoy.	Elige una escena del libro. Di cómo sería diferente si se hiciera en una película.
Identifica la parte / capítulo más importante de la historia que leste hoy. Dile por qué crees que es importante.	Da un ejemplo de lenguaje figurativo en el texto que lees hoy. Cuéntales cómo la elección de palabras impactó su comprensión del texto.	¿Qué aprendiste sobre ti como lector hoy? Use ejemplos del texto.	¿Qué sugiere la historia que lees hoy sobre la vida? Use ejemplos para respaldar su respuesta.

Direcciones:
Elija uno de las opciones de respuesta de la pizarra. Escriba tu respuesta en el cuaderno de tu lector. Después de que hayas escrito tu respuesta, colorea en el cuadrado de la tabla de arriba.

Book Club
Hoot

© BookPages.com | Common Core Aligned Book Club Reading Response Option Board

with 6th Grade Common Core Alignment