

HOOT

Learning Contract

Based on the novel written by Carl Hiaasen

HOOT Teacher Notes

The following notes may assist the teacher when implementing the *HOOT* Learning Contract. The materials are intended to provide educators with tools to differentiate the environment, content, process, product, and process for students who are gifted. If necessary, the teacher is encouraged to revise the document(s) so that they best meet the individual needs of each gifted student.

For additional information, please contact the Department of Advanced Academics, Broward County Public Schools.

Learning Contract Form

1. The activities will be chosen based on the goals of the student's Educational Plan (EP).
2. The components can be revised to best meet the needs of the student.
3. The teacher will assist the student in determining necessary timelines.
4. Signatures will validate agreements between the student and the teacher and may be used in conferences.

Project Choices Forms

1. Each option describes the basic project requirements.
2. Rubric(s) for each option delineate the details of the project.
3. A due date will need to be written for each project option selected.
4. Teacher discretion prevails regarding due dates, revised due dates, number of options a student will choose, and number of rubrics (if option has more than one component/rubric).
5. Rubrics may be revised as necessary and/or desired.

Comprehension and Vocabulary Assessment

1. It is important to assess the student; therefore, a comprehension and vocabulary assessment is provided.
2. Revisions and/or modifications may be made to provide relevance.
3. The teacher and student will meet to agree on the specifications and/or rubric(s) for each assessment activity.
4. The teacher may revise point values and grades on the assessment.

Extensions Grid

1. Sunshine State Standards correlations are provided. If the teacher believes additional standards are applicable, those may be added.
2. Various websites and links are provided. Please note, this is NOT a comprehensive list. Teacher and student are encouraged to conduct additional searches and access other resources.
3. Student may choose additional related literature for further enjoyment and information. Some options are listed on the Extensions Grid.

LEARNING CONTRACT FORM

Hoot by Carl Hiaasen

Dear _____,
(Student Name)

You and your teacher will agree on learning projects for you to complete after you read the book *Hoot* by Carl Hiaasen. The activities will be chosen based on the goals of your Educational Plan (EP). Your teacher will help you understand the goals and pick appropriate projects. You and your teacher will agree upon the number of projects you will complete, a deadline for each project and a schedule to meet on a regular basis to discuss your progress (please complete grid below).

It is important to preview the project choices before you read the book and keep them in mind as you read. You may have a lot of ideas and questions as you are reading, so you may want to use a journal to jot them down.

Your teacher will give you a short test after you finish reading the book to make sure you understood the characters, events, and vocabulary.

ENJOY!

ACTION STEP	
1. Meet with your teacher to preview the project choices and to identify a timeline.	Meeting Date:
2. Read the book.	Due Date:
3. Meet with your teacher again and select your projects (should align to the goals on your EP). Pick at least one project that seems like it will be fun AND at least one project that will help you improve a skill you need to work on. Determine which project you will do first, second, third, etc. Set deadlines for each project and write them in the blanks on the Project Choices form.	Meeting Date: Number of Required Projects:
4. Your teacher will give you rubrics for each project you choose. The rubrics will tell you what your project must include. Study the rubrics so that you can earn the best grade possible for your project.	Issue Date: Study Date:
5. Meet with your teacher regularly while you are working, according to the schedule you have agreed upon. Your teacher will help you stay on a timeline, answer your questions, and help you find the materials you need to complete your projects.	Meeting Date(s):

Teacher Signature _____

Student Signature _____

Parent Signature _____

Hoot Project Choices

Place a check mark in the box next to each Mathematics project you choose.

- ☐ Option 1 The "mystery boy" is a fast runner. Who is the fastest runner on record and how fast can he/she run? You will need to write a short biography of this person and find a picture of him/her. You will also create (1) a table that shows a compilation of the distance the fastest runner travels each minute over a period of five minutes, (2) a description of the pattern you find in your table, (3) an algebraic equation using d =distance, m =minutes, and a coefficient to express the speed of the runner, and (4) a prediction table showing how long it will take for the fastest runner to run 100 meters, 1 kilometer, 50 yards, and 1 mile. You must show how you used your equation to complete the prediction table in number 4 (above). You will present your project on a poster or in Power Point so that it meets all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 2 Find data from a burrowing owl demography study on the Internet that covers at least 4 years. Analyze the data to find the mean, median, and mode of the number of baby owls produced by each pair of burrowing owl mates over the time period of your data. Recalculate your data to show the mean, median, and mode of the entire population of owls studied over the time period. Display your results in an organized table and appropriate graphs and explain the data to your class. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 3 Burrowing owls are endangered, meaning the burrowing owl population is decreasing. You will need to conduct research to determine the annual percentage of population decrease and the factors contributing to the decrease. You will then need to predict what will happen to a population of 1,000 burrowing owls over the next 10 years if nothing is done AND if one factor is eliminated. You will create a poster with (1) a list of the factors contributing to the decrease, (2) a two-line line graph with one line showing the projected decrease in a burrowing owl population of 1,000 over 10 years and another line showing the projected decrease if one factor is eliminated. You will need to evaluate the impact of eliminating one of the factors and present your evaluation to the class. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 4 You will need to conduct research to determine the amount of space a pair of burrowing owls requires in the wild in order to have enough food and in order to reproduce. You will then consider three different parcels of land: (1) a right triangle with a hypotenuse of 100 meters, (2) a pentagon with sides of 68, 40, 59, 70, and 37 meters, and (3) a quadrilateral with sides of 55, 83, 87, and 60 meters. Calculate the area of each shape and determine how many pairs of burrowing owls each parcel of land can support. Then scale the shapes to size so that each will fit on paper measuring $8\frac{1}{2}" \times 11"$. Next, draw a line from the vertex of each angle to the opposite side of the shape and find the interior angles of each shape. You will need to determine the sum of the interior angles of each parcel of land. You will then need to discover and explain the mathematical rules for finding the sum of interior angles for any shape. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

