

Character Based Literacy Program Lesson Plan

Holes, Introduction



Introduction

Holes is the story of the Yelnats family who believes that luck, destiny, and fate determine what will happen. Themes from this book include doing a job well and getting things done, homelessness, finding hope, overcoming what was believed to be impossible to overcome, and freeing a family that has been held back for generations. Change will take place in Stanley Yelnats' life and he will impact others throughout the story.

The story of *Holes* has a series of flashbacks and changes timeframes rapidly. Having a multi-colored or a multiple layered timeline will help keep storylines and timeframes straight.

Storylines include:

- Stanley Yelnats' trip to and time at Camp Green Lake
- Flashbacks as to how he came to be arrested, tried, and sentenced to Camp Green Lake
- The story of his great-great-great grandfather, Elya Yelnats, and his great-great grandfather, Stanley Yelnats
- The story of Kate Barlow and Sam the onion seller
- Hector Zeroni's story and how it follows along in Stanley's destiny dating back to Elya Yelnats

There is a wealth of resources available for teachers who would like to enjoy this novel with their classes, which can provide good supplemental information. In addition, there are lesson plans, multiple-choice tests, and study guides galore that anyone with a computer can easily access.

There is a Disney film of the book that Louis Sachar was a part of making that could be shown at the end of the novel. There are some small differences between the novel and the film version.

This lesson plan also encourages you to plan and complete a holiday service-learning project with your class, if possible.

AAA

Visit AAA and ask for a map of Texas. This map will support locations read about in the book.

Characters

Create a character chart to help keep track of the flashbacks and multiple parallel stories. You can organize them as follows:

Current Day

Stanley Yelnats IV
Stanley Yelnats III
Mr. Sir
Mr. Pendanski
Barf Bag
Rex / X-Ray
Alan / Squid
Jose / Magnet
Theodore / Armpit
Ricky / Zigzag
Zero
Warden
Twitch
Attorney General
Ms. Morengo
Clyde "Sweet Feet" Livingston

In the Past

Elya Yelnats
Madame Zeroni
Stanley Yelnats II
Kate Barlow
Myra Menke
Igor Barkov
Charles "Trout" Walker
Sam, the Onion Man
Mary Lou
Sheriff

Character Based Literacy Program Lesson Plan

Holes, Day 1



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a curse?

A curse is a prayer expressing a wish that harm, misfortune, injury, great evil, etc., be brought upon another person, place, thing, clan, nation, etc. Curses seem to have been a regular part of ancient cultures and may have been a way to frighten enemies and explain the apparent injustices of the world.

Belief in curses may make it easier to explain why bad things often happen to good people: they are cursed because of some bad thing an ancestor did.

Belief in curses makes it possible for people to pose as psychics, gypsies, clairvoyants, and the like who are capable of removing curses for a fee.

What is a superstition?

A superstition is a belief in something despite a lack of evidence. It is accounting for one mystery by using another. It is believing that the world is governed by chance and having a disregard in the cause and effect relationship. It is the belief in miracles, spells, charms, dreams, and prophecies.

Have a discussion with students about curses and superstition. Do they believe in curses? What superstitions do their families follow?

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce 5 important, useful words from today's reading.

wasteland (3)	stifling (6)	vast (8)	perseverance (8)	society (8)
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- Show, say, explain, expand, explode or buzz about the word briefly and add it to the Word Wall.

READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

As today is the first day reading *Holes*, have students read the cover and back. Many students are familiar with the story, so a conversation regarding the novel may take place regarding previously reading the book. Discuss how this time the reading will be deeper and the experience richer.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 3-10

Setting	Characters	Pages
Camp Green Lake	Warden, campers	3-4
Camp Green Lake	Judge, Stanley	5
Bus	Stanley, Bus driver, Guard	6-10

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the story to *fix the facts*: who, what, when, where, and why.

Students might mention:

- There is no lake at Camp Green Lake. There once was a lake but not anymore because it's all dried up.
- Now only rattlesnakes, scorpions, and yellow spotted lizards live on the lake.
- The philosophy of Camp Green Lake is: If you take a bad boy and make him dig a hole every day in the hot sun, it will make him a good boy.
- Stanley had been convicted of a crime and is given the choice of jail time or Camp Green Lake. He chooses Camp Green Lake.
- Stanley rides on the bus to the camp with only a bus driver and guard. He sees mostly fields of hay and cotton.
- Stanley didn't have friends at home; he was overweight and often teased by students and teachers at school.
- Stanley is innocent of his convicted crime; he was just in the wrong place at the wrong time.
- Stanley blames his no-good-dirty-rotten-pig-stealing-great-great-grandfather. This was his family joke for everything that went wrong in their lives.
- Stanley remembers his father singing him the song "If Only."
- Stanley is Stanley Yelnats IV. Everyone in the family is amused that the name is spelled the same forwards and backwards.

- The first Stanley Yelnats lost his entire fortune when he was moving from New York to California when he was robbed by Kissin' Kate Barlow.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait of Stanley Yelnats

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: Create a large head shot of the character.

