Hoot by Carl Hiaasen
Fifth Grade
Unit Plan

Brittany Paul
ENG 326
Unit Plan Introduction

_Hoot_ is the story of a young boy, Roy, who is new to town and having trouble fitting in. He is bullied and spends his time dreaming of being back in Montana. In this coming of age story, Roy finds a true friend, finds his place in the town, and finds the voice he didn’t know he had. I chose this book because the protagonist is very relatable to fifth grade children, although he is a little older. He is shy, not so sure of himself, and has a hard time fitting in. He is struggling to find his place, as many children are at the fifth grade level.

I chose assignments for this unit that I felt were exciting, fun, and creative in the hope of students becoming more involved in the story and wanting to participate in reading and further activities. Not only will students learn how to analyze a story and characters, they will create a play, write a research paper, and create an action plan to save the owls they are reading about. On top of the obvious academic activities from this novel unit, I hope students will get the courage to stand up for themselves and have a voice for what they believe in, just like the protagonist of the story.

There was only one aspect of this novel that turned me off. I really disliked the fact that Carl Hiaasen had to include profanity in this adorable young adult novel. I do believe that the message this book is sending outweighs the profanity that students will encounter; however, I included a parental permission slip for this novel unit. This slip would be handed out one week in advance of the unit beginning. I included contact information in case parents would like to ask a few questions or preview the novel for themselves.
Dear Parents,

Next week, we will be starting our unit over the novel, *Hoot* by Carl Hiaasen. This is a story about a young boy who moves to a different state, starts a new school, and has trouble fitting in. Throughout this coming of age story, the protagonist makes friends and learns to stand up for what he believes in. *Hoot* was a 2003 Newbery Honor Book, an ALA Notable Children’s Book, and an ALA Best Book for Young Adults. Despite the honors, there is some mild profanity used sparingly in the novel. These words will not be read aloud, but students will be reading some of the novel on their own and with groups; therefore, they will be coming across them. I believe the message and theme of this book outweigh the brief profanity. We will be able to do many exciting assignments, research the burrowing owls that are being threatened in the novel, and have stimulating classroom discussions throughout this unit.

If you do not wish to have your child participate in the novel unit, please inform me below. Miss Hay, my neighboring fifth grade teacher, is allowing students who are unable to participate in reading *Hoot* to join her class for her short stories reading unit during our reading block time.

Please do not hesitate to call if you have any questions or would like to view the novel before next week.

Thank you for your cooperation!

Miss Paul  
Fifth Grade  
Learning Elementary  
bpaul@learningelementary.edu  
812-012-3456

Please check the appropriate line and sign and date. Please return this to me by Friday.

- My child has permission to participate in the *Hoot* novel unit. _________

- I would like for my child to join Miss Hay’s class for the short stories reading unit instead of reading *Hoot*. _________

____________________________________  ____________________  
Signature of Parent or Guardian  Date
Hoot Unit Plan- Formal Lesson Plan: Day One

Name: Brittany Paul

Date: April 16, 2014

Content Area: Reading (Language Arts)

Developmental Level: Elementary School, Fifth Grade

Content Standards:

EL.5.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

EL.5.7.1 2006

Comprehension:
Ask questions that seek information not already discussed.

EL.5.7.11 2006

Deliver oral responses to literature that:
Summarize important events and details.
Demonstrate an understanding of several ideas or images communicated by the literary work. Use examples from the work to support conclusions.

EL.5.7.5 2006

Clarify and support spoken ideas with evidence and examples.

EL.5.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

EL.5.1.1 2006

Decoding and Word Recognition:
Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
Title: Saying “Hey” to *Hoot*

Objectives: Students in Miss Paul’s fifth grade class will have an understanding of what the novel *Hoot* is about and read the first three chapters in class, as well as, complete discussions, answer comprehension questions, and make predictions by the end of the language arts block on day one of the unit.


Materials for Students: *Hoot* novel, worksheet, pencil

Introduction:
Explain to students that we will be starting a novel unit on the book, *Hoot* by Carl Hiaasen. We will be reading this book together in class, along with reading sections at home for homework. This novel is about a boy named Roy Eberhardt who has trouble fitting in and finding his place in his new school. After seeing a barefoot boy running one morning, Roy decides to find out who the boy is. In the meantime, Roy finds his place, makes new friends, and stands up for what he believes in.