RUBRIC 1 of 4

For *Hoot* Project: Biography
Math- Option 1A

Possible Points	Criteria for Biography	Points Earned
20	Biography includes the name of the person who is considered to be the fastest runner on record, where he/she was born/grew up, family structure as a child, education, life experiences, current family structure and personal convictions (things he/she feels strongly about).	
10	The conclusion tells how you think the fastest runner on record has influenced athletes of the world.	
10	Research utilizes at least 3 references.	
10	Writing is well organized and includes a quality introduction and conclusion.	
10	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
10	Writing utilizes higher-level vocabulary throughout.	
7	The first page is a title page with the title of the biography, your name and the date. At least one picture/graphic is included and the page is creatively presented.	
5	The last page is titled "Bibliography" and lists all references in teacher-specified style.	
5	The title of the biography is original and creative.	
5	Paper has no grammatical, punctuation, capitalization or spelling errors.	
5	Paper is a minimum of two pages, has title, 1" margins, double-spaced, 5-space indentations for paragraphs, numbered pages, and 12-point font.	
3	Pages are stapled together in the upper-left-hand-corner, or placed in a folder with a clear plastic cover. Pages are not wrinkled, torn, or out-of-order.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 4

For *Hoot* Project: **Tables**
Math- Option 1B

Possible Points	Criteria	Points Earned
20	Table One shows (1) a compilation of the distance the fastest runner travels each minute over a period of five minutes, (2) a description of the pattern found in the table, (3) an algebraic equation using d =distance, m =minutes, and a coefficient to express the speed of the runner.	
15	The Prediction Table shows how long it will take for the fastest runner to run 100 meters, 1 kilometer, 50 yards, and 1 mile.	
20	The tables include a title and appropriate elements such as: captions, text/content, cell spacing, frame, border and rows.	
10	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
10	Writing utilizes higher-level vocabulary throughout.	
5	Bibliography lists all references in teacher-specified style.	
5	Tables are visually appealing.	
5	Tables have no grammatical, capitalization, punctuation or spelling errors.	
10	All calculations are correct.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 3 of 4

For *Hoot* Project: **Poster**
Math- Option 1C

Possible Points	Criteria	Points Earned
15	Poster includes the name of the person who is considered to be the fastest runner on record, where he/she was born/grew up, family structure as a child, education, life experiences, current family structure and personal convictions (about which he/she feels strong)	
15	The poster includes (1) a compilation of the distance the fastest runner travels each minute over a period of five minutes, (2) a description of the pattern found, (3) an algebraic equation using d =distance, m =minutes, and a coefficient to express the speed of the runner.	
10	At least five graphics are included on the poster	
10	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
10	Writing utilizes higher-level vocabulary throughout.	
5	Bibliography lists all references in teacher-specified style.	
5	Poster size is a minimum of 18"x24".	
10	Poster display is visually appealing and creative.	
10	Poster has no grammatical, capitalization, punctuation or spelling errors.	
10	All calculations are correct.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 4 of 4

For *Hoot* Project: Power Point
Mathematics- 1D

Possible Points	Criteria for Power Point Presentation	Points Earned
15	The Power Point presentation includes the name of the person who is considered to be the fastest runner on record, where he/she was born/grew up, family structure as a child, education, life experiences, current family structure and personal convictions (about which he/she feels strong)	
15	The Power Point presentation shows (1) a compilation of the distance the fastest runner travels each minute over a period of five minutes, (2) a description of the pattern found, (3) an algebraic equation using d =distance, m =minutes, and a coefficient to express the speed of the runner.	
10	All information is accurate.	
5	A title slide includes title of project, your name and date of presentation. At least one appropriate graphic is included in title slide.	
5	A slide with the bibliography that lists all references is included.	
5	At least five graphics are included in the body of the presentation.	
15	At least three separate special effects are included.	
10	Music is coordinated with the slides, and relates to the theme of the presentation.	
10	There are no spelling, punctuation, capitalization or grammatical errors.	
10	The presentation is creative.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Demography Study Math- Option 2

Possible Points	Criteria	Points Earned
10	The data from a burrowing owl demography study obtained from the Internet is comprehensive and covers at least four years.	
15	The data collected was analyzed to find the mean, median, and mode of the number of baby owls produced by <u>each pair</u> of burrowing owl mates over the time period that was selected.	
15	The data was recalculated to show the mean, median, and mode of the entire population of owls studied over the selected time period.	
10	The results are displayed in an organized table and appropriate graphs.	
10	The table and graphs include a title and appropriate elements such as: captions, text/content, cell spacing, frame, border and rows.	
5	Table and graphs are visually appealing.	
5	Writing utilizes higher-level vocabulary throughout.	
5	Table and graphs have no grammatical, capitalization, punctuation or spelling errors.	
5	Bibliography lists all references in teacher-specified style.	
10	All calculations are correct.	
10	The data was articulated to the class in a clear, concise, and appealing manner.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Poster Math- Option 3

Possible Points	Criteria	Points Earned
35	Poster includes (1) a two-line graph with one line showing the projected decrease in a burrowing owl population of 1,000 over the next 10 years, and another line showing the projected decrease if <u>one</u> factor is eliminated, and (2) a list of the causes for the decrease, and (3) a typed narrative justifying the statistics, and (4) a bibliography citing all of the sources from which the statistics were derived.	
15	The graph includes title, labeled axes, appropriate intervals and key.	
10	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
10	Writing utilizes higher-level vocabulary throughout.	
5	Bibliography lists all references in teacher-specified style.	
5	Poster size is a minimum of 18"x24".	
5	Poster display is visually appealing.	
5	Poster has no grammatical, capitalization, punctuation or spelling errors.	
10	All calculations are correct.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Research Project Mathematics- Option 4

Possible Points	Criteria for Research	Points Earned
15	Research was conducted and findings were analyzed determine the amount of space a pair of burrowing owls requires in the wild in order to have sufficient food and to be able to reproduce.	
10	You calculated the area of a right triangle with a hypotenuse of 100 meters and determined how pairs of burrowing owls that parcel can support.	
10	You calculated the area of a pentagon with sides of 68, 40, 59, 70, and 37 meters and determined how pairs of burrowing owls that parcel can support.	
10	You calculated the area of a quadrilateral with sides of 55, 83, 87, and 60 and determined how pairs of burrowing owls that parcel can support.	
15	The shapes were scaled to size and were drawn on paper measuring $8 \frac{1}{2}$ " x 11".	
15	You drew a line from the vertex of each angle to the opposite side of the shape and found the interior angles of each shape and you determined the sum of the interior angles of each parcel of land.	
15	You selected a venue of your choice and explained the mathematical rules for finding the sum of interior angles for any shape.	
10	At least five resources are documented, using teacher-directed bibliography style.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

Hoot Project Choices

Place a check mark in the box next to each Science project you choose.