1. Imagine what you think the character looks like from the descriptions in the text as well as from your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.

4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: Place cartoon bubbles of character thoughts around the portrait.

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: Add bubbles as you learn new things about the character.

1. Read the story further and identify new things you have learned about the character or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story.
2. You can use bubbles for what the character says to others, says to himself or herself, or does. You could make each of these different colors, if you wish.
3. You could add bubbles for what the character learns or ways the character changes and use different colors for each.
4. You could use different colors for the beginning, middle, and end of the story. Remember in the beginning, you are introduced to the setting, the characters, and the problems they have. In the middle, you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story, those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles, you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

Change Requires Effort Bookmark—Vision-Plan

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks (optional)

Step One: Create a vision of your life 10 years from now.

1. Imagine what you would like your life to be like 10 years from today. Where [or in what kind of housing] will you be living? Where will you be working? What will you be doing? How will you be getting around? What relationships will you be in? What will you be doing in your non-work hours?

2. On the top third of one side of the bookmark, fill in pictures, words, or symbols that represent your vision.

Comment: This is a successful vision. This should be a vision that you, your parents and grandparents, your teachers and people who know you [as well as your friends] would be proud to see you accomplish.

Warning: This is a 10 year plan with a vision of people who achieve success through a vision, plan, and effort- not as a result of criminal behavior.

Step Two: Create a plan to achieve your vision in 10 years: what has to happen?

1. Brainstorm a list of what has to happen between now and 10 years from now to achieve this vision. Compare lists with someone else and select the 10 most important things that have to happen.
2. On the bottom two-thirds of the bookmark, underneath your vision, write 10 important things that have to happen in the next 10 years. This is your plan.

Step Three: Keep track of efforts to achieve your vision by following your plan.

1. Every day, or as often as you like during this unit, consider: what have you done in the last 24 hours to get closer to your vision by following something on your plan? You can review this in pairs.
2. On the back of the bookmark, starting at the top, write the date and what you did in a couple of words. Write in small letters, keeping all of one day's information in the same row. You want to have room for many entries during this unit.

Variations of this Bookmark

1. In step 3, make 2 columns. In one column keep track of things that get you closer, and in the other column, keep tracks of things that get in the way.
2. Do this bookmark for any novel you read. Do the characters have a vision? Create this vision in the top third and list 10 things to achieve this vision in the lower two thirds. On the back, keep track of things they do that get them closer to their vision. Or, follow variation 1 and make 2 columns. In one column, keep track of things that get them closer, and in the other column, keep tracks of things that get in the way.
3. Variation 2 can be done on a much bigger piece of stiff paper – a giant bookmark – and posted on the wall. After each day's reading fill in step 3.
4. Do step 1 the first day, step 2 the second day, and step 3 the third day and every day after that until you finish.

8. Discussion Ask discussion questions of all 9 types.

Key Questions

1. How does Louis Sachar describe Camp Green Lake?
2. Does Camp Green Lake sound like a place you would like to go? Why or why not?
3. How might digging a hole every day positively change a person?
4. How is Stanley treated at school? How do other students treat him? How do his teachers treat him?
5. What should you do if your peers or teachers do not treat you with respect? How can you act with responsibility to create a positive change?

6. Do you believe Stanley was at the wrong place at the wrong time? Why or why not?
7. What do you think Stanley did wrong?
8. Why does the Yelnat's family believe all the Stanley's are failures?
9. Does this demonstrate a vision for positive change? Why or why not?
10. Do you believe the tale of his great grandfather? Why or why not?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 5

"If you take a bad boy and make him dig a hole every day in the hot sun, it will turn him into a good boy" (p. 5).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