Process/Activity:
1. Students will watch the Theatrical Trailer from Hoot
2. Ask students to predict what they think will happen in the book from just watching the trailer.
3. Hand out the novel to the students.
4. Read chapter one aloud to the students.
5. Have the students answer the **comprehension questions for chapter one** together as a class.
6. Divide students into groups of about three or four students.
7. Have the groups read chapters two and three aloud taking turns.
8. Tell students to read properly (with fluency), stopping for punctuation and adding inflection.
9. Walk around and listen to the groups read and correct when needed.
10. When students are finished reading chapters two and three, pass out **chapters two and three discussion questions and predictions**.
11. Have students go back into their groups they were divided into for the reading.
12. Tell students to work with group mates to answer the comprehension questions and then the prediction questions on the handout. Each student must complete his or her own worksheet. Groups can discuss predictions, but students can make predictions on their own as well.

Technology Used: Youtube video (Hoot Theatrical Trailer)

Closing: Ask students what they thought the answers to the prediction questions were. Have a few students share their ideas out loud for the class to discuss

Learning Strategies Used: thinking, listening, speaking, viewing
Assessment: The teacher will assess comprehension as students answer questions in class.
The teacher will assess student involvement and participation throughout the lesson.
The teacher will assess reading fluency throughout the lesson.
The teacher will assess student comprehension through the answers on the handout. The teacher will assess teamwork skills as students complete assignment in groups.

**Assignment:** Students will need to read chapters four and five at home on their own. Tomorrow’s lesson will start with a short quiz over the two chapters.

**Adaptations for Special Needs Students:** If any students have hearing or visual impairments they may be moved to the front of the class for the showing of the theatrical trailer. If a student may have a broken arm or impairment that does not allow him to write, he can dictate to the teacher, aid, or a group member what his opinion is and what he wants to write down. If a student has an IEP that makes it difficult for them to read, they will be given the audio version for class and to take home. If a student does not understand what to do, I will repeat instructions. I will be walking around and making sure that students are doing okay and understanding what they are to be accomplishing.
Comprehension Questions for Chapter One
(These are to be read aloud and answered by the class as a whole)

Why was it that Roy spotted the strange boy while he was on the bus?
(answer) - Dana, the bully on the bus, had Roy’s face smashed into the bus window. Otherwise, Roy would have been reading and missed seeing the barefoot boy.

What upset Curly, the supervising engineer at the construction site, about his construction site?
(answer) - Curly was upset because someone had snuck into the construction site and pulled up all of the marking stakes that were going to be used for the construction of a Mother Paula’s Pancake House.

Was Curly worried about the owls that were at his construction site?
(answer) - Curly was not worried about the burrowing owls. He pretended like they were not there.
Hoot Unit Plan- Formal Lesson Plan: Day Two

Name: Brittany Paul  
Date: April 17, 2014

Content Area: English Language Arts;  
Developmental Level: Elementary School,  
Fine Arts: Visual Arts  
Fifth Grade

Content Standards:
L.5.3 2006 - READING: Comprehension and Analysis of Literary Text
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

EL.5.3.3 2006
Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
Example: Read a book, such as Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.

EL.5.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

EL.5.7.1 2006
Comprehension:
Ask questions that seek information not already discussed.

EL.5.7.11 2006
Deliver oral responses to literature that:
Summarize important events and details.
Demonstrate an understanding of several ideas or images communicated by the literary work. Use examples from the work to support conclusions.

EL.5.7.5 2006
Clarify and support spoken ideas with evidence and examples.
VA.5.8 2008 - INTEGRATED STUDIES: Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare communication of ideas and concepts in the arts and other disciplines. They create artwork, interdisciplinary projects, and performances integrating processes, technology, and sign systems from various subject areas and reflect on aesthetic outcomes and experiences.

VA.5.8.2 2008

Create artwork incorporating concepts, subject matter, technology, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.

VA.5.6.6 2008

Demonstrate respect for personal work and the work of others.

Title: Owl Bet You Are Liking This Book!

Objectives: Students in Miss Paul’s fifth grade class will quiz over chapters four and five, read chapters six and seven, and understand the importance of a conflicting plot by comparing and contracting good and bad characters in the novel. They will also create drawings that visually represent the learned characteristics of Mullet Fingers and appreciate each other’s artwork by the end of the language arts block on day two of the unit.