- ☐ Option 1 Some owls regurgitate something called "owl pellets" that contain the indigestible hairs, feathers, bones, and claws of the prey they have eaten. You will need to research and write a paper about owl pellets and include a list of the owls that produce them. Your teacher will give you an owl pellet to dissect, analyze, and reassemble into the prey contained in the pellet. You will display your reassembled owl pellet parts on a poster or science board along with your written report. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 2 The burrowing owls in the novel *Hoot* had nests and babies. You will need to research and write a paper about the reproduction, life cycles, and predators of burrowing owls. You will need to include in the paper a line graph with two lines. One line on the graph should illustrate how the population of four burrowing owls will increase over 20 years assuming that no predators exist. The second line on the graph will show how the population changes over 20 years if predators are present. The graph will need to account for the birth of baby owls and death of older owls. You will need to analyze the difference between the lines on your graph and explain the difference in your paper. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 3 Roy gets caught in an electrical storm, which happens often in South Florida. You will need to conduct research to find out how an electrical storm is caused and find an experiment that illustrates the causes of electrical storms. You will present your experiment and a synthesized, oral explanation of the causes of electrical storms to your class. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 4 Burrowing owls are near the top of the food chain. You will need to create a food chain to show "who eats what" including at least five prey that the burrowing owl consumes. Each prey needs to be traced down to the level of primary producers. You must classify and label everything on your food chain according to the following categories: (1) primary producers (2) herbivores, (3) carnivores, and (4) omnivores. You will also need to identify the way everything on your food chain catches food according to the following: filtering, digging, chasing, ambush, and scavenging. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

RUBRIC 1 of 2

For *Hoot* Project: Owl Pellets
Science- Option 1A

Possible Points	Criteria for Written Report	Points Earned
20	Description of owl pellets includes (1) how they are formed, (2) their purpose, (3) where they are found, (4) which owls produce them, as well as (5) their general size, shape, and color.	
13	Research utilizes at least 5 references.	
13	Writing is well organized and includes a quality introduction and conclusion.	
13	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
12	Writing utilizes higher-level vocabulary throughout.	
8	Paper includes at least one drawing with an appropriately descriptive label.	
7	The last page is titled "Bibliography" and lists all references in teacher-specified style.	
7	Paper has no punctuation, capitalization, grammatical or spelling errors.	
5	Paper has title, 1" margins, double-spacing, $\frac{1}{2}$ inch indentations for paragraphs, numbered pages, and 12-point font.	
2	Pages are stapled together in the upper-left-hand-corner. Pages are not wrinkled, torn, or out-of-order.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 2

For *Hoot* Project: Owl Pellets
Science- Option 1B

Possible Points	Criteria for Dissection and Re-assembly of Owl Pellet	Points Earned
20	Instructions for dissection (including all safety instructions) were followed completely and accurately.	
20	Appropriate and quality reference materials were used to identify prey from hairs, feathers, bones, and claws.	
20	Parts were glued on poster board in an organized fashion according to the prey to which they belonged.	
10	Each prey found was identified correctly.	
10	Labels of prey were correct, neatly printed or typed, and included the Latin name of the species.	
10	Owl pellet display was titled appropriately. Title was neatly printed or typed.	
10	Owl pellet pieces were kept orderly and were not lost during the dissection or re-assembly process.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 1 of 2

For *Hoot* Project: Owl Research Paper
Science- Option 2A

Possible Points	Criteria for Written Report	Points Earned
20	Report on burrowing owls includes (1) how old the female is when she can first have babies, (2) how many babies can she have at one time, (3) how often can she have babies, (4) location of nests, (5) life expectancy, (6) how old the owls are when they leave the nest to make homes on their own, and (7) the role of the male (father) in raising the baby owls.	
10	Research utilizes at least 5 references.	
10	Writing is well organized and includes a quality introduction and conclusion.	
10	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
12	Writing utilizes higher-level vocabulary throughout.	
7	Paper is at least two typed pages in length, and includes at least one picture with an appropriately descriptive label.	
10	There is a title page that includes the title of the paper, your name, the date and a graphic that reflects the subject of your paper.	
7	The last page is titled "Bibliography" and lists all references in teacher-specified style.	
7	Paper has no grammatical or spelling errors.	
5	Paper has title, 1" margins, double-spacing, 5-space indentations for paragraphs, numbered pages, and 12-point font.	
2	Pages are stapled together in the upper-left-hand-corner, or placed in a folder with a clear, plastic cover. Pages are not wrinkled, torn, or out-of-order.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 2

For *Hoot* Project: Owl Graph
Science- Option 2B

Possible Points	Criteria for Graph	Points Earned
10	Graph shows how the population of four burrowing owls will increase over 20 years (no predators). Births and deaths are accounted for.	
10	Graph shows how the population changes over 20 years if predators are present.	
10	Appropriate type of graph is used. Includes title, labeled axes, appropriate intervals and key.	
10	A typed, one paragraph interpretation of the graph is included.	
5	All numerical computations are accurate.	
5	The graph is neatly displayed, and has no punctuation, capitalization, spelling or grammatical errors.	
Total		Total
<u>50</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Experiment Science- Option 3

Possible Points	Criteria	Points Earned
20	Experiment illustrates causes of electrical storms.	
10	Appropriate safety measures are taken while conducting the experiment for the class.	
10	The experiment is conducted in logical sequence.	
50	Oral presentation includes an introduction, an explanation of the experiment, and a conclusion that ties the experiment to the causes of electrical storms.	
10	Appropriate eye contact and voice volume are used.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Food Chain Project Science- Option 4

Possible Points	Criteria	Points Earned
20	The food chain project includes student name, teacher name, title, examples of "who eats what," and labeled classifications.	
10	The project cites at least five prey that burrowing owls consume.	
10	Each prey is traced down to the level of primary producers.	
20	Examples of primary producers, herbivores, carnivores, and omnivores are cited.	
10	Project identifies the way everything on the food chain catches food (such as filtering, digging, chasing, ambush, and scavenging).	
10	Project display is visually appealing.	
10	Project display is creative.	
10	Project has no grammatical, capitalization or spelling errors.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

Hoot Project Choices

Place a check mark in the box next to each Language Arts project you choose.

