

TABLE OF CONTENTS

Introduction	3
How to Use This Book	4
A Custom Resource – Keeping Novel Logs – Complete Lesson Plan	
Novel Information	7
Book Summary – About the Author – Make It a Text Set!	
Pre-Reading Activities	8
Judging a Book – “C” Where You Stand	
Interactive Novel Logs	10
What Happened When? – A Dynamic Protagonist – Major Minors – All Types of Trouble – Choice Words – Crystal Ball	
Sections from <i>Holes</i>	
<i>Section I: Chapters 1–7</i>	16
Teacher Instructions – <i>Individual: “The Parts of Holes”</i> – <i>Individual: “Setting the Mood”</i> – <i>Collaborative: “Tone vs. Mood”</i> – <i>Individual: “Then and Now”</i> – <i>Individual: “Section I Log-In”</i>	
<i>Section II: Chapters 8–19</i>	22
Teacher Instructions – <i>Collaborative: “A Long Look at Lizards”</i> – <i>Individual: “The Boys of Group D”</i> – <i>Individual: “Zero In”</i> – <i>Individual: “Section II Log-In”</i>	
<i>Section III: Chapters 20–28</i>	28
Teacher Instructions – <i>Individual: “Chain of Events”</i> – <i>Collaborative: “Speaking of the Warden”</i> – <i>Individual: “What It Really Means”</i> – <i>Individual: “The Onion Man”</i> – <i>Individual: “The Antagonists”</i> – <i>Individual: “Section III Log-In”</i>	
<i>Section IV: Chapters 29–32</i>	35
Teacher Instructions – <i>Individual: “All Kinds of Unkind”</i> – <i>Individual: “The New Kid”</i> – <i>Individual: “Left in Suspense”</i> – <i>Individual: “Section IV Log-In”</i>	
<i>Section V: Chapters 33–42</i>	41
Teacher Instructions – <i>Individual: “Desert Decisions”</i> – <i>Collaborative: “Scavenger Hunt”</i> – <i>Individual: “A Tale of Two”</i> – <i>Individual: “A Change in Stanley”</i> – <i>Individual: “Section V Log-In”</i>	
<i>Section VI: Chapters 43–50</i>	47
Teacher Instructions – <i>Individual: “The Return to Camp”</i> – <i>Individual: “While They Were Gone”</i> – <i>Collaborative: “Layer by Layer”</i> – <i>Individual: “The Final Chapter”</i> – <i>Individual: “Same Old Song?”</i> – <i>Individual: “Section VI Log-In”</i>	

TABLE OF CONTENTS (CONT.)

Post-Reading Activities	54
Teacher Instructions – <i>Individual: "Add It Up"</i> – <i>Individual: "A Better Letter?"</i> – <i>Collaborative: "An Honest Ad?"</i> – <i>Individual: "A New Point of View"</i> – <i>Individual:</i> <i>"Considering Genre"</i> – <i>Individual: "Filling In the Holes"</i> – <i>Collaborative: "A Character</i> <i>Interview"</i> – <i>Collaborative: "A Novel Poster"</i> – <i>Collaborative: "Connect the Plots"</i> – <i>Individual: "Family Fortune"</i> (Outline – Self-Editing Checklist – Peer-Editing Checklist) – <i>Individual: "A Persuasive Letter"</i> – <i>Individual: "My Book Rating"</i>	
Words to Know	74
Teacher Instructions – Novel Vocabulary	
Answer Key	76

INTRODUCTION

Read through any curricular documents, and you will find that the work expected of students is expressed using such academic terminology as *describe*, *determine*, *develop*, *support* and *cite*. Requirements such as these cannot be met via the comprehension-question worksheets and culminating quizzes that have long been the staples of literature guides designed for classroom use. The primary objective of those traditional activities was to make sure that students were keeping track of what was happening in the section of the novel that they had just read. Very little rigour and synthesis was asked of students, and usually none until the entire novel was read.

