



STUDENT PACKET

GRADES 6-8

Holes

Louis Sachar



This is a sample not intended for classroom use.

READ, WRITE, THINK, DISCUSS AND CONNECT

Holes

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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ISBN 978-1-58130-615-6

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3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

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Name _____

Chapter 8, pages 41-42

1. Describe the yellow-spotted lizard. Why does its name seem odd?
2. Where do yellow-spotted lizards live?
3. What do yellow-spotted lizard's eat?
4. **Predict:** Considering the diet of the yellow-spotted lizard, why does Mr. Sir munch on sunflower seeds?

Chapter 9, pages 43-47

1. What does X-Ray say about digging the second hole?
2. What have the boys done to the rec room?
3. What does Zero ask Stanley about the sneakers?
4. Who is Caveman?
5. **Predict:** Why is Zero able to describe Clyde Livingston's shoes?

Chapter 10, pages 48-51

1. What does Stanley find near his hole?
2. What does Stanley think his discovery will do for him?
3. **Predict:** What type of discovery would the Warden consider "interesting"?

Chapter 11, pages 52-54

1. What does X-Ray want Stanley to do the next time he finds something interesting? Why?
2. Why does Stanley agree?
3. Why is it unusual that X-Ray is the leader?
4. What does Stanley realize about his own size?
5. While digging, what does Stanley imagine to distract himself?
6. **Predict:** What type of friendship will Stanley establish with the boys at Camp Green Lake?

Chapter 12, pages 55-58

1. What are the boys discussing in the circle with Mr. Pendanski?
2. What is Mr. Pendanski's advice about life?
3. Mr. Pendanski tells Stanley that he is at Camp Green Lake because of one person. Who does Stanley think he is talking about?
4. What does Zero say he likes to do?
5. **Predict:** Why doesn't Zero fit in with the rest of the group? What will happen to him in the future?

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Name _____

fossilized (49)
involve (56)
curiosity (60)
drifted (65)
paranoid (71)

obviously (53)
accomplish (57)
precious (60)
studded (66)

remarkable (54)
appropriate (57)
familiar (61)
turquoise (66)

smug (54)
occasionally (60)
produce (65)
authority (67-68)

Directions: Beside each definition below, write the correct vocabulary word from the list above.

1. of great price or value; beloved _____ *
2. characterized by delusions or false beliefs _____ *
3. changed into hardened remains _____ *
4. the power or right to command _____ *
5. easy to see or understand; evident _____ *
6. closely acquainted with; common, ordinary _____ *
7. to bring forth; bear; yield _____ *
8. right for the purpose; suitable _____ *
9. gradually shifted position _____ *
10. to succeed in doing; complete _____ *
11. now and then; sometimes _____ *

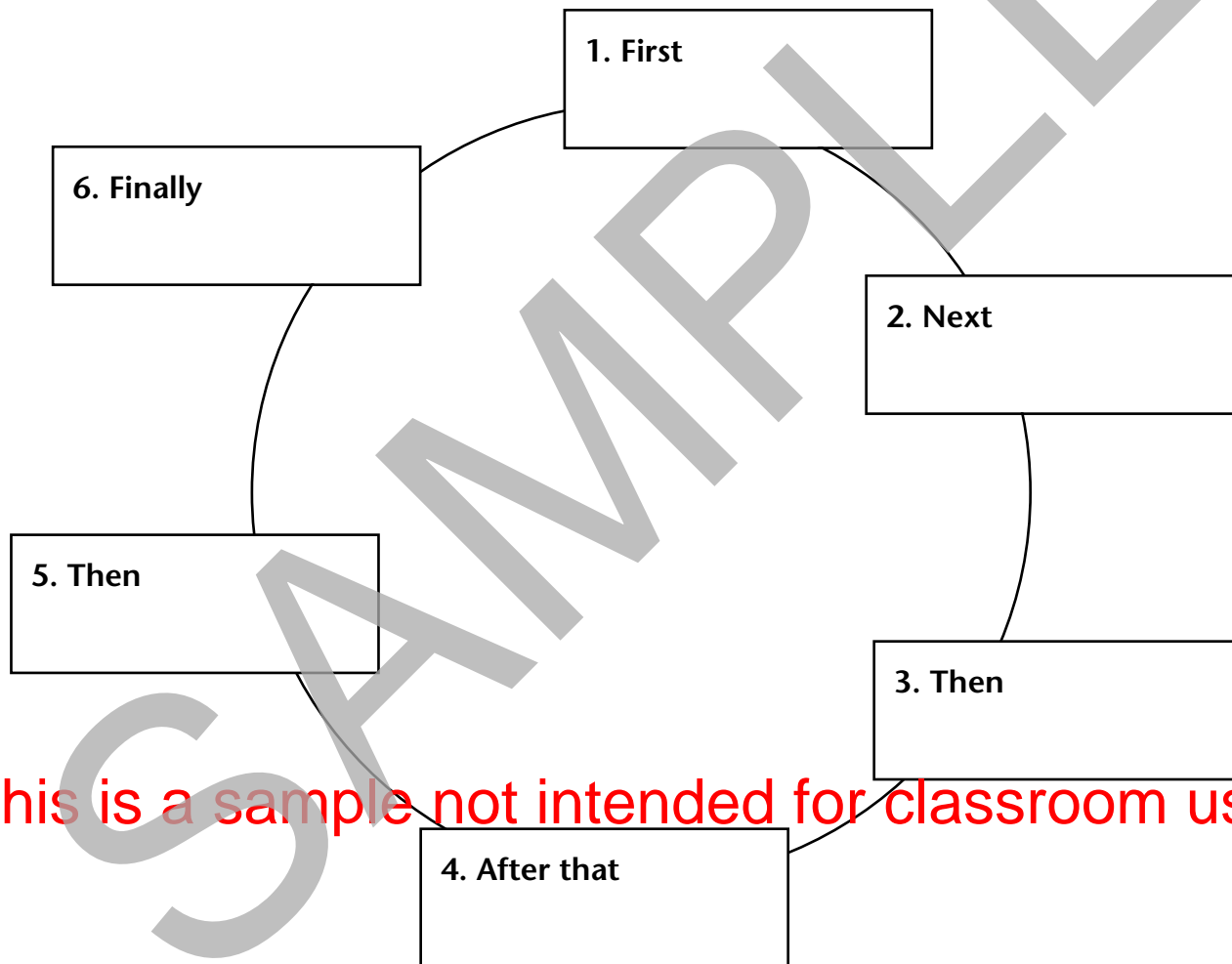
What secret message is spelled out by the letters above the stars (*)?