- ☐ **Option 1** Roy is extremely persistent. He wants to find out the mystery of the barefoot boy and does not give up. Maybe you believed in something so strongly that you kept trying until you were successful. Write a paper describing a time when you demonstrated persistence. The paper should include a description of your goal, the steps you took to achieve your goal, and the final outcome of your persistence. The conclusion should be an evaluation of what you accomplished and an opinion as to whether or not you would "do it again" and why or why not. Your paper will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ **Option 2** Beatrice's stepbrother asks her to write a letter to Mother Paula's Pancake House to ask them not to disturb the burrowing owls on the construction site. Write your own business letter to a business of your choice. You may choose any topic for your letter, but it must include an opinion regarding something that you wish the business to change and facts to back up your opinion. Your letter will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ **Option 3** Create a poster that analyzes all the actions Mullet Fingers takes to prevent Mother Paula's Pancake House from disturbing the burrowing owls. On the left-hand side of the poster write each action Mullet Fingers took against Mother Paula's. On the right-hand side of the poster, write the reasons for each one of Mullet Finger's actions. Write the reasons next to the action to which they correspond. Your poster will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ **Option 4** Research the author, Carl Hiaasen. (He is a very interesting character.) Write a biography about Carl Hiaasen. The conclusion of the biography should evaluate how the author's experiences influenced his book *Hoot*. Your biography will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

RUBRIC

For *Hoot* Project: Persistence Paper Language Arts- Option 1

Possible Points	Criteria for Persistence Paper	Points Earned
25	Paper includes a description of your goal, the steps you took to achieve your goal, and the final outcome of your persistence.	
15	Writing is well organized and includes a quality introduction and conclusion.	
15	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
10	Writing utilizes higher-level vocabulary throughout.	
8	Paper includes planning web and rough draft.	
5	Paper has no punctuation, capitalization, grammatical or spelling errors.	
10	Paper has title, 1" margins, double-spacing, indentations for paragraphs, numbered pages (at least three), and 12-point font.	
10	There is a title page that includes the title of the paper, your name, the date and a graphic that reflects the subject of your paper.	
2	Pages are stapled together in the upper-left-hand-corner. Pages are not wrinkled, torn, or out-of-order.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Business Letter Language Arts- Option 2

Possible Points	Criteria for Business Letter	Points Earned
10	Letter includes all parts of a business letter (heading, inside address, salutation, body, closing and signature)	
15	The body reflects a well-organized persuasive writing piece that includes your opinion and facts to support your opinion.	
10	Introduction makes your readers want to continue reading, and the conclusion is a strong one that readers will remember.	
5	Writing utilizes higher-level vocabulary throughout.	
5	Letter has no punctuation, capitalization, grammatical or spelling errors.	
5	Letter has 1" margins, double-spacing, 5-space indentations for paragraphs, and 12-point font.	
Total		Total
<u>50</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Poster Language Arts- Option 3

Possible Points	Criteria for Poster	Points Earned
25	Poster includes a list of actions Mullet Fingers takes to prevent Mother Paula's Pancake House from disturbing the owls on the left side, and a list of the reasons for each action on the right side.	
25	Actions and reasons are accurate, according to the book.	
5	Poster is at least 24"x18".	
5	Words are printed or typed.	
10	Pictures relating to the subject matter are artistically included.	
10	Writing utilizes higher-level vocabulary throughout.	
10	There are no spelling, punctuation, capitalization or grammatical errors.	
5	Poster has title and 1" margins.	
5	Poster is creatively and neatly presented.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Biography Language Arts- Option 4

Possible Points	Criteria for Biography	Points Earned
20	Biography includes where Carl Hiaasen was born/grew up, family structure as a boy, education, life experiences, current family structure and personal convictions (things he feels strongly about).	
10	The conclusion tells how you think Carl Hiaasen's experiences influenced the writing of <i>Hoot</i> .	
10	Research utilizes at least 3 references.	
10	Writing is well organized and includes a quality introduction and conclusion.	
10	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
10	Writing utilizes higher-level vocabulary throughout.	
7	The first page is a title page with the title of the biography, your name and the date. At least one picture/graphic is included and the page is creatively presented.	
5	The last page is titled "Bibliography" and lists all references in teacher-specified style.	
5	The title of the biography relates to Carl Hiaasen's life, is original and creative.	
5	Paper has no grammatical, punctuation, capitalization or spelling errors.	
5	Paper is a minimum of two pages, has title, 1" margins, double-spaced, 5-space indentations for paragraphs, numbered pages, and 12-point font.	
3	Pages are stapled together in the upper-left-hand-corner, or placed in a folder with a clear plastic cover. Pages are not wrinkled, torn, or out-of-order.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

Hoot Project Choices

Place a check mark in the box next to each Social Studies project you choose.

- ☐ Option 1 Roy tricks Dana into thinking that he bought a carton of cigarettes from the Seminole Indian Reservation. The Seminole Indians live in Florida. You will need to conduct research to find out about the history of the Seminole Nation and current issues that face them (as described on your rubric(s)). You will need to evaluate one of the issues and form an opinion backed by facts. You will need to create a Power Point presentation to present your research and your fact-based opinion to the class. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 2 Roy claims to be from Montana even though he wasn't born there. You will need to conduct research to find out about the history, geography, people, and climate of Montana as well as current issues facing this state (as described on your rubric(s)). You will need to evaluate one of the issues and form an opinion backed by facts. You will need to create a poster with a map of Montana and its geographical characteristics (as described on your rubric(s)). You will also need to create a Power Point presentation to present your research and your fact-based opinion. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 3 One of the main points of *Hoot* is the power of people to make a difference. You will need to collect several articles from the paper about community issues. After analyzing them, you will need to pick one community issue to research and talk about in-depth to your class. Finally, you will need to design, organize, and conduct an action plan to make a positive impact on the community issue you chose. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 4 The construction site of Mother Paul's Pancake House had survey stakes, which were removed by the "mystery boy" who was protecting the burrowing owls. What are survey stakes? You will need to conduct research about the survey process and the occupation of surveyors and present this in a Power Point presentation or a poster. You will need to form an opinion as to whether or not you would enjoy being a surveyor, backing your opinion with reasons. You will present your Power Point or poster and the results of your research to the class. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

RUBRIC 1 of 2

For *Hoot* Project: Seminole Indians
Social Studies- 1A

Possible Points	Criteria for Research	Points Earned
5	Research utilizes at least 5 references.	
10	Resources are documented, using teacher-directed bibliography style, on index cards.	
10	There are 3-5 current issues cited pertaining to the Seminole Indians.	
5	Each issue is written on an index card.	
10	On the back of each "issue index card "is written a list of facts.	
10	Attached to each "issue index card" is another index card with an opinion written on it that pertains to the issue.	
10	Each opinion is justified by its relative facts.	
Total		Total
<u>60</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 2

