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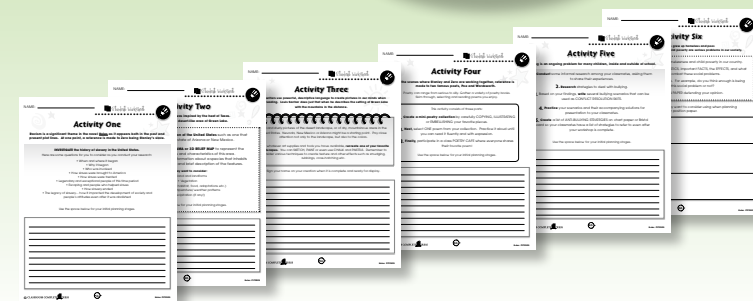
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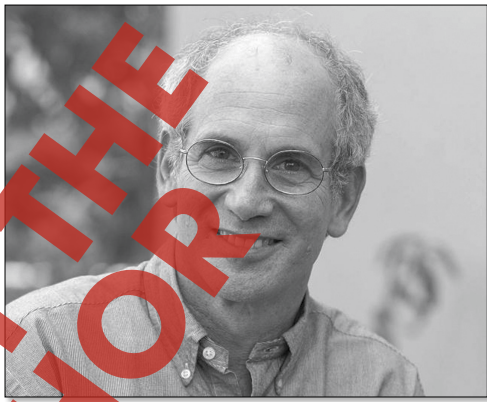




## Louis Sachar

Louis Sachar is an award-winning author of over twenty-one books for children. For such a successful author, it is surprising to learn that he did not start out his career as a writer!

**M**r. Sachar was born in the state of New York and moved to California when he was in elementary school. Walking through the orange groves there and having orange fights with the neighborhood children still remains a clear memory for him.



In high school, Mr. Sachar became an avid reader and was first inspired by J.D. Salinger and Kurt Vonnegut. While attending the University of California at Berkeley, he decided to become a teacher's aide. The time he spent in this school was important, as the young characters in Mr. Sachar's first novel, *Sideways Stories from Wayside School*, were based on the students he had met there.

After graduating from law school in 1980, Mr. Sachar did part time legal work while writing children's books until he could afford to write full time.

Mr. Sachar considers *Holes* the best and most challenging novel he has written. It has won many awards, including the prestigious National Book Award and the Newbery Medal. Louis Sachar enjoys writing about "underdogs" and such characters can be found in many of his books. He also likes to write about funny or

silly things. His favorite thing about writing is the feeling of accomplishment after putting all the parts of the story together. His advice to young people who would like to write is to write about the topics that interest you – topics you like to read about. Rewriting numerous times is also something that all writers do. Mr. Sachar admits that his first drafts are usually awful!

Louis Sachar likes to make reading a fun and enjoyable experience. He has certainly achieved this goal as his books are well-loved by young people of different ages.

### Did You Know?

- A book's title is usually the last thing Louis Sachar thinks of when writing.
- He never tells anyone about a book he is in the process of writing... not even his family!
- *Holes* was first inspired by the heat of summers in Texas.
- It took a year and a half and five rewrites to complete *Holes*.



## Chapters Six to Nine

In the first few chapters of the novel, you learned that Stanley was on his way to Camp Green Lake for being convicted of a crime.

1. What crime do you think Stanley committed? \_\_\_\_\_
2. Based on what you have read so far, what do you think Stanley can expect camp to be like? Comment on the surroundings, his fellow campers, the adults who work at Camp Green Lake and what his days might be like.  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Use the context clues to determine which list word completes each sentence. (Hint: The sentences may also provide clues as to what may happen as you read further into the story!)

defective lukewarm aimlessly vinyl upholstery radiating scarcity eternity

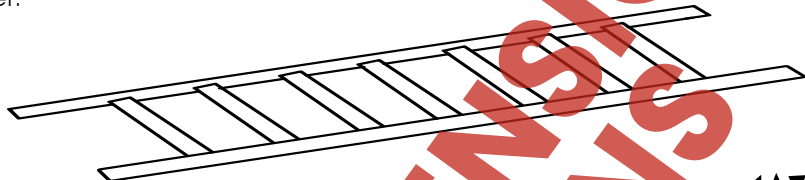
1. When Stanley starts to dig, he wonders if his shovel is \_\_\_\_\_ because it does not seem to be working very well.
2. It is so hot at Camp Green Lake, that it feels like the ground is \_\_\_\_\_ heat like a furnace!
3. In this section of chapters, we learn about a curse that was to last forever, or, in other words, for \_\_\_\_\_!
4. We learn of a character from the past who was heartsick with love, and wandered \_\_\_\_\_, without any purpose, around town.
5. Unfortunately, Stanley also finds the food at camp unpleasant, as the cereal was served \_\_\_\_\_.
6. In the "Wreck Room", where the boys relax at the end of their day, everything is ruined, even the \_\_\_\_\_ that covered the chairs was torn.
7. Stanley quickly learned that he would be thirsty for a long time as there was a \_\_\_\_\_ of water at camp.