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Sequence of Events

Directions: Use the sequencing circle to put the main events of the novel into the correct order. Then write a paragraph summarizing the main plot of the story. Use the transition words provided below to help you.

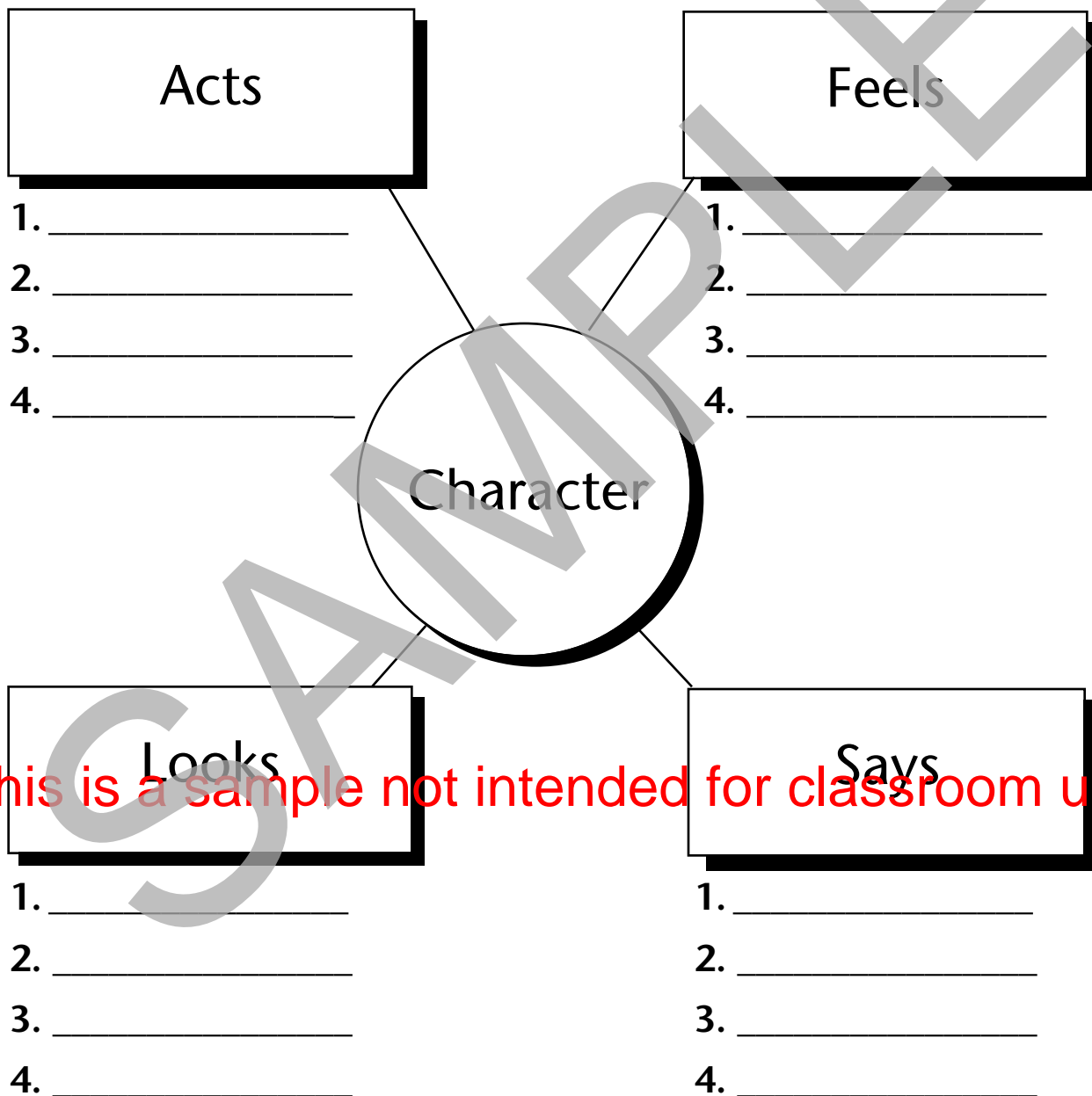


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Attribute Web

Directions: Think about the characters from *Holes*. Which character is your favorite? Why? List the qualities of this character on the attribute web below. Then use details from the attribute web to write a descriptive paragraph about the character.



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