For *Hoot* Project: Seminole Indians
Social Studies- 1B

Possible Points	Criteria for Power Point Presentation	Points Earned
10	Highlights of the history of the Seminole Indians are presented.	
10	Current issues are addressed with bulleted facts accompanying each one.	
10	An evaluation of one issue, with an opinion based on facts is included.	
10	A title slide includes title of project, your name and date of presentation. At least one appropriate graphic is included.	
10	A minimum of five graphics are included in the body of the presentation.	
15	A minimum of three separate special effects are included.	
15	Music is coordinated with the slides, and relates to the theme of the presentation.	
10	There are no spelling, punctuation, capitalization, or grammatical errors.	
10	The presentation is creative.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 1 of 3

For *Hoot* Project: Montana
Social Studies- 2A

Possible Points	Criteria for Research	Points Earned
5	Research utilizes at least 5 references.	
10	Resources are documented, using teacher-directed bibliography style, on index cards.	
10	There are 3-5 current issues cited pertaining to the Montana.	
5	Each issue is written on an index card.	
10	On the back of each "issue index card "is written a list of facts.	
10	Attached to each "issue index card" is another index card with an opinion written on it that pertains to the issue.	
10	Each opinion is justified by its relative facts.	
Total		Total
<u>60</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 3

For Hoot Project: Poster Social Studies- 2B

Possible Points	Criteria	Points Earned
35	Poster includes a map of Montana depicting its geographical characteristics.	
15	The geographical characteristics include, but are not limited to water features (i.e., rivers, lakes) and land features (i.e. mountains, forests, plains, coastlines, National Parks, etc.)	
10	Geographical features are labeled and accurately placed.	
10	Writing utilizes higher-level vocabulary throughout.	
5	Bibliography lists all references in teacher-specified style.	
5	Poster size is a minimum of 18"x24".	
5	Poster display is visually appealing.	
5	Poster has no grammatical, capitalization, punctuation or spelling errors.	
10	All calculations are correct.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 3 of 3

For *Hoot* Project: Montana
Social Studies- 2C

Possible Points	Criteria for Power Point Presentation	Points Earned
10	Presentation includes the history, geography, people, climate and current issues pertaining to Montana.	
10	Current issues are addressed with bulleted facts accompanying each one.	
10	An evaluation of one issue, with an opinion based on facts is included.	
10	A title slide includes title of project, your name and date of presentation. At least one appropriate graphic is included.	
10	A minimum of five graphics are included in the body of the presentation.	
15	A minimum of three separate special effects are included.	
15	Music is coordinated with the slides, and relates to the theme of the presentation.	
10	There are no spelling, punctuation, capitalization or grammatical errors.	
10	The presentation is creative.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 1 of 2

For *Hoot* Project: Community Issues
Social Studies- Option 3A

Possible Points	Criteria for Research	Points Earned
5	Research utilizes at least 5 newspaper articles.	
10	A one-page typed summary and analysis is done for each article.	
5	Action plan addresses a positive impact on one issue	
25	The action plan is well organized, and includes a statement of the problem, possible solution, resources needed, and a timeline for completion.	
15	Documentation of the research process is evidenced in writing and pictures.	
15	A one-page typed analysis of the effectiveness of the project is submitted. Included in the paper are suggestions for improvement for a subsequent endeavor addressing the same issue.	
10	There are no spelling, grammar, capitalization or punctuation errors.	
Total		Total
<u>85</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 2

For *Hoot* Project: Community Issues
Social Studies- Option 3B

Possible Points	Criteria for Presentation	Points Earned
5	A "hook" was used in the introduction.	
15	The presentation had a beginning, middle and end.	
10	The presenter stayed on topic.	
10	Questions were answered in a timely manner.	
10	Presentation was 15-25 minutes in length.	
15	Appropriate visuals were used.	
15	Appropriate eye contact, voice quality and body language were evident.	
20	The presenter involved the audience in at least two ways.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 1 of 3

For *Hoot* Project: Survey Process- Research
Social Studies- 4A

Possible Points	Criteria for Research	Points Earned
10	Research utilizes at least 5 references.	
10	Resources are documented, using teacher-directed bibliography style, on index cards.	
15	Index cards are used to record facts that summarize the survey process, the occupation of surveyors, and the purpose of survey stakes.	
10	Each fact is written on an index card.	
20	The index cards are separated into five categories: "Survey Process;" "Occupation of Surveyors;" "Survey Stakes;" "Bibliography;" and "Other"	
10	Synthesizing the information on the "Occupation of Surveyors" index cards, the student formed an opinion as to whether or not he/she would enjoy being a surveyor. That opinion is recorded on a separate index card labeled, "Occupation Appraisal."	
15	The student justified his/her appraisal by stating at least three reasons for his/her opinion about whether or not he/she would enjoy being a surveyor.	
10	There are no spelling, punctuation, capitalization, or grammatical errors.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 3

For *Hoot* Project: Survey Process- Poster
Social Studies- 4B

Possible Points	Criteria for Poster	Points Earned
30	The information on the poster includes, but is not limited to the survey process, the occupation of surveyors, and the purpose of survey stakes.	
15	The poster includes the student's evaluation of the job description of a surveyor and his/her conclusion as to whether or not he/she would enjoy being a surveyor (opinion backed by reasons).	
10	All information is accurate.	
10	Writing utilizes higher-level vocabulary throughout.	
5	Bibliography lists all references in teacher-specified style.	
10	Poster has no grammatical, capitalization, punctuation or spelling errors.	
10	Poster evidences an original design.	
5	Poster display is visually appealing.	
5	Poster size is a minimum of 18"x24".	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

RUBRIC 3 of 3

For *Hoot* Project: Survey Process- Power Point
Social Studies- 4C

Possible Points	Criteria for Power Point Presentation	Points Earned
15	The Power Point presentation includes the survey process, the occupation of surveyors, and the purpose of survey stakes.	
15	The Power Point presentation includes the student's evaluation of the job description of a surveyor and his/her conclusion as to whether or not he/she would enjoy being a surveyor (opinion backed by reasons).	
10	All information is accurate.	
5	A title slide includes title of project, your name and date of presentation. At least one appropriate graphic is included in title slide.	
5	A slide with the bibliography that lists all references is included.	
5	A minimum of five graphics are included in the body of the presentation.	
15	At least three separate special effects are included.	
10	Music is coordinated with the slides, and relates to the theme of the presentation.	
10	There are no spelling, punctuation, capitalization or grammatical errors.	
10	The presentation is creative.	
Total		Total
<u>100</u>	Teacher Comments:	

Student _____

Teacher _____

Date _____

Domain: Independent Functioning

Hoot Project Choices

Place a check mark in the box next to each Independent Functioning project you choose.