From a teacher's standpoint, this style of classroom analysis misses multiple opportunities to delve deeply into the details that make a specific piece of literature a classic; from a student's standpoint, this way to reflect on literature is monotonous and inflexible, and it fails to nurture the momentum experienced when one is invested in a compelling work of art. That is why the guides in the *Rigorous Reading* series aim to do much more: they aim to transform the reading of a great novel into a journey of discovery for students.

Instead of merely asking students what happened in any given section, this resource asks questions that require closer reading and deeper analysis – questions such as “Why did the author choose to include this information?” and “How does this information further the plot or offer more insight into the themes, characters, settings, etc.?” And instead of waiting until the end of the novel to put the pieces of the puzzle in place, students will learn to add to and alter their understanding of the novel *as they are reading it*. The various activities in this resource systematically prompt students to consider and appreciate the many ingredients the author has combined to form the novel as a whole.

A CUSTOM RESOURCE

This in-depth guide has been written specifically for Louis Sachar's *Holes*. The lessons and activities have been structured and scaffolded to maximise the experience of reading and teaching this novel.

To prepare your students for their reading of *Holes*, utilise the **novel information** and **pre-reading activities** included on pages 7–9 of this guide. Included in this section is information about the book and its author, along with activities designed to acclimate students to the themes and/or concepts present in the book they are about to read.

This resource provides activities that help foster comprehension and reinforce knowledge of literary elements as students read *Holes*. These **section activities** allow students the opportunity to process short sections of the novel at a time, laying a strong foundation for their ability to engage more deeply with the chapters to come. For each section of the novel, students will complete individual and collaborative activities that encourage close reading, referencing textual evidence and drawing their own conclusions about the text.

Additionally, this resource provides students with another avenue through which they can reflect on recurring literary elements while also connecting personally with the novel. Each student maintains his or her own **Interactive Novel Log**, using it as a way to consider and then reconsider various aspects of the novel.

Upon completion of the entire novel, students can synthesise their ideas about the novel by completing several individual and/or collaborative **post-reading activities** on pages 54–73. This section of the resource contains larger assignments including group projects and essay assignments.

On pages 74–75, **vocabulary** lists are provided for each section of the novel, along with suggestions for ways to teach vocabulary during reading and after completing the novel.

At the end of this guide, an **answer key** is provided for activities that require specific answers.

Key Notes

For a description of Interactive Novel Logs and how to use them in your classroom, see page 5 of this guide.

An ideal way to use this resource would be to follow the complete lesson plan given on page 6 of this guide.

The use of multiple texts can help build and extend knowledge about a theme or topic. It can also illustrate the similarities and differences in how multiple authors approach similar content or how an individual author approaches multiple novels. See the bottom of page 7 for suggestions about using *Holes* as part of a text set.

When teaching other novels in your classroom, consider using the specific ideas and also the general approach presented in this resource. Ask students to mine small sections of a novel for clues to theme and characterisation. Examine the craft, structure and purpose of selected passages. Explore inferences and encourage connections.

This guide is designed for use in years 5–8. This levelling has been determined through the consideration of various educational metrics. However, teacher discretion should be used to determine if the novel and guide are appropriate for lower or higher years, as well.

KEEPING NOVEL LOGS

Great works of literature are complex texts, and complex texts are multi-layered. They enrich and reveal as they go along. Successful readers are those who “go along” with the novel, too. Interactive Novel Logs give students a place and a space to record their thoughts and observations as they journey through the book. After each section of the novel is read, students use their Interactive Novel Logs to track the introduction and development of such literary elements as plot, setting, theme, characterisation, craft and structure, while also choosing their own ways to connect the novel to their own life experiences.