Resources for Teacher: *Hoot* novel, whiteboard, dry-erase markers

Materials for Students: Chapters four and five quiz paper, *Hoot* novel, character analysis comparing and contrasting worksheet, pencil, crayons, drawing paper, markers, tape

Introduction:
Ask students how they are liking the novel so far. Ask them what they thought of chapters four and five, which they were to have read at home. Explain to students that we will be taking a short quiz over those two chapters. Then, we will be breaking into groups to read chapters six and seven. We will then create a character comparing and contrasting chart over the Roy and Dana so far in the book. We will be learning a lot about the barefoot boy today!

Process/Activity:
13. Give students the chapters four and five quiz.
14. When students are finished with the quiz, break students back into their reading groups from the previous day to read chapters six and seven.
15. Have the students go back to their normal seats when they are finished with the reading.
16. Ask students what they learned about the barefoot boy after finishing their reading.
17. Divide students into groups of two.
18. Have each pair complete the compare and contrast chart for Roy and Dana.
19. When each group is finished, ask students what they wrote.
20. Write the answers on the board. (If the same answer is given, it only needs to be written once.)
21. Have students explain what this does for the plot of the story. (One character is good and the other is mean, making it a plot that conflicts and has action.)
22. Have students return to their individual seats.
23. Pass out drawing paper, markers, crayons...etc.
24. Tell students to pick a few of the facts that we learned about Mullet Fingers during the reading today and draw a picture to represent it.
12. Tell students to hang their pictures on the board with tape when they are finished.
13. Explain to students that every drawing is the creator’s unique interpretation of what they have learned and see in their minds.
14. Have students take a gallery walk looking at each other’s drawings and reflect on the positive things they see about the work.
15. Have students return to their seats.

Closing: Ask students if they think Roy will ever see Mullet Fingers again. Have a brief discussion about what they learned about Mullet Fingers.

Learning Strategies Used: thinking, listening, speaking, viewing, visually representing

Assessment:
The teacher will assess comprehension as students answer questions on quiz.
The teacher will assess student involvement and participation throughout the lesson.
The teacher will assess student comprehension through the answers on the character analysis sheet. The teacher will assess teamwork skills as students complete assignment in groups.

Assignment: Students will need to read chapters eight and nine at home on their own.

Adaptations for Special Needs Students: If a student may have a broken arm or impairment that does not allow him to hold utensils to draw, he can dictate to the class what he would have drawn. If a student has an IEP, a recorded version of the book will be provided for that student. If a student does not understand what to do, I will repeat instructions. I will be walking around and making sure that students are doing okay and understanding what they are to be accomplishing.
Chapters Four and Five Quiz

Name: ______________________________________

What kind of animal did Officer Delinko see at the construction site?
A. Owls  
B. Kittens  
C. Puppies  
D. Lizards

What happened to Officer Delinko’s windows when he fell asleep in his patrol car while guarding the construction site?
A. They were busted  
B. They were frosted because of the cold weather  
C. They were painted black  
D. Someone put soap on them

What was in the third bag that Roy opened up when he went in the woods in search of the barefoot boy?
A. Shoes  
B. Snakes with painted tails  
C. Food  
D. Pictures of wild animals

What did the barefoot boy say that he was called?
A. Turtle Boy  
B. Wild Hands  
C. Shoeless Joe  
D. Mullet Fingers
Hoot Unit Plan- Formal Lesson Plan: Day Three

Name: Brittany Paul
Date: April 18, 2014

Content Area: English Language Arts; Health and Wellness; Fine Arts: Theatre
Developmental Level: Elementary School, Fifth Grade

Content Standards:
HW.5.4 2007 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students demonstrate refusal and conflict-resolution skills to enhance health and avoid or reduce health risks. Students describe feelings to strengthen interpersonal interactions and reduce or avoid conflict.

HW.5.4.3 2007
Demonstrate nonviolent strategies to manage or resolve conflict.
Example: Present a compromise situation that is fair for both persons when two classmates want to use the same piece of classroom equipment or classmates disagree about a game rule interpretation during recess.

HW.5.4.4 2007
Demonstrate how to ask for assistance to enhance personal health.
Example: Practice how to ask for assistance when a friend is being bullied or teased or a friend may have a dangerous object at school such as a gun, knife or other weapon.

TH.5.6 2003 - Creative Process
Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.

TH.5.6.3 2003
Explore the use of sounds and the voice to express character, feelings, and mood.
Example: A student uses his or her voice to express how a character might sound when she is angry or afraid.

TH.5.6.4 2003
Create spontaneous dialogue to express feelings.
Example: Students create a dialogue that expresses how the characters feel in a conflict.

TH.5.8 2003 - Creative Process
Students develop acting skills through observation, improvisation, and script analysis.