- ☐ Option 1 Beatrice does the cooking for her father, fixing him dinner every night. Conduct some research on the "food pyramid" produced by the government to help citizens eat a balanced diet. Plan a week's worth of dinners for your family that meet the criteria of the food pyramid. Find all the recipes required for all of the dishes in your week's dinner plan. From the week's dinner plan and the recipes, create a shopping list for all the items required to prepare each dinner on your week's dinner plan. You will present your week's dinner plan, the menus, and shopping list in an organized portfolio. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 2 Roy claims to be from Montana even though he wasn't born there. Plan a road trip by car to Montana. Find a map and highlight your route from your home to a city in Montana of your choice. List the items you will include in your suitcases. Create an itinerary that shows how long you will drive each day, where you will spend the night, and include where and when you will eat your meals. Finally, calculate how much gasoline will be required to drive your family car from your home to your destination in Montana. You will present your plan for travel to Montana in an organized portfolio. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 3 The fast running "mystery boy" in *Hoot* doesn't go to school. Assume that he will begin going to school with you. You will need to get the "mystery boy" prepared. Write a letter to him describing what he needs to know to be prepared to go to school. Create a list of the items he will need in order to be prepared. Design a chart that is a schedule for a typical school week that includes the times, places, and pertinent information of every class and event that regularly occurs at school. Finally, draw and label a map of the school that includes neighboring streets, classrooms, cafeteria, hallway, restrooms, offices, and playground. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

RUBRIC

For *Hoot* Project: **Cooking Portfolio** Independent Functioning- Option 1

Possible Points	Criteria	Points Earned
10	There is evidence of research being conducted on the government's food pyramid.	
20	The information collected was analyzed to discriminate which foods and food combinations do/do not meet the criteria for healthy dinners (per the food pyramid) and a week's worth of dinners for the family is documented.	
30	Organized portfolio defends an appropriate dinner plan by including: a compilation of recipes for one week of dinners, a shopping list of all the items required for the recipes, menus and a table of contents.	
10	Portfolio is visually appealing.	
10	Writing utilizes higher-level vocabulary throughout.	
10	There are no grammatical, capitalization, punctuation or spelling errors.	
10	All calculations are correct.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Initiative in pursuing knowledge and exploring ideas is evidenced.	
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Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Travel Plan Portfolio Independent Functioning- Option 2

Possible Points	Criteria	Points Earned
25	Travel plan to a desired city in Montana is incorporated into an organized portfolio that includes a highlighted map, necessary travel items, distance to be driven each day, sleeping plans, meal information, and gasoline calculations (each one a separate document).	
10	After exploring and comparing aspects of different cities in Montana, a city was selected and the route from home to that city was highlighted on a map.	
15	Travel list includes all items needed for trip, ranked from most to least important (with explanation justifying the rank order).	
10	The calculation of needed gasoline for the trip is supported by facts such as MPG for family car, assessed distance, etc.	
10	Portfolio components are typed in 12-point font and are visually appealing.	
10	Writing utilizes higher-level vocabulary throughout.	
5	There are no grammatical, capitalization, punctuation or spelling errors.	
5	All calculations are correct.	
10	Initiative in pursuing knowledge and exploring ideas is evidenced.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Initiative in pursuing knowledge and exploring ideas is evidenced.	
10	The student risked criticism in order to "stand up" for his/her own ideas represented on the travel plan.	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: **School Plan for Mystery Boy** Independent Functioning- Option 3

Possible Points	Criteria	Points Earned
15	Letter to "mystery boy" includes all parts of a friendly letter (heading, greeting, body, complimentary close and signature), describes what he needs to know to be prepared for school, and includes a list of the items he will need for school.	
15	The body reflects a well-organized persuasive writing piece that includes your opinion and facts to support your opinion.	
10	Introduction makes your readers want to continue reading, and the conclusion is a strong one that readers will remember.	
20	Chart created represents a typical school week that includes the times, places, and pertinent information of every class and event that regularly occurs at school.	
20	Map of the school is drawn and labeled that includes neighboring streets, classrooms, cafeteria, hallway, restrooms, offices, and playground.	
10	Map is visually appealing and creative.	
5	Writing utilizes higher-level vocabulary throughout.	
5	There are no grammatical, capitalization, punctuation or spelling errors.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Established priorities while formulating decisions about the plan are evidenced.	
10	Student set standards and goals appropriate for own ability.	

Student _____

Teacher _____

Date _____

Hoot Project Choices

Place a check mark in the box next to each Social/Emotional Behavior project you choose.

- ☐ Option 1 Roy is faced with situations where "what is right" and "what is wrong" is not clear. His mother told him that many times in life we face situations "...where your heart tells you to do one thing and your brain tells you to do another. In the end, all that's left is to look at both sides and go with your best judgment." You need to think about a time when you had a conflict where your heart and your brain disagreed. Design a chart to convey (1) a complete description of the problem you faced, (2) what your heart said, (3) what your brain said, and (4) how you resolved the problem, and (5) why you made the choice you did. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 2 Roy is continually bullied by Dana Matherson who is bigger and older than Roy. On the day Dana tries to choke him, Roy fights back and gets into trouble. Conduct research on bullying to find out (1) the reasons that bullies pick on people, (2) the actions that victims of bullies can take to protect themselves, (3) the actions that schools can take to prevent bullying, (4) the actions that parents can take to prevent bullying, and (5) educational programs that are designed to prevent bullying. Display the results of your research in the form of a Power Point presentation or a poster and present it to the class. Your project will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

- ☐ Option 3 Beatrice and her "mystery boy" stepbrother do not have an ideal family situation. You must write three letters from Beatrice, pretending that you are Beatrice as a grown-up. One letter is to her dad, another is to her stepmother, and the third is to her stepbrother. Each letter must contain a description of Beatrice's feelings, suggestions to improve the family situation, and a description of how the family situation impacted her life as an adult. Your three letters will need to meet all the criteria on the rubric(s) your teacher will give you.

