

*Hoot*  
**Discussion Guide**  
Grades 5<sup>th</sup> – 8<sup>th</sup>

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Preview the title & cover to predict some possible storylines or themes for the story.
- Discuss the topics of bullying, consequences, and activism as a prelude to the story.
- Review some vocabulary/terms for the story: ambush, activism, endangered species, vandalism, surly, protests, decipher, consternation, deface, chortle, baleful, malicious.

**During Reading: to engage students, check for understanding, and make connections.**

- What three words would you use to describe Roy and his personality at the beginning of the book?
- What are some of the things that cause Roy's character and attitude to change so much over the course of the novel?
- Why does Roy care so much about the owls and protecting their habitat?

**After Reading: to summarize, question, and reflect.**

- Ask: Is there an issue of importance to you that might make you want to get involved in supporting, helping, or even protesting for or against?
- **Extension:** How can you get involved in your school or community to help with a particular issue? For younger students, encourage them to draw a picture to accompany their writing.

If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, or content.