TH.5.8.2 2003
Create and present an age-appropriate character in a real-life situation.
Example: Students develop a morality play about cheating in school.

EL.5.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.
Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

**EL.5.7.1 2006**

Comprehension:
Ask questions that seek information not already discussed.

**Title:** Bullies Are for the Birds!

**Objectives:** Students in Miss Paul’s fifth grade class will discuss chapters eight and nine in groups, read chapters ten and eleven, and learn how to stop bullying, such as the bullying that Dana was showing Roy, by acting out scenarios with nonviolent actions and asking for help for a friend that is being bullied by the end of the lesson on day three.

**Resources for Teacher:** *Hoot* novel, discussion questions for chapters eight and nine, bullying play scoring sheet

**Materials for Students:** *Hoot* novel, bullying play check sheet

**Introduction:** Everyone knows by now that this classroom, as well as this school, is an anti-bully zone. Unfortunately, bullying still sometimes takes place. What did you notice about the bullying that goes on between Dana and Roy in the chapters that you read at home last night?

**Process/Activity:**
16. Have a class discussion of chapters eight and nine. Ask eight and nine discussion questions for class to answer aloud together and discuss.
17. Ask students if they have ever been bullied.
18. Ask students what they did to solve the bullying.
19. Have students take out a clean sheet of paper.
20. Tell students to crumple it up and stomp on it.
21. Next, tell students to try and flatten it out and make it crisp again.
22. Explain to students that this is what bullying does to people. The crumpling was the bullying, and the smoothing was saying sorry. No matter how much you try to fix it, you can’t take the bullying completely away.
23. Divide students into groups of four-five.
24. Hand students the bullying play check sheet.
25. Explain to students that their plays should include at least three of the points on the paper.
26. Tell students to create a short play about stopping bullies and preventing conflict.
27. Give students twenty minutes to create the play, write scripts, and practice.
28. Have each group present their plays one by one to the class.
29. When each group is finished, discuss the positive things they saw in the plays about preventing bullying and violence.
**Closing:** Ask students what Roy should have done when he began being bullied by Dana again. Ask students if Beatrice’s actions were beneficial to Roy. Ask students if Garrett is a good friend for Roy. Ask students what they would do if they were friends with Roy.

**Learning Strategies Used:** thinking, listening, speaking, viewing, visually representing

**Assessment:**
The teacher will assess comprehension as students answer comprehension questions aloud in class. The teacher will assess student involvement and participation throughout the lesson. The teacher will assess student comprehension through the plays. The teacher will assess teamwork skills as students complete assignment in groups. The teacher will assess completion of plays through the bullying play scoring sheet.

**Assignment:** Students will need to read chapters ten and eleven at home on their own.

**Adaptations for Special Needs Students:** If a student may have a disability that prevents her from full mobility, that group will be assigned to move close to her for the plays, and the plays will allow for her ease of movement. If a student does not understand what to do, I will repeat instructions. I will be walking around and making sure that students are doing okay and understanding what they are to be accomplishing.
Discussion Questions for Chapters Eight and Nine
These are to be read to the class for classroom discussion

How did seeing the ospreys in Florida, the ones that he also saw flourish in Montana, change Roy?
(answer)- **Seeing the ospreys thrive in Florida made Roy feel that maybe he could be like the birds and live happily in Florida as well.**

What happened when Dana had Roy trapped in the janitor's closet at school?
(answer)- **Dana grabbed Roy and began to choke him. Roy thought he was going to die, but suddenly, someone came into the closet and pulled Dana off of Roy before he passed out. We don’t know who the good samaritan is at the end of chapter nine, but we will find out in the reading for today.**

Using the clues from the story in earlier chapters, who do you think brought the snakes to the construction site and turned them loose?
(answer)- **Using the clues from the story, there is a good chance that Mullet Fingers was the one who released the snakes at the construction site. He had the snakes in a bag when Roy visited him in the woods earlier in the novel.**

Why was Roy worried about upholding the “only child promise.”
(answer)- **Roy was worried about his parents because they lost a child due to a miscarriage when Roy was young and never had anymore children. Roy worried that his parents would suffer horribly if he died.**
Bullies Are For The Birds! Bullying Play Check Sheet

Group Number:______________________

Members:________________________________________________________
________________________________________________________________

Bullying Play Check Sheet

Your play must include all of the following! As you plan your play and include each one, check it off. These sheets will be turned in to the teacher and returned to your group with your final score.