## Chapters Six to Nine

### Part A

1. Below is a diagram of a ladder. Record the **social order** of the boys in Stanley's group. In other words, the "leader" of the group would be written at the top of the ladder.



2. Circle the word TRUE if the statement is true. Circle the word FALSE if it is false.

- |      |       |  |
|------|-------|--|
| TRUE | FALSE | a) Stanley was sent to prison for stealing the sneakers of a famous baseball player.   |
| TRUE | FALSE | b) Stanley was found with the sneakers in his backpack.  |
| TRUE | FALSE | c) When the story flashes to the past, we learn that Elya needs to carry Madame Zeroni up the mountain or his family would be cursed for eternity. |
| TRUE | FALSE | d) When the boys finish digging each hole, they do a cheer.  |
| TRUE | FALSE | e) The boys go to the "Break Room" to relax at the end of the day. It is a very pleasant place to be.  |

3. **Visualizing**, or making pictures in your mind while you are reading is what good readers do. Reread the description of the yellow spotted lizard in Chapter Eight.
  - a) Sketch and label an illustration of what you think the lizard looks like.
  - b) Around your illustration, jot down important additional facts that you have gathered about this creature (such as behavior, habitat, food, etc.).



## Chapters Six to Nine

### Part B

Answer the questions in complete sentences.

1. Why was Stanley devastated by Clyde Livingston's speech in court?  
\_\_\_\_\_
2. The author uses **flashbacks** to give us details about the subplot, which takes place in the past. Why do you think the author uses this technique? Do you think this is an effective writing technique? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_
3. We are given a lot of clues about X-Ray in this group of chapters.
  - a) List two facts that tell the reader that X-Ray is probably the leader of the group.  
\_\_\_\_\_
  - b) Do you think X-Ray will be a positive or negative leader? Explain.  
\_\_\_\_\_
4. How do you think Stanley felt when he finally finished digging his first hole? What did he do when he finished? Why do you think he chose to walk back to camp instead of taking the ride he was offered?  
\_\_\_\_\_
5. Why would the author devote a whole chapter to describing the yellow spotted lizard? What might this tell us about the role this creature might play later on in the story?  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

Asking questions in your mind about the story as you are reading is a good reading strategy to improve your understanding. List some of the questions you now have about the story. At the end of the novel, return to this list and answer any questions that have been answered.



## Chapters 5, 6, 9, 11, 16 and 30

Unfortunately, **bullying** is a part of the lives of many children, as it was a part of Stanley's before and during his time at Camp Green Lake. **Create a handbook** that you could give to Stanley to help him deal with bullying. Include the following sections of information:

- Examples of bullying or, what bullying "looks like" and "sounds like"
  - Why people bully
  - How it makes the victim feel
- Strategies to combat bullying (for example, what to say and do)

**You could draw upon Stanley's many experiences with bullying as you write your handbook. If you need any additional information, ask your classmates to share their experiences and do some additional research.**

**Be sure your handbook looks authentic, or real. You may want to include:**

- Illustrations
- Bold lettering and headings
- Graphics
- Testimonials or quotes by individuals



## All Chapters

Complete a brief, but accurate **Retell, Relate, Reflect** after you have completed the novel. Use the instructions and prompts below to assist you.

### 1. RETELL – Briefly retell the story in your own words.

- Include only the most important events, characters, etc.
- Touch on the beginning, middle, and end.

### 2. RELATE – Talk about how the story relates to your life.

- How does it connect to your life and experiences?
- Does it remind you of something else you have read?
- How does it connect to the greater world around us?

