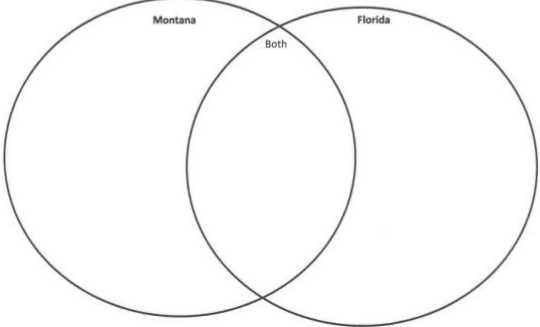

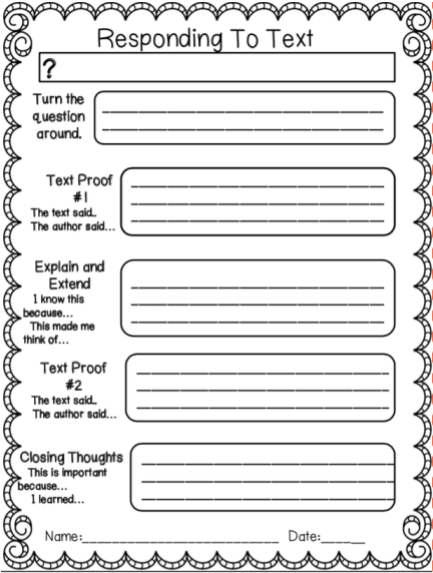


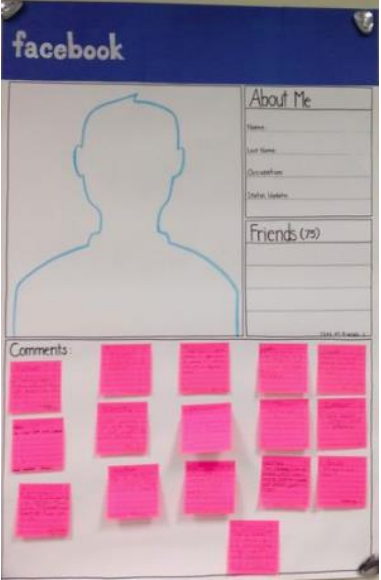
**ELED 471- Content Area Reading
Thematic Unit Planning Tool**


Unit Title	Hoot by: Carl Hiaasen
Unit Theme	Is it important to stand up for what you believe is right?
Essential Question(s)	<ol style="list-style-type: none"> 1. How does the novel inform readers about what is right and wrong? 2. How does the novel show how the characters change for the better? 3. How does the novel show different points of view of a situation? 4. How does the novel inform us about protecting our environment?
Interdisciplinary Fields of Study	<p>CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>
Skills/ Strategies	<ul style="list-style-type: none"> • Reasoning with information • Creating an Opinion • Obtain and Combine information • Research
Rationale	<p>In this unit students will discover many themes in the novel Hoot by Carl Hiaasen. One of the major themes is standing up for what you believe in. It’s important for students to see what that looks like because in life and in society they can be faced with similar situations. Also, students will see how as citizens; we need to protect our planet and the animals that live in it. This will help inform students about how the choices we make can have major aftereffects. Students will also be able to recognize the how bullying can affect people in different ways. This is important because students will need skills in life and in the future on how to handle difficult situations like bullying.</p>

Day 1	Day 2	Day 3						
<p>Daily Question/ Theme Pre- Assessment Laws that protect animals</p>	<p>Daily Question/ Theme Chapters 1&2 Point of View</p>	<p>Daily Question/ Theme Chapters 3& 4 Comparing and Contrast</p>						
<p>Objective: Students will be able to define ESA (Endangered Species Act). Students will be able to explain why it is important to have laws that protect animals.</p>	<p>Objective: Students will be able to explain the point of view in chapters 1 & 2, with supporting information</p>	<p>Objective: Students will be able to compare, and contrast where Roy used to live and where he lives now, with supporting detail.</p>						
<p>Activities: Pre- Reading Activity: Students will go to the website and read: https://myfwc.com/wildlifehabitats/profiles/birds/owls/burrowing-owl/</p> <p>Whole class discussion on: What is the ESA? Why is it important for the government to have laws that protect animals?</p>	<p>Activities: Students will be filling out the chart with a partner Point of View Though it is only the first chapter, the reader can already tell the point of view that is used in this novel. Complete the following chart on point of view.</p> <table border="1" data-bbox="695 760 1297 959"> <thead> <tr> <th data-bbox="695 760 894 797">Point of view used in this book</th> <th data-bbox="894 760 1098 797">Evidence that proves I am right on the point of view</th> <th data-bbox="1098 760 1297 797">Advantages of this point of view</th> </tr> </thead> <tbody> <tr> <td data-bbox="695 797 894 959"></td> <td data-bbox="894 797 1098 959"></td> <td data-bbox="1098 797 1297 959"></td> </tr> </tbody> </table>	Point of view used in this book	Evidence that proves I am right on the point of view	Advantages of this point of view				<p>Activities:</p> <p>Name _____</p> <p>Fill out the Venn diagram comparing and contrasting Roy's old home in Montana to his new home in Florida. There must be at least 3 items in each section. Pay special attention to specific things Roy talks about in reference to each of his homes.</p> <p style="text-align: center;">Where Roy Lived</p> 
Point of view used in this book	Evidence that proves I am right on the point of view	Advantages of this point of view						
<p>Assessment: Whole class discussion</p>	<p>Assessment: Point of View Chart</p>	<p>Assessment: Compare and Contrast Chart</p>						