• The play has at least one form of bullying._______

• The play has at least one conflict.________

• The play shows how to handle bullying in a positive way.________

• The play shows how to ask for help from an adult.________

• The play does not suggest handling conflict and bullying with violence.________

• The play includes all group members.________

• Each group member has a speaking role in the play.________
Hoot Unit Plan- Formal Lesson Plan: Days Four through Seven

Name: Brittany Paul
Date: April 19, 2014

Content Area: English Language Arts
Developmental Level:
Elementary School,
Fifth Grade

Content Standards:
EL.5.4 2006 - WRITING: Processes and Features
Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.
EL.5.4.1 2006
Organization and Focus:
Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
EL.5.4.3 2006
Write informational pieces with multiple paragraphs that:
• present important ideas or events in sequence or in chronological order.
• provide details and transitions to link paragraphs.
• offer a concluding paragraph that summarizes important ideas and details.
EL.5.4.8 2006
Evaluation and Revision:
Review, evaluate, and revise writing for meaning and clarity.
EL.5.4.9 2006
Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.

EL.5.5 2006 - WRITING: Applications (Different Types of Writing and Their Characteristics)
At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 - Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Processes and Features

EL.5.5.3 2006
Research Application:
Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
• uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).
• demonstrates that information that has been gathered has been summarized.
• organizes information by categorizing and sequencing.
Example: After completing library or Internet research, write a research report about the life cycle of a butterfly or about the different uses of a telescope, microscope, and camera.

EL.5.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

EL.5.7.4 2006
Organization and Delivery of Oral Communication:
Select a focus, organizational structure, and point of view for an oral presentation.

EL.5.7.6 2006
Use volume, phrasing, timing, and gestures appropriately to enhance meaning.

Title: Extra! Extra! Hoot All About It!

Objectives: Students in Miss Paul’s fifth grade class will research burrowing owls, create a newspaper article about them using internet resources, and edit their papers by self and peer editing. They will then present and explain their articles to the class by the end of the lesson on day seven.


Materials for Students: *Hoot* novel, *Hoot All About It* Newspaper Article Research Check Sheet, twelve and thirteen quiz, paper planning sheet, Peer Editing Sheet, Newspaper Template, Presentation Rubric

Introduction: Ask students ways that they get and read information and stories. Discuss proper internet usage. Explain to students that later on today, we will be using the internet to research burrowing owls and will be creating our own newspaper articles about them.

Process/Activity:
Day Four (Gathering Research):
30. Have a class discussion of chapters ten and eleven for a quick review. (Ask students what happened and how they felt while reading.)
31. Ask students what they have learned about the owls in the book so far.
32. Tell students that they are all going to be reporters for a newspaper and they will be writing an article about the owls talked about in the novel.
33. Explain to students that we will be going to the computer lab to research information on the internet about the owls.
34. Pass out the **Hoot All About It Newspaper Article Research Check Sheet**.
35. Tell students to follow the steps on the check sheet and check them off when they accomplish them.
36. Tell students they will have the reading block to gather the information they will need for their paper.
37. Explain to students that they will need to cite their sources (write the websites they got their information) at the end of their articles.
38. Tell students they have to take the information they learned and read from the internet and put it in their own words.
39. Take students to the lab.
40. Remind students to only be researching burrowing owls and nothing else on the internet.
41. Remind students to use their check sheets.
42. Tell students to print the information from the websites so they can use it for writing tomorrow.
43. Take students back to the classroom.

**Closing on day four:** Have students gather all of their research (two websites) and put it in their mailboxes so that they have it for writing their articles tomorrow (day five).

**Assignment on day four:** Students will need to read chapters twelve and thirteen on their own for tomorrow.

**Process/Activity:**

**Day Five (Planning and Writing):**
1. Discuss chapters twelve and thirteen with students.
2. Give students chapters **twelve and thirteen quiz**.
3. Have students go to their mailboxes and collect their research from yesterday.
4. Explain to students that their papers have to have a beginning, middle, and end.
5. Write an example on the board of the following:
6. Tell students that the beginning should introduce the burrowing owls.
7. Explain to students the middle of the story is the body and it has all of the important information in it.
8. Tell students the ending is a way to reinforce main ideas and close the story.
9. Pass out **paper planning sheet**.
10. Tell students to plan their writing on this sheet, using the research they gathered yesterday, by filling out the paper. They do not need to use complete sentences. This is just a way to gather thoughts.
11. Tell students to get out some notebook paper.
12. Explain that they will be given a newspaper piece to write on for their final copy, but they have to make a rough draft first.
13. Tell students to use their paper planning sheet to begin writing their article about burrowing owls.
14. Tell students that when they are finished writing, they need to sit quietly and reread their work and look for errors.
15. Give students a red pen to self-correct until everyone is done writing their rough drafts (or until the language arts block time is over).
16. Tell students to put all of their work in their mailboxes.