### 3. REFLECT – Drawing conclusions and sharing your understanding of the story.

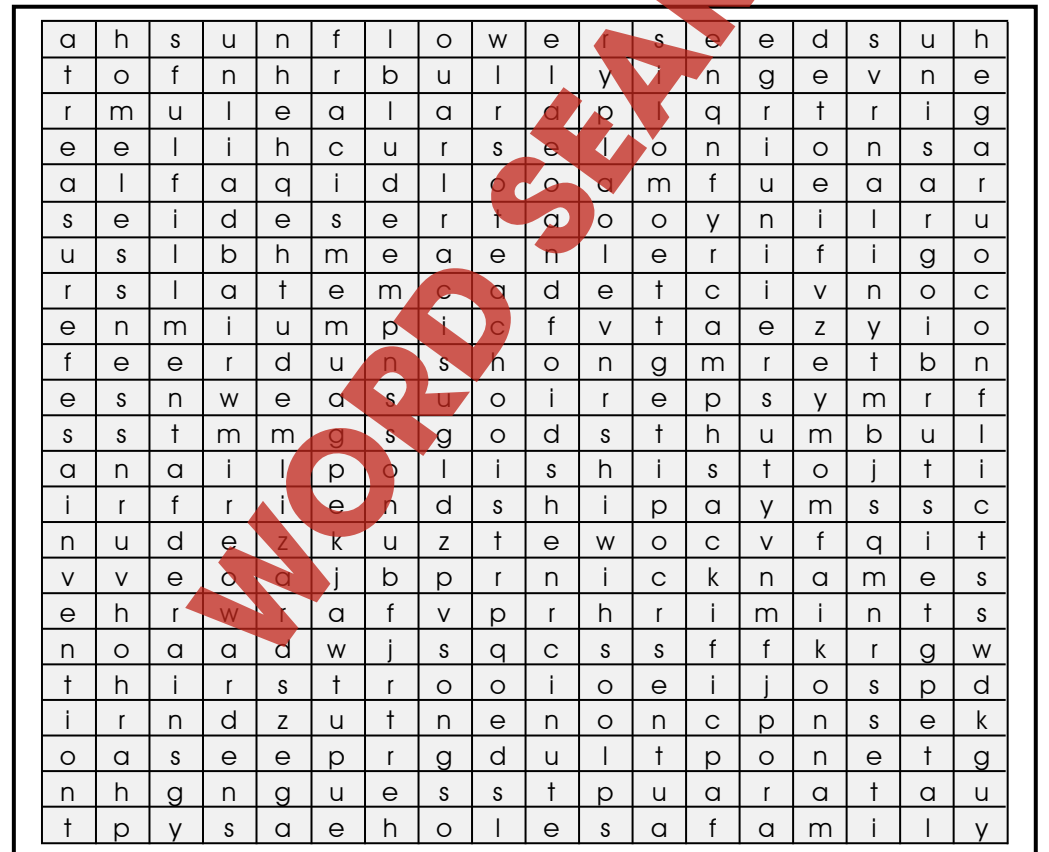
- What is the author's message?
- What can we learn?



## Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

desert	family	treasure	God's Thumb
convicted	nicknames	homelessness	nail polish
holes	bullying	courage	onions
curse	conflicts	sunflower seeds	fulfillment
camp	friendship	teach	rain
thirst	support	splashes	invention
lizards	warden	racism	songs



## Comprehension Quiz

Answer each question in a complete sentence or short paragraph.

### Part A: Setting

1. Compare and contrast the setting of Green Lake today, to the Green Lake of 100 years ago. Be sure to comment on the time, place, climate, etc.

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### Part B: Plot

2. Summarize the key conflicts that occurred in the part of the story set in present time.

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3. What was the climax of Sam and Katherine's story? How did this event shape the rest of the story?