Due Date: _____

RUBRIC

For *Hoot* Project: Life's Dilemma Chart Social/Emotional Behavior- Option 1

Possible Points	Criteria	Points Earned
25	Chart includes: (1) a complete description of the problem, (2) what your heart said, (3) what your brain said, (4) how you resolved the problem, and (5) why you made the choice you did.	
15	The body reflects well-organized writing throughout.	
10	Word choice makes your readers want to continue reading, and will make an impression on them.	
15	Quality persuasive writing is implemented where appropriate; especially in the section where you justify the choice that you made to resolve the problem.	
10	At least three graphics and/or pictures are utilized.	
10	Chart is visually appealing and creative.	
10	Writing utilizes higher-level vocabulary throughout.	
5	There are no grammatical, capitalization, punctuation or spelling errors.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Student displayed responsibility and self-management behaviors while working on this project.	
10	Student applied appropriate standards of social behavior while completing this project.	

Student _____

Teacher _____

Date _____

RUBRIC 1 of 3

For *Hoot* Project: **Bullying Project: Research**
Social/Emotional Behavior- Option 2A

Possible Points	Criteria	Points Earned
25	Research project on bullying explains and summarizes each of the following five sections: (1) the reasons that bullies pick on people, (2) the actions that victims of bullies can take to protect themselves, (3) the actions that schools can take to prevent bullying, (4) the actions that parents can take to prevent bullying, and (5) educational programs that are designed to prevent bullying.	
15	There are 3-5 points cited for each of the five sections.	
15	Each point is written on an index card.	
15	Index cards are classified, arranged, and bound in a logical fashion.	
10	Writing utilizes higher-level vocabulary throughout.	
10	Index cards have no grammatical, capitalization, punctuation or spelling errors.	
5	Research utilizes at least 5 resources.	
5	Resources are documented on index cards, using teacher-specified bibliography style.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Established priorities while formulating decisions about the plan are evidenced.	
10	Student set standards and goals appropriate for own ability.	

Student _____

Teacher _____

Date _____

RUBRIC 2 of 3

For *Hoot* Project: **Bullying Project: Power Point Presentation**
Social/Emotional Behavior- Option 2B

Possible Points	Criteria	Points Earned
20	The Power Point presentation explains and summarizes each of the following five sections: (1) the reasons that bullies pick on people, (2) the actions that victims of bullies can take to protect themselves, (3) the actions that schools can take to prevent bullying, (4) the actions that parents can take to prevent bullying, and (5) educational programs that are designed to prevent bullying.	
15	There are 3-5 points cited for each of the five sections.	
10	All information is accurate.	
10	A title slide includes title of project, your name and date of presentation. At least one appropriate graphic is included in title slide.	
5	A slide with the bibliography that lists all references is included.	
10	At least five graphics are included in the body of the presentation.	
10	At least three separate special effects are included.	
5	Music is coordinated with the slides, and relates to the theme of the presentation.	
5	There are no spelling, punctuation, capitalization or grammatical errors.	
10	The presentation is creative.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Student showed willingness to accept difficult tasks.	
10	Student was able to accept responsibility of his/her own actions and ideas.	

Student _____

Teacher _____

Date _____

RUBRIC 3 of 3

For *Hoot* Project: **Bullying Project: Poster**
Social/Emotional Behavior- Option 2C

Possible Points	Criteria	Points Earned
25	Poster explains and summarizes each of the following five sections: (1) the reasons that bullies pick on people, (2) the actions that victims of bullies can take to protect themselves, (3) the actions that schools can take to prevent bullying, (4) the actions that parents can take to prevent bullying, and (5) educational programs that are designed to prevent bullying.	
20	There are 3-5 points cited for each of the five sections.	
10	Writing communicates thoughts clearly and thoughts are elaborated upon to an appropriate degree of depth.	
10	Writing utilizes higher-level vocabulary throughout.	
5	Bibliography lists all references in teacher-specified style.	
5	Poster size is a minimum of 18"x24".	
10	There are at least 5 pictures or graphics on the poster.	
10	Poster display is creative and visually appealing.	
5	Poster has no grammatical, capitalization, punctuation or spelling errors.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Self-management skills were employed by the student to complete the poster.	
10	Student was able to gain confidence to change work habits (if applicable).	

Student _____

Teacher _____

Date _____

RUBRIC

For *Hoot* Project: Letter Campaign Social/Emotional Behavior- Option 3

Possible Points	Criteria	Points Earned
15	Three letters are written as if they are from Beatrice as a grown-up. One is to Beatrice's dad, another is to her stepmother, and the third is to her stepbrother.	
30	Each letter: (1) includes all parts of a friendly letter (heading, greeting, body, complimentary close and signature), (2) contains a description of Beatrice's feelings, (3) suggestions to improve the family situation, and (4) a description of how the family situation impacted her life as an adult.	
15	Introduction of each letter makes your readers want to continue reading, and the conclusions are strong ones that readers will remember.	
15	It is evident that you are able to consider points of view differing from your own by pretending that you are Beatrice as a grown-up. You were able to separate yourself from exclusively thinking as a child, and project the thoughts and feelings of a grown-up.	
15	Letters have 1" margins, double-spacing, 5-space indentations for paragraphs, 12-point font, and are each at least two pages long.	
5	Writing utilizes higher-level vocabulary throughout.	
5	There are no grammatical, capitalization, punctuation or spelling errors.	
Total		Total (Including Discretionary Points)
<u>100</u>	Teacher Comments:	

Discretionary Points:

10	Student is able to accept responsibility of own actions and ideas.	
10	Student is willing to tackle difficult tasks.	

Student _____

Teacher _____

Date _____

Hoot- Comprehension and Vocabulary Assessment

Directions: Review each of the following activities. Select and complete the five that are of greatest interest to you in order to justify your understanding of the book *Hoot*, by Carl Hiaasen. Your teacher and you will agree on the specifications and/or rubric(s) for each activity. Each activity carries a maximum value of 20 points.

A. The vocabulary words listed below were used in the book *Hoot*.

1. Explain in writing the meaning of each word and the context in which they were used in the book.
2. Compare the book's use of the words to way(s) that you have used the words in your own life.
3. Write a one-page paper to convince the reader that these words have had a place in your life.

WORDS: **forthright** **balefully** **assertive** **altercation** **fiasco**

B. There are many significant quotes in the book *Hoot*.

1. Write a paper (at least one page) to explain the following quote from chapter sixteen: "Roy had always thought that Beatrice Leep wasn't afraid of anything, but she didn't look so fearless now..." What was happening at the time? Why had he thought that?
2. Reflect back on a time that you were fearful and describe the circumstances and what you did to calm yourself.