**Closing on day five:** Tell students that tomorrow we will peer and self edit rough drafts. We will then be able to complete our final draft on our newspaper template.

**Assignment on day five:** Students will need to read chapters fourteen and fifteen on their own.

**Process/Activity:**

**Day Six (Editing and Final Drafts)**

1. Have a class discussion involving chapters fourteen and fifteen.
2. Ask students how they feel about the book at this point.
3. Ask students what they think will happen next and why.
4. Have students gather all of they newspaper article paper work from their mailboxes.
5. Tell students to briefly look over their rough drafts and add any last things they need.
6. Tell students to then edit their own paper. (Make sure to look for spelling, grammar, capitalization, flow, punctuation, and check to make sure it makes sense!)
7. When you have self-edited, exchange papers with your neighbor.
8. Have your neighbor peer edit your paper looking for grammar, spelling, capitalization, and punctuation. They also will check if it makes sense and flows.
9. Everyone needs to fill out the **Peer Editing Sheet** and use the correct editing marks on the sheet.
10. When everyone has self-edited and peer edited, pass out **Newspaper Template**.
11. Tell students they need to add a title in the blank box under The Daily Journal.
12. Tell students to begin writing their story using their edited rough draft.
13. Tell students to write in the names of the websites that they got their information from in the source box on the last page of their newspaper articles.
14. After students have written their stories, tell them to draw and color a picture in the box under their titles.

**Closing on day six:** Explain to students that we will be presenting our articles to the class tomorrow.

**Assignment on day six:** Have students take their articles home and read over them so they will be prepared to present in front of the class tomorrow.

**Process/Activity:**

**Day Seven (Presentations)**

1. Read chapters sixteen and seventeen through BUMP reading.
2. Tell students that if they do not know where we are when they are called on, they lose five points.
3. Discuss chapters sixteen and seventeen in reading groups of four to five students.
4. Have each group present an idea or something they liked about the reading.
5. Send students back to seats.
6. Have students get their newspaper articles out.
7. Explain to students that they will be presenting their articles aloud to the class.
8. Tell students that they must read slowly and with expression.
9. Explain that expression means changing the pitch of your voice and using your face.
10. Demonstrate this to students by saying sentences with and without expression.
11. Tell students that they must speak clearly and loudly.
12. Explain to students that they need to be respectful of classmates and listen intently to their speeches.
13. Tell students to grab a scrap sheet of paper and write their names on it.
14. Put the names in a hat.
15. Pull out a name and tell that person they are the first to present.
16. Use the same process until all the names have been drawn, and every student has presented.
17. Grade students according to **Presentation Rubric**.
18. Tell students that they have officially completed a research article!

**Closing on day seven:** Tell students that they all worked very hard and did a great job with their research, editing, writing, and presenting. Tell students that their articles will be turned into a class book called *Hoot All About It*.

**Assignment on day seven:** Students will need to read chapters eighteen and nineteen on their own.

**Learning Strategies Used:** thinking, listening, writing, speaking, viewing, visually representing

**Assessment:**
The teacher will assess comprehension as students answer comprehension questions aloud in class. The teacher will assess student involvement and participation throughout the lesson. The teacher will assess teamwork skills. The teacher will assess student comprehension through actions and directions followed. The students will be evaluated according to check sheets. The teacher will assess completion of articles through a rubric.

**Adaptations for Special Needs Students:**
If a student may have a disability that prevents her from moving to the computer lab, she can be provided with a laptop. If a student has an IEP, she will be given websites to print from and will be able to type or have someone pen the article for her. I will be asking to make sure everyone is on the same page throughout the lesson on all four days. If students have questions, they will be answered throughout the lesson.
Chapters Eighteen and Nineteen Reading Questions

Name:_____________________________________________________

Group Number:__________________________

Complete these questions with your group. Everyone in the group must turn in a paper!

What was making noise while Officer Delinko was patrolling the construction site?
A. Dogs
B. Owls
C. Cats
D. Mullet Fingers

What did Roy see on his table that made him drop his spoonful of Froot Loops?
A. The groundbreaking ceremony announcement for Mother Paula’s.
B. Mullet Fingers was arrested for vandalism and trespassing.
C. Roy’s mother had written a letter to Mother Paula’s.
D. Roy’s principal had left him a message.