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### Part C: Characters

4. Why was the experience at Camp Green Lake life-changing for Stanley?

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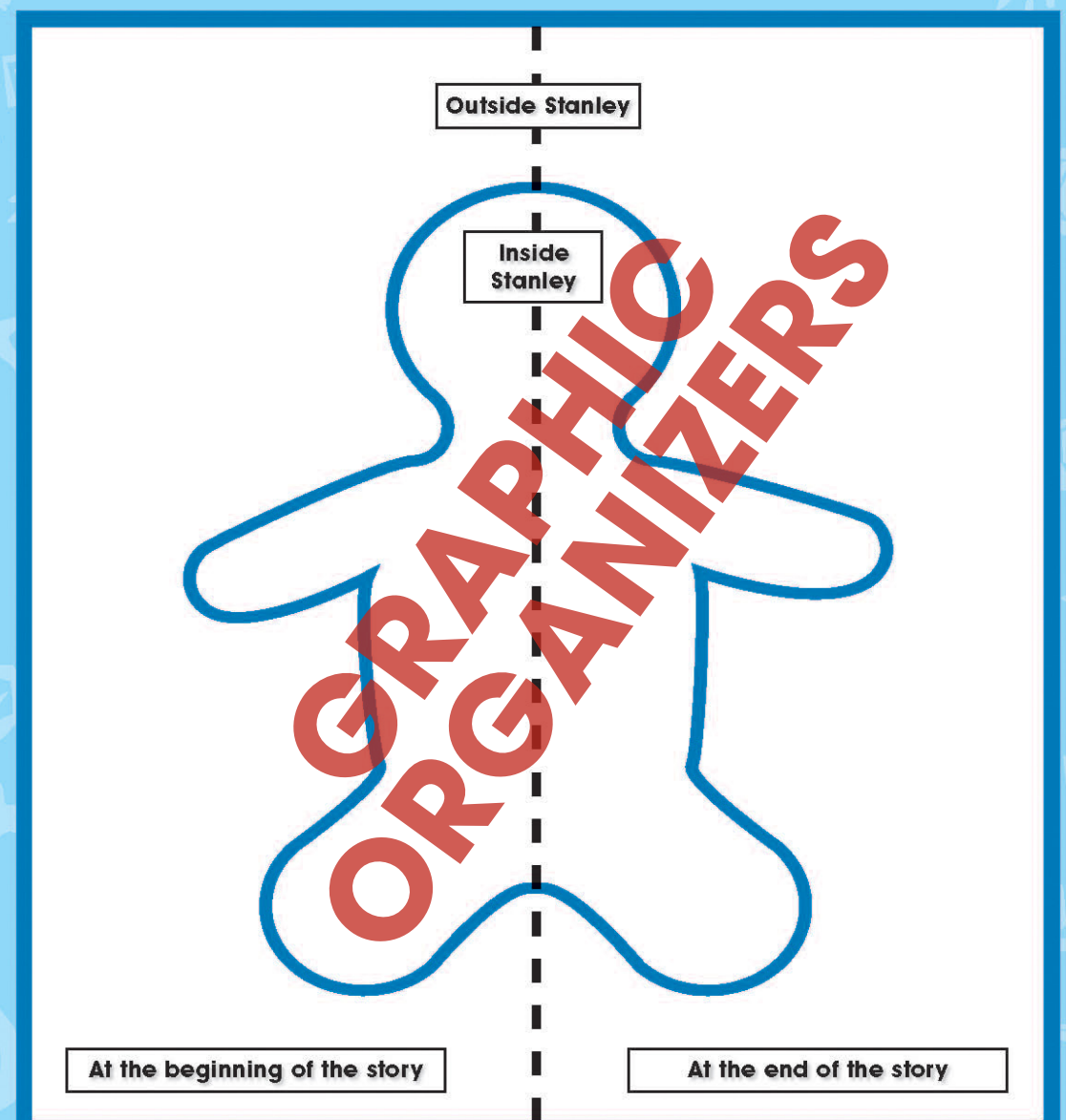
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SUBTOTAL: /18

## Inside - Outside Stanley



NAME: \_\_\_\_\_

After You Read 



# Chapters Ten to Fifteen

## Part B

Answer the questions in complete sentences.

- List the details that communicate Stanley's exhaustion to the reader.  
\_\_\_\_\_
- When Stanley finds the fossil, he hides it in his pocket so he can think about what to do. Why does he need time to make a decision? What does this tell us about how he feels about his fellow campers?  
\_\_\_\_\_
- Stanley finally decides to offer the container he found to X-Ray. Why does Stanley question his own decision? Judge whether or not this was a good choice for Stanley to make. Explain why or why not.  
\_\_\_\_\_

- When the Warden arrives, we get a good picture of what she looks like. We also get an idea of what she is like as a person by the way she treats Mr. Pendanski. Create and complete a T-chart like the one below to describe her physical and character traits.

Physical Description	What she is like as a person

### Journal Activity

Mr. Pendanski takes the time to talk to the boys about their lives and goals for the future. Skim through Chapter Twelve and select one piece of advice that he gives the campers. Copy down the quote and comment on whether or not this is good advice. Include any additional thoughts you have about what Mr. Pendanski says to the boys.

1.

Aching muscles, can't lift spoon, blistered fingers, sunburn

2.

Scared others will take it, trust still an issue

3.

Answers will vary

4.

Physical: tall, red hair, black cowboy hat and boots studded with turquoise stones, sleeves rolled up, arms covered in freckles as was her face  
 Personality: powerful, authoritative, condescending

19

1.

Answers will vary

2.

Answers will vary

3.

Answers will vary

20

1.

C

2.

B

3.

C

4.

B

5.

C

6.

A

21

1.

X-Ray energetic, ZZ trying to watch broken T.V.

2.

More accepted, "toughening up"; Treated better, "give him space"

3.

Uncaring, unsympathetic

4.

Answers will vary

5.

Feels more accepted but sees volatility of tent mates and knows they are dangerous. Also aren't loyal as they did not support him when he took the blame.

22



# EASY MARKING ANSWER KEY

## Holes

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.