C. Officer Delinko told his supervisor why he lied in order to protect the burrowing owls.

1. Write a three-page skit to depict this conversation.
2. Do you think it's ever okay to lie? Express and defend your ideas in writing, in an art form, or using technology.

D. Compare the character traits of Roy and Dana. Create a Venn diagram that generalizes their similarities and their differences.

E. Prove your understanding of the following vocabulary words by creating a crossword puzzle using all of the words. Include all components of a standard crossword puzzle (www.puzzlemaker.com is one website to use).

WORDS: **vandalism** **humidity** **skeptical** **consternation** **gore** **snide** **heist** **vile**
 reconnaissance **cheesy** **terse** **sarcasm** **toupee** **tarpon** **malevolent**

F. Some things in *Hoot* were left unexplained. Predict possible answers to the following questions and justify your prediction.

1. What happens between Beatrice and her father?
2. Will there be another pancake house built in a new location?
3. Does Curly eventually find a new job?
4. What is the future of Kimberly Lou Dixon?

G. Choose five of the words that are listed below and persuade the reader to believe that they are appropriate words to use in the context of the book *Hoot*.

WORDS: **subterranean** **menace** **scabrous** **surveillance** **queasy** **bogus** **agitate**
 fiasco **extravaganza** **flamboyant** **frenzied** **melodramatic** **slanderous**

HOOT EXTENSIONS GRID

DOMAIN/SUBJECT	PROJECT OPTION	STANDARDS CORRELATIONS		
All	Read the book <i>Hoot</i> by Carl Hiaasen. (All students must read the book.)	LA.A.1.2	LA.A.2.2	LA.E.1.2
Curriculum & Learning Environment- Science	1	LA.A.1.2 LA.A.2.2 LA.D.1.2	LA.B.1.2 LA.B.2.2	SC.G.1.2 SC.H.3.2
	2	LA.A.1.2 LA.A.2.2 LA.B.1.2	LA.B.2.2 LA.D.1.2 SC.G.1.2 MA.A.1.2	MA.A.3.2 MA.E.1.2 MA.E.3.2
	3	LA.A.1.2 LA.A.2.2 LA.C.3.2	SC.B.1.2 SC.H.1.2	
	4	LA.A.1.2 LA.A.2.2 LA.B.2.2	SC.G.1.2	
Curriculum & Learning Environment- Mathematics	1	LA.A.1.2 LA.A.2.2 LA.B.1.2	LA.B.2.2 LA.C.3.2 LA.D.1.2 MA.A.1.2	MA.A.3.2 MA.E.1.2 M.A.E.3.2
	2	LA.A.1.2 LA.A.2.2 LA.C.3.2	MA.A.1.2 MA.A.3.2 MA.E.1.2	
	3	LA.A.1.2 LA.A.2.2 LA.C.3.2 LA.D.1.2 LA.D.2.2	MA.A.1.2 MA.A.3.2 MA.D.2.2	MA.E.1.2 MA.E.2.2 M.A.E.3.2
	4	LA.A.1.2 LA.A.2.2 MA.B.1.2	MA.B.2.2 MA.B.4.2 MA.C.3.2	

Curriculum & Learning Environment- Language Arts	1	LA.B.1.2 LA.B.2.2	LA.D.1.2 LA.D.2.2	
	2	LA.B.1.2 LA.B.2.2	LA.D.1.2 LA.D.2.2	
	3	LA.B.1.2 LA.B.2.2		
	4	LA.A.1.2 LA.A.2.2	LA.B.1.2 LA.B.2.2	
Curriculum & Learning Environment- Social Studies	1	LA.A.1.2 LA.A.2.2 SS.A.1.2	SS.A.6.2 LA.B.2.2 LA.C.3.2	LA.D.1.2 LA.D.2.2
	2	LA.A.1.2 LA.A.2.2 SS.A.1.2	SS.A.4.2 SS.A.5.2 SS.B.1.2	LA.B.2.2 LA.C.3.2 LA.D.1.2 LA.D.2.2
	3	LA.A.1.2 LA.A.2.2	SS.C.2.2 LA.B.1.2 LA.B.2.2	LA.D.1.2 LA.D.2.2
	4	LA.A.1.2 LA.A.2.2	LA.B.1.2 LA.B.2.2 LA.C.3.2	LA.D.1.2 LA.D.2.2

VARIOUS WEBSITES AND LINKS	ADDITIONAL LITERATURE CHOICES
The websites and/or links below are among the many that are available for use. They are not correlated to specific lessons due to the overlapping nature of the information on the particular sites. Students and educators are encouraged to conduct searches for additional sites and video clips that would augment the learning experience as well as add rigor and depth/breadth.	Students may choose to select additional related literature for further enjoyment and information. These options include, but are not limited to:
http://www.owlpages.com http://42explore.com/owls.htm http://burrowingowlpreservation.org/index.htm http://www.scvas.org/index.php?page=text&id=bowl http://www.naturecanada.ca/endangered_know_our_species_burrowingowl.asp http://www.wptc.org/wildlife/burrowingowl.php http://www.wildlifedepartment.com/Burrowing%20Owl.htm http://www.owlpages.com/articles.php?section=Studies+and+Papers&title=Human+Impacts&page=3 http://www.hootmovie.com/endangered_owls.html http://oregonstate.edu/~rosenbed/VIDEO%20BUOW%20Study%20Guide%20Dec%202003.pdf http://www.scholastic.com/gahoole/ http://www.visitflorida.com/cms/e/florida_birders_list.php http://www.visitflorida.com/cms/e/walk_on_the_wild_side.php http://www.pwls.org/kids/facts.php http://www.quass.com/owlspecies/burrowingowl/facts.html http://www.emints.org/ethemes/resources/S00001418.shtml http://www.sd5.k12.mt.us/glaciareft/foodch35.htm http://www.royalbcmuseum.bc.ca/School_Programs/end_species/es_plans/gr2-3.html#l http://www.obdk.com/pdf/bonecharts.pdf	<i>Animals Under the Ground</i>, by Phyllis J. Perry <i>Bird Songs</i>, by Les Beletsky <i>Guardians of Ga'Hoole</i>, by Kathryn Lasky <i>Journey</i>, by Kathryn Lasky <i>One Man's Owl</i>, by Bernd Heinrich <i>Owl Boy</i>, by Tom Sniegowski <i>Rescue</i>, by Kathryn Lasky