<p>Resources: https://myfwc.com/wildlifehabitats/profiles/birds/owls/burrowing-owl/ https://www.penguinrandomhouse.com/books/79539/hoot-by-carl-hiaasen/9780440419396/teachers-guide/</p>	<p>Resources: https://sparkersclass.weebly.com/uploads/1/9/5/6/19568499/hoot_packet.pdf</p>	<p>Resources: https://sparkersclass.weebly.com/uploads/1/9/5/6/19568499/hoot_packet.pdf</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>
<p>Day 4</p>	<p>Day 5</p>	<p>Day 6</p>
<p>Daily Question/ Theme Chapters 5& 6 Character Analysis</p>	<p>Daily Question/ Theme Chapters 7 & 8 Supporting Text Evidence</p>	<p>Daily Question/ Theme Chapters 9 & 10 Inferring Writing Response</p>
<p>Objective: Students will be making a poster that describes what the running boy looks like based on the text.</p>	<p>Objective: Students will be selecting important text evidence and supporting why it is important.</p>	<p>Objective: Students will infer what they think will happen in the next chapters.</p>

<p>Activities:</p> 	<p>Activities:</p> 	<p>Activities:</p> <p>Writing Prompt: Infer what Beatrice, Roy, and the Running Boy will do in the next chapters to come?</p>
<p>Assessment: Wanted Poster</p>	<p>Assessment: Text Evidence Worksheet</p>	<p>Assessment: Writing Prompt</p>
<p>Resources: https://sparkersclass.weebly.com/uploads/1/9/5/6/19568499/hoot_packet.pdf</p>	<p>Resources: https://www.teacherspayteachers.com/FreeDownload/Evidence-Based-Responding-to-Text-Graphic-OrganizerFREEBIE-1123178</p>	<p>Resources: Self- Created</p>
<p>Notes:</p>	<p>Notes:</p>	<p>Notes:</p>

Day 7	Day 8	Day 9	Day 10
Daily Question/ Theme Chapters 11 & 12 Small Group Discussion	Daily Question/ Theme Chapters 13 & 14 Research	Daily Question/ Theme Chapters 15 & 16 Character Point of View	Daily Question/ Theme Chapters 17 & 18
Objective: In small groups students will discuss what happened in Chapter 11 & 12.	Objective: Students will go to the website and read about Burrowing Owls.	Objective: Students will create a social media page on a selected character.	Objective: Students will create a script with a partner of a short scene from the chapters 17 & 18.
Activities: Students will draw a visual poster to represent chapters 11 & 12.	Activities: http://www.walden.com/wp-content/uploads/2006/05/Hoot_Activity_Guide.pdf	Activities: 	Activities: Picking a scene from the chapters 17 & 18. Then students will create a script and practice. Then we will perform their scenes for the class.
Assessment: Exit ticket: What will you infer will happen in the next chapters?	Assessment: Writing Prompt: What interesting facts and information did you learn?	Assessment: Students will make comments on their social media page.	Assessment: Students will perform their script to the class.
Resources:	Resources: http://www.walden.com/wp-content/uploads/2006/05/Hoot_ActivityGuide.pdf	Resources: https://i.pinimg.com/originals/5c/1b/8a/5c1b8ab8cafce7365798f57ce9fabea1.jpg	Resources:
Notes:	Notes:	Notes:	Notes:

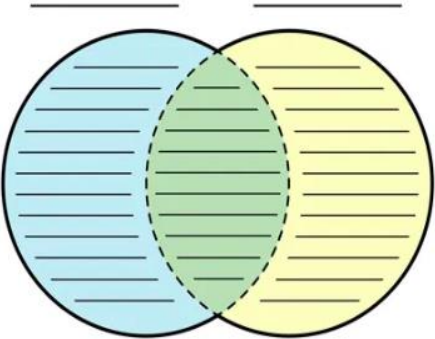
Day 11	Day 12
<p>Daily Question/ Theme Chapters 19 & 20 Group Discussion</p>	<p>Daily Question/ Theme Chapters 21 Discuss Ending</p>
<p>Objective: Students will be given one of the following questions to answer. As a class we will then come together and talk about what answers they came up with.</p>	<p>Objective: Students will have a sticky note discussion on two questions.</p> <ol style="list-style-type: none"> 1. Did you enjoy the ending of the book? Explain your answer. 2. What would you change about the ending?
<p>Activities:</p> <ol style="list-style-type: none"> 1. Now that he's aware of the owls, Officer Delinko wonders if they can be moved. Do you think this is a realistic situation to the problem? 2. Officer Delinko thinks Kimberly Lou Dixon is a lady until she opens her mouth. What is your impression of her? 3. The Mother Paula actress defies Chuck Muckle when he makes a grab for the megaphone. Is this keeping with her character? 4. Does it surprise you that Mullet Fingers didn't think he would know how to operate the camera properly? Why or why not? 5. Why doesn't Officer Delinko tell the crowd that the snakes are fake? What does this tell you about his character? 	<p>Activities: Answer on a sticky note:</p> <ol style="list-style-type: none"> 1. Did you enjoy the ending of the book? Explain your answer. 2. What would you change about the ending? 3. Have a discussion about what students wrote <p>Example of Sticky Note Discussion:</p> 
<p>Assessment: Students will discuss their answers to the questions they came up with in their groups.</p>	<p>Assessment: Students will discuss and write answers to novel questions.</p>

Resources: http://sparkersclass.weebly.com/uploads/1/9/5/6/19568499/hoot_discussion_questions_by_chapter.pdf	Resources: https://secondaryenglishcoffeeshop.blogspot.com/2017/10/7-ways-to-teach-with-sticky-notes.html
Notes:	Notes:

Day 13	Day 14	Day 15
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Daily Question/ Theme Watch Movie	Daily Question/ Theme Unit Project	Daily Question/ Theme Extra Unit Project Time
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Objective: Students will be comparing the Novel to the Movie. Each student will need 5 ideas in each circle. (15 total ideas)	Objective: Students will be creating a brochure to inform their community of an endangered species in our community.	Objective: Students will be creating a brochure to inform their community of an endangered species in our community.
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<p>Activities:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="font-size: small;">Compare and Contrast Graphic Organizer Name _____</p>  <p style="font-size: x-small; text-align: center;">For more free printables, please visit www.timvandevall.com Created by Tim van de Vall Copyright © 2013 Dutch Renaissance Press LLC</p> </div>	<p>Activities: Students will be creating their own brochure of a selected endangered species to inform their community about. Students can design their brochure themselves by hand or use a computer software program.</p> <p style="font-size: small;">Teacher Name: Ms. Moreno</p> <p style="font-size: small;">Student Name: _____</p> <table border="1" style="width:100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr> <th style="width:15%;">CATEGORY</th> <th style="width:15%;">4</th> <th style="width:15%;">3</th> <th style="width:15%;">2</th> <th style="width:15%;">1</th> </tr> </thead> <tbody> <tr> <td>Writing - Organization</td> <td>Each section in the brochure has a clear beginning, middle, and end.</td> <td>Almost all sections of the brochure have a clear beginning, middle and end.</td> <td>Most sections of the brochure have a clear beginning, middle and end.</td> <td>Less than half of the sections of the brochure have a clear beginning, middle and end.</td> </tr> <tr> <td>Writing - Grammar</td> <td>There are no grammatical mistakes in the brochure.</td> <td>There are no grammatical mistakes in the brochure after feedback from an adult.</td> <td>There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.</td> <td>There are several grammatical mistakes in the brochure even after feedback from an adult.</td> </tr> <tr> <td>Attractiveness & Organization</td> <td>The brochure has exceptionally attractive formatting and well-organized information.</td> <td>The brochure has attractive formatting and well-organized information.</td> <td>The brochure has well-organized information.</td> <td>The brochure's formatting and organization of material are confusing to the reader.</td> </tr> <tr> <td>Graphics/Pictures</td> <td>Graphics go well with the text and there is a good mix of text and graphics.</td> <td>Graphics go well with the text, but there are so many that they distract from the text.</td> <td>Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".</td> <td>Graphics do not go with the accompanying text or appear to be randomly chosen.</td> </tr> <tr> <td>Sources</td> <td>Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.</td> <td>Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.</td> <td>Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.</td> <td>Sources are not documented accurately or are not kept on many facts and graphics.</td> </tr> </tbody> </table>	CATEGORY	4	3	2	1	Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.	Writing - Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.	Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.	Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems \"text-heavy\".	Graphics do not go with the accompanying text or appear to be randomly chosen.	Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.	<p>Activities: If students do not need extra time or we have remaining time we will share student brochures.</p>
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Assessment: Students will turn in completed Venn Diagram with all 15 ideas about the movie and novel.	Assessment: Summative Students will turn in their pamphlet of their selected endangered species.	Assessment: Summative: Students will turn in their pamphlet of their selected endangered species.
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Resources: https://www.timvandevall.com/templates/free-printable-compare-and-contrast-graphic-organizers/	Resources: http://rubistar.4teachers.org/index.php?ts=1583946538	Resources: http://rubistar.4teachers.org/index.php?ts=1583946538
Notes:	Notes:	