How did Beatrice chip her tooth?
A. She fell down the stairs.
B. She tried to bite off her stepmother’s toe ring.
C. She got into a fight with Dana.
D. She fell after sneaking into the construction site.

Who made the first move to join Mullet Fingers in trying to save the owls?
A. Dana
B. Roy
C. Beatrice
D. Garrett

What was Officer Delinko worried about?
A. The owls
B. His car being vandalized again
C. Garrett being involved with the vandalism
D. Losing his badge

What was Mullet Fingers’ reaction to Roy and Beatrice offering him help? Why?

Do you think that Officer Delinko will stand up for the owls? Why or why not?
Hoot All About It Newspaper Article Research Check Sheet
Check off each step as you go. These will be turned in and your final grade will be returned to you on this sheet! Do not lose this sheet!

Use the search engine Google _____________

Look up information regarding burrowing owls ____________

Find a website that has good information that you can use in a paper____________

Print that page _________

Go back to Google and look up another website with good burrowing owl information________

Print that page___________

Read over your information__________

Highlight the things you like and want to use in your newspaper article_________

Place your information in your mailbox so you have it to use tomorrow___________

Smile, you are going to write a newspaper article!!__________
Use this sheet to plan your writing of the burrowing owls newspaper article. You do not need to use complete sentences, but you do need THREE ideas in each section. These papers will be turned in with your finished article. You will lose 20 points if you do not turn this paper in.

Introduction (beginning) This is where you introduce your topic:
1.

2.

3.

Body (middle) This is where you share important information on your topic:
1.

2.

3.

Conclusion (ending) This is where you sum up main ideas and close the paper:
1.

2.

3.
You will need to exchange papers with your neighbor. Make sure to check the paper thoroughly for mistakes. Use your red pens to fix anything you see wrong. Use the proofreading sheet attached to this page to assist you. You should try to fix at least three things. This sheet needs to be turned in before you begin writing your final draft.

I checked the paper for correct punctuation __________

I checked the paper for correct grammar __________

I checked the paper for correct spelling __________

I checked the paper for correct capitalization __________

The paper flowed and made sense to me __________
Hoot Unit Plan- Formal Lesson Plan: Day Nine

Name: Brittany Paul
Date: April 24, 2014

Content Area: English Language Arts
Developmental Level: Elementary School, Fifth Grade

Content Standards:

**EL.5.3 2006 - READING: Comprehension and Analysis of Literary Text**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

**EL.5.3.4 2006**

Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
Example: Describe the themes in a fictional story, such as *A Wrinkle in Time* by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.

**EL.5.4 2006 - WRITING: Processes and Features**

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

**EL.5.4.1 2006**

Organization and Focus:
Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

**EL.5.4.2 2006**

Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.

**EL.5.5.6 2006**

Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.
Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.

**EL.5.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies,
including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

**EL.5.7.11 2006**

Deliver oral responses to literature that:
- summarize important events and details.
- demonstrate an understanding of several ideas or images communicated by the literary work.
- use examples from the work to support conclusions.

**Title:** Reading Owl About It

**Objectives:** Students in Miss Paul’s fifth grade class will finish *Hoot*, discuss themes and characters, take an AR test, and write a Mullet Fingers in the future paper by the end of the lesson on day nine.

**Resources for Teacher:** *Hoot* novel

**Materials for Students:** *Hoot* novel, Mullet Fingers in Ten Years Sheet, pencils

**Introduction:** Today is an exciting day! We will be finding out what happens to the owls and finishing our novel! We will be talking about the theme of the book and taking a vocabulary word scavenger hunt.

**Process/Activity:**
19. Have the class gather around on the floor in a circle with their *Hoot* books.
20. Read chapter twenty-one and the epilogue around the circle. Each person should read a page.
21. When finished, ask students to discuss why they feel the author wrote this book.
22. Go around the circle, every student should say something regarding the author’s purpose and message.
23. Explain to students that we just discussed the theme of the book.
24. Tell students that the theme of the book is the book’s message.
25. Have students go back around the circle and talk about their favorite character.
26. They should state their favorite character, why he/she is their favorite, and one thing he/she did they remember best.
27. Next, take students to the computer lab.
28. Students will take an accelerated reader test on *Hoot*.
29. Have students print their scores. This will count as their test score for the unit plan.
12. Have students go back to their desks.
13. Ask students how they felt about the open-ended book regarding Mullet Fingers.
14. Tell students to think about how they would have ended the novel if they were Carl Hiaasen.
15. Pass out the *Mullet Fingers in Ten Years Sheet*.
16. Tell students they will get the chance to be the author.
17. Tell students that they should fill out the sheet regarding how they would have ended the novel.
18. Next, have students write three paragraphs in the voice of Mullet Fingers.
19. They should include where he lives, what he does for a living, what he likes to do for fun, and if he still talks to Roy and Beatrice.
20. Choose a few volunteers to read their stories to the class.