Materials needed for each student:

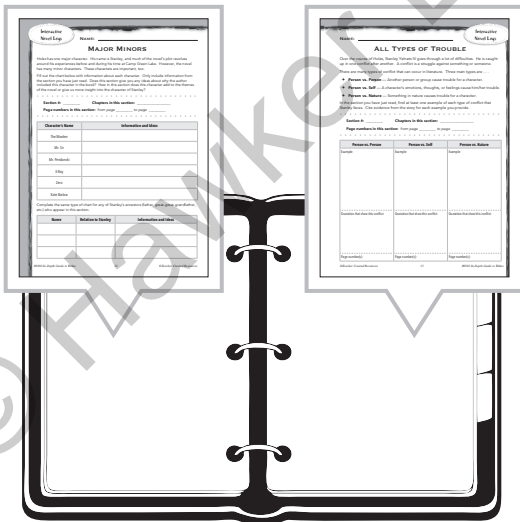
- ✦ a three-ring binder or presentation folder
- ✦ a blank sheet of plain paper with holes punched for title page
- ✦ two or three sheets of blank lined paper for Table of Contents
- ✦ several extra sheets of paper (both lined and plain) for student’s responses to the “Ideas for Your Interactive Log” prompts at the end of each section

Key Notes

One Interactive Novel Log can be kept for multiple novels, in which case a larger three-ring binder will be needed. If it will be used only for the activities included in this guide for *Holes*, a smaller binder or presentation folder will be adequate.

Assembling the Interactive Novel Log:

1. On the plain paper, allow students to design their own title page. Have them write “Interactive Novel Log” and “*Holes*” in the middle of the page. They should include their name and class at the bottom. Allow students to decorate the page.
2. Add blank lined paper for the Table of Contents. Have students write “Table of Contents” at the top. They will add to this list as they create new pages.
3. Before reading each section of the novel, photocopy and distribute new copies of the Interactive Novel Log worksheets (pages 10–15). Directions for completing these activities can be found in the “Teacher Instructions” that begin Section I.
4. For the final activity in each section, photocopy and distribute the “Section Log-In” page for the section. Follow the directions given. Students select one or more of the four topics in the “Ideas for Your Interactive Log” section and create an Interactive Novel Log page that responds to that topic.
5. After the class has completed the entire novel and the post-reading activities, you may have students include the “My Book Rating” worksheet (page 73) as a final entry in their Interactive Novel Logs.



NOVEL INFORMATION

Book Summary

Stanley Yelnats IV has always had bad luck. So has his father before him and his father's father before him. It's all due to Stanley's no-good-dirty-rotten-pig-stealing-great-great-grandfather, or so the story goes. With equal parts humour and humanity, *Holes* tells the tale of cursed people and the cursed town where it all began and it all continues.

Stanley finds himself detained in the scorching hot and inappropriately named Camp Green Lake, punished for a crime he didn't commit. His sentence: he must dig an enormous hole each and every day for 18 months. While doing this, he must also navigate the politics, personalities and perils of the other inmates, the counsellors, the local wildlife and a menacing figure known as the Warden. What is the Warden hoping to find in these holes? What secrets are buried in a place where rain hasn't fallen in over 100 years? What events brought down a thriving town, and what can possibly be done to reverse the curse? Louis Sachar reveals all of this and more in a novel about the causes of destiny and the effects that connect every character, every action, every time and every place.

About the Author

Louis Sachar's interest in writing for children began in university. He earned credit helping out at a primary school, and he became known to the kids there as "Louis the Yard Teacher". His experiences inspired him to write *Sideways Stories from Wayside School*. In all, Sachar has written five books about Wayside, a school where supernatural occurrences are the norm.

Published in 1998, *Holes* is still Sachar's most decorated novel. It was awarded the 1998 U.S. National Book Award for Young People's Literature and the 1999 Newbery Award. Sachar has written two follow-ups to *Holes*: 2003's *Stanley Yelnats' Survival Guide to Camp Green Lake* and 2006's *Small Steps*, which checks in on such characters from *Holes* as Armpit and X-Ray.

Make It a Text Set!

The following novels can form ideal text sets with *Holes*. (**Note:** Vet books in advance to ensure they are appropriate for your students.)

Other Books by Louis Sachar	Books by Other Authors
<i>Sideways Stories from Wayside School</i> (1978)	<i>Hoot</i> by Carl Hiaasen
<i>Stanley Yelnats' Survival Guide to Camp Green Lake</i> (2003)	<i>Wonder</i> by R.J. Palacio
<i>Small Steps</i> (2006)	