



TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Holes

Louis Sachar



This is a sample not intended for classroom use.

READ, WRITE, THINK, DISCUSS AND CONNECT

Holes

Louis Sachar

TEACHER GUIDE

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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Skills and Strategies

Thinking

Identifying attributes,
compare/contrast, research,
decision-making, analysis
evaluation, invention/design,
brainstorming

Comprehension

Predicting, summarizing,
cause and effect, inference,
main idea

Writing

Character diary, story, story
ending, definition, compare/
contrast, character sketch,
scene, nursery rhyme
conversation

Vocabulary

Word wall, sentences,
synonym match, vocabulary
sort

Listening/Speaking

Role playing, mock trial,
story scene

Literary Elements

Characterization, motive,
plot, foreshadowing, point
of view, irony

Other

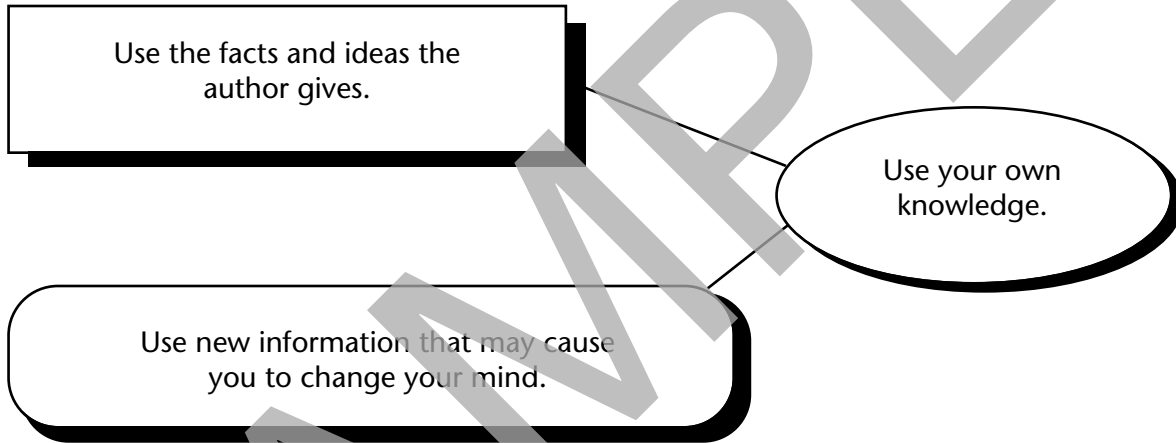
Illustrations, flow chart,
collage, poster

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Using Predictions in the Novel Unit Approach

We all make predictions as we read—little guesses about what will happen next, how the conflict will be resolved, which details given by the author will be important to the plot, which details will help to fill in our sense of a character. Students should be encouraged to predict, to make sensible guesses. As students work on predictions, these discussion questions can be used to guide them: What are some of the ways to predict? What is the process of a sophisticated reader’s thinking and predicting? What clues does an author give to help us make our predictions? Why are some predictions more likely than others?