Closing: Tell students that tomorrow will be a fun day! We will have something very exciting since they worked so hard throughout the unit!

Learning Strategies Used: thinking, listening, speaking

Assessment:
The teacher will assess comprehension and participation as students answer questions and discuss the novel in the reading circle. The teacher will assess student involvement and participation throughout the lesson. The teacher will assess student comprehension through discussion. The teacher will assess knowledge and participation through the completion of the Mullet Fingers in the Future sheet.

Assignment: No assignment for tomorrow.

Adaptations for Special Needs Students: If a student has a disability or an IEP preventing him from completing the assignment, an aid can pen for the student or an Ipad/laptop can be used to type it. If a student does not understand what to do, I will repeat instructions. I will be walking around and making sure that students are doing okay and understanding what they are to be accomplishing.
Mullet Fingers in Ten Years

Name:__________________________________________________________

In ten years, Mullet Fingers will be in his mid-twenties. Fill this paper out according to what you think Mullet Fingers will be like. This information will go in your three paragraph paper written in the voice of Mullet Fingers. You must answer all questions.

Did Mullet Fingers ever decide to attend school? College?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Do you think Mullet Fingers will be living in a home or out in the wilderness?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Will Mullet Fingers still be flying solo, or will he have a girlfriend? Wife? Kids?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What will Mullet Fingers be doing for a living?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Will Mullet Fingers still be helping animals?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Other things you would want to add to your paper:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Mullet Fingers in Ten Years
Pretend you are Mullet Fingers ten years from now. Write three paragraphs describing how you live your life these days. Include the information from the paper you filled out.

______________________________________________________________________

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______________________________________________________________________
Title: Let’s Have “Owl”selves a Party!

Objectives: Students in Miss Paul’s fifth grade class will demonstrate comprehension of the novel by participating in Jeopardy and comparing and contrasting the book to the novel by the end of the lesson on day ten.

Resources for Teacher: www.instantjeopardy.com, Hoot (the movie), projector and screen

Materials for Students: www.instantjeopardy.com, Hoot (the movie)
**Introduction:** Congratulate students for completing the novel! Tell students we will be playing *Hoot* Jeopardy for bonus points today. We will then have a cupcake and movie party. We will be watching the film version of *Hoot* and having a class discussion on how it compares to the novel.

**Process/Activity:**

21. Divide class into groups.
22. Explain that we will be playing *Hoot* Jeopardy for bonus points.
23. Tell students this will test their knowledge of the novel.
24. Pull up the **Jeopardy game** online ([www.instantjeopardy.com](http://www.instantjeopardy.com)).
25. Play until the winning group is decided.
26. Winning group gets ten bonus points.
27. Next, tell students that we will be watching the movie, *Hoot.*
28. Explain to students to pay attention and take some notes on how the movie and the book are similar and different.
29. Pass out owl cupcakes.
30. Tell students we will be having a discussion about the similarities and differences after the movie.
31. Turn on the movie.
32. When the movie is over, move chairs into a circle.
33. Go around the circle and have each child tell one similarity and one difference they noticed between the novel and the movie.
34. Ask students what they would have changed if they made the movie.

**Closing:** Tell students that they did a great job throughout the unit! Tomorrow we will be starting a short story unit!

**Learning Strategies Used:** thinking, listening, speaking, viewing, visually representing

**Assessment:**
The teacher will assess comprehension as students answer Jeopardy questions in groups. The teacher will assess student involvement and participation throughout the lesson. The teacher will assess student comprehension through discussion. The teacher will assess teamwork skills as students complete the Jeopardy game in groups. The teacher will assess knowledge and comprehension through similarities and differences discussion.

**Assignment:** No assignment for tomorrow.

**Adaptations for Special Needs Students:** If a student has a visual or hearing problem, adjustments will be made (subtitles, volume, moving child to the front). If a student does not understand what to do, I will repeat instructions. I will be walking around and making sure that students are doing okay and understanding what they are to be accomplishing.