I can deepen my understanding of text by engaging in a reading partnership about kids who demonstrate a commitment to the environment. BE PREPARED FOR FIRST MEETING ON FRIDAY.

(CARL HIASSEN AUTHOR STUDY: HOOT, FLUSH AND SCAT). TASK: During the next two weeks, you and your reading partner will read a novel that is about a main character who demonstrates a commitment to the environment. As you read your book, pay extra close attention to the following:

• Identifying two important themes that emerge in the story. Make sure you stop and jot important events that relate to the story’s themes-main ideas. Consider what the life lesson is that the reader learns and what evidence-events support that life lesson.

• (Remember key words and phrases that relate to a particular theme will be repeated throughout the book. Character’s words, actions along with things other characters say about main character and how they respond-act towards them also help reveal themes).So look for these, too!

• Identify how and why the main character changes. Consider what event brings about the change. What important life decision is the main character faced with? What choice does he or she make? How does that choice impact the main character and others?

• Look at how figurative language (metaphors, similes and personifications) are used. Consider why they are used in the story—and what they reveal about setting, characters or relationships.

HOOT—READ CHAPTERS 1-3. READ TO FIND OUT WHETHER ROY IS WELCOMED TO HIS NEW SCHOOL.

1. Do you think Roy’s school should act against the bullying behavior of some of its students” What might school officials do? Is there a problem of bullying in your school or neighborhood? How is it handled?

2. What mysteries did Roy face? What do you think are the solutions to these mysteries?

3. Is it wise for parents to get involved when their child is a bully or a victim of bullying? Explain.

4. What might the presence of owls at the construction sight foreshadow?

5. Stop and jot two new vocabulary words. Use context clues and try to figure out meaning and then compare to dictionary definition.

6. Find out more about burrowing owls. Where are they located, describe them and tell why they are an endangered species.

7. What did you read? What did you learn? What questions do you have?

SCAT: READ CHAPTERS 1-3.

1. Describe how the students feel about Mrs. Starch and provide textual evidence that supports their feelings. (For example, when Marta says, “I guess she left her broomstick at home.” What does that reveal?

2. How would you best describe Mrs. Starch? Provide textual evidence to support your ideas.

3. What does photosynthesis make for plants?

4. A swamp is a wetland with trees. What types of animals and plants do Nick and Marta want to find in the swamp?

5. Find out more about the black panther. Where is it located? Describe it. What is it an endangered species?

6. The author, Carl Hiassen, ends chapter 3 by saying “He had no idea that she wouldn’t be coming out.” Why do you think he did that?

7. Stop and jot two new vocabulary words. Use context clues and try to figure out mean and then compare to dictionary definition.

8. What did you read? What did you learn? What questions do you have?

FLUSH: READ CHAPTERS 1-3.

1. How would you best describe Noah? Tell why or why not he is a likeable character. Provide textual evidence to support your ideas.

2. How did the dad’s attitude about his “crime” compare with the son’s?

3. Describe how Noah’s mom and dad are different.

4. Why did Noah’s dad sink the boat? Why were his actions unpopular with the local ship captains?

5. Noah and his dad believe the Coral Reef is responsible for polluting Thunder Beach. How does Noah defend his belief when speaking with Jasper? Is this evidence solid? Why or why not?

6. Investigate the real life problem-impact of dumping raw sewage on sea life and environment.