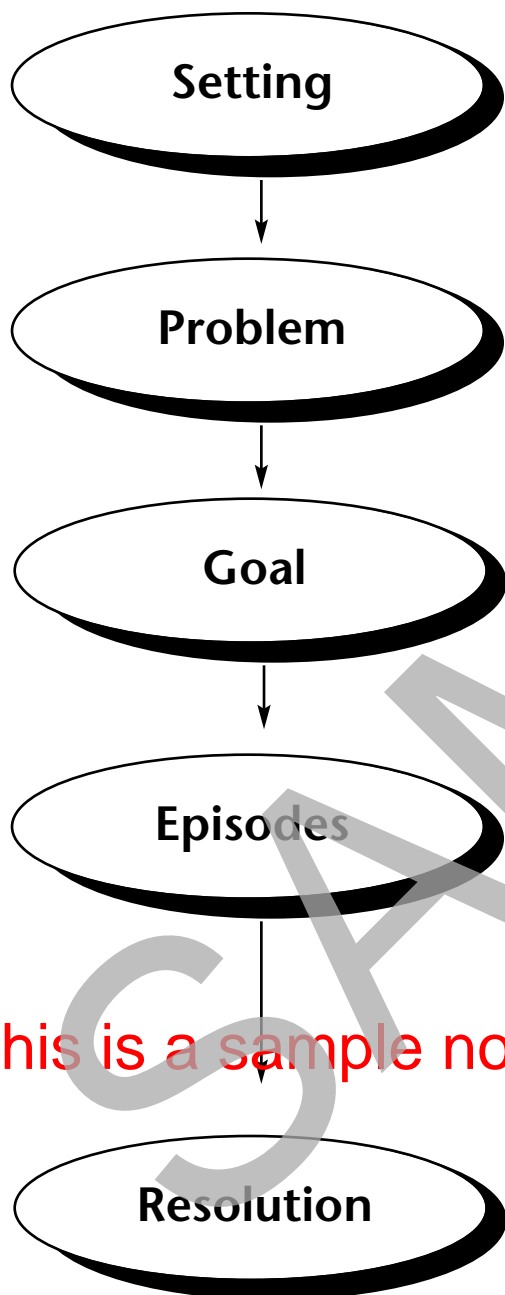
A prediction chart is for students to record their predictions. As each subsequent chapter is discussed, you can review and correct previous predictions. This procedure serves to focus on predictions and to review the stories.



Predictions:

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Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

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2. **Science:** Students research reasons why a lake would dry up and consider whether or not a river could suffer the same fate.
3. **Writing:** Students consider which of the following legal systems they would prefer and support their opinion with research:
 - (A) a legal system so tough that it ensures that all guilty parties are always convicted; however, some innocent parties are occasionally convicted; or
 - (B) a legal system that ensures that no innocent person is ever convicted; however, some guilty parties are set free.
4. **History:** Discuss the Old West and famous outlaws. Each student researches one outlaw and presents his/her findings to the class.

Chapters 4–6, pages 11–25

Vocabulary

dazed (11)	barren (11)	desolate (11)	juvenile (12)
correctional (12)	facility (12)	declared (12)	violation (12)
penal (12)	premises (12)	burlap (12)	hesitated (13)
canteen (13)	hastily (14)	holster (14)	buzzard (15)
gratefully (15)	respect (17)	compound (17)	wearily (17)
society (18)	saliva (19)	sanitary (19)	scarcity (21)
prospect (22)	testified (23)	torment (23)	amusing (23)
seemingly (24)	coincidence (24)	destiny (24)	humiliating (24)
shelter (24)	auctioned (25)	despicable (25)	souvenir (25)
discipline (25)	character (25)	advised (25)	vacancies (25)

Discussion Questions

1. What does Stanley's response to the sign about Texas Penal Code violations reveal about him? *(Answers will vary.)*
2. Why do you think the boys have to dig the holes at Camp Green Lake? *(Answers will vary.)*
3. Why doesn't Camp Green Lake have a fence or guard towers? *(The camp has the only water around. Anyone who tries to run away will die.)*
4. Do you think Stanley will try to run away? Would you? *(Answers will vary.)*
5. Does Stanley do the right thing when he chooses not to explain his innocence to Mr. Pendanski? Why or why not? *(Answers will vary.)*
6. Why do you think some of the boys call Mr. Pendanski "Mom"? *(His advice and purpose — to mold the boys into better people — is similar to that of a mother's.)*
7. Why do you think the boys' nicknames are so important to them? *(They offer the only opportunity to stand apart as individuals; they also convey status.)*
8. What is most upsetting to Stanley about his trial? Why? *(Clyde Livingston implies that Stanley must be a horrible person. Stanley can't bear the thought that his hero would think this of him.)*
9. Why are we told about all the bad things that happen to Stanley on the day of his arrest? *(Answers will vary: to illustrate Stanley's difficult life and trouble fitting in; to support Stanley's belief that he suffers from bad luck; to generate sympathy for Stanley.)*