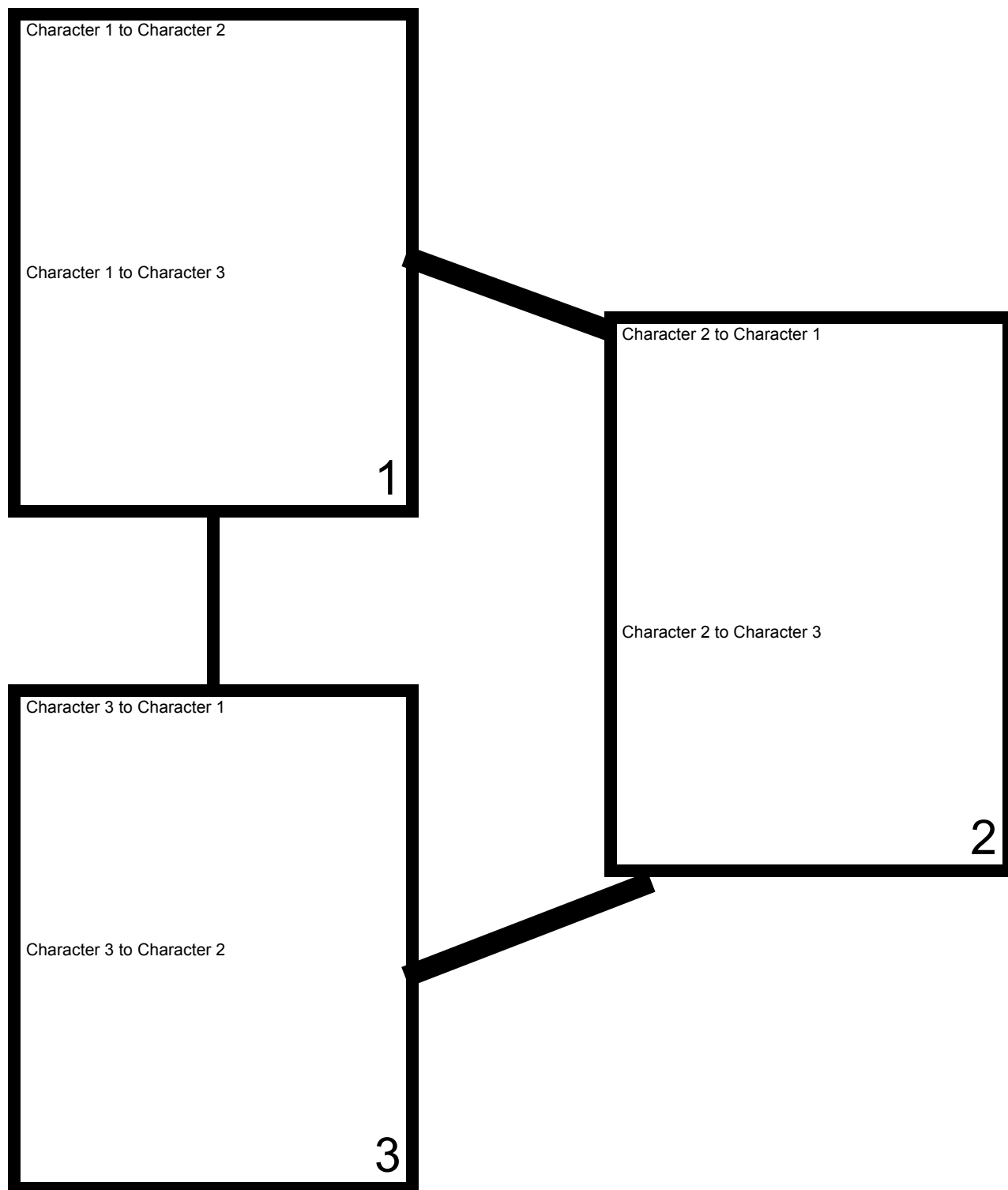
Camp Green Lake believes that people can change by digging holes in the hot sun. **Write an argumentative paragraph that demonstrates whether or not you agree with Camp Green Lake's method of change.**

If you do agree, what is it about hole digging that has the power to change. If you do not agree, proceed by describing what is capable of changing a bad boy into a good one. Provide three reasons to support your argument.

11. Close Close by extending today's lesson to life and the world.

Describe a time when you broke a bad habit. How did you make this change?

5g6 Character Interaction Chart



Character Based Literacy Program Lesson Plan

Holes, Day 2



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a wasteland?

A wasteland is an ugly and often devastated place that is barely inhabitable. It is a place that is often spiritually and emotionally unsatisfying, a land that is uncultivated and without vegetation, or a place that is neglected or improperly managed.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

barren (11)	desolate (11)	innocent (17)	attitude (17)	sanitary (19)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 11-20

Setting	Characters	Pages
Camp Green Lake office	Stanley, Guard, Mr. Sir,	11-15
Tent D	Stanley, Mr. Pendanski-Mom, Rex-X-ray, Alan-Squid, Jose-Magnet, Theodore-Armpit, Ricky-Zigzag, Zero	16-20

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley arrives at Camp Green Lake Juvenile Correctional Facility.
- Mr. Sir gives Stanley his clothing: 2 sets of long sleeve orange jumpsuits, an orange T-shirt, and yellow socks. He also gives him white sneakers, an orange cap, and a canteen.
- Stanley is to dig one hole a day every day, including Saturday and Sunday.
- The hole must be 5 feet deep and 5 feet across in every direction.
- Mr. Sir tells Stanley if he digs up anything interesting he is to report it to any of the counselors.
- There are no guard towers or fences at Camp Green Lake.
- Stanley is free to run away and escape if he pleases.
- Mr. Sir says there is no need for guard towers and fences since they have the only water for a hundred miles.
- Stanley is to stay at Camp Green Lake for the next 18 months.
- Stanley was assigned to D tent and Mr. Pendanski as his counselor.
- Stanley got the cot and crate previously assigned to Barf Bag.
- All the boys in D tent have nicknames.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other column “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley’s great-great-grandfather), Stanley Yelnats I (Stanley’s great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch Camp Green Lake as Stanley gets off the bus. How does Louis Sachar describe Camp Green Lake?

Create a Venn diagram chart

Compare and contrast the Camp Green Lake Juvenile Correctional Facility with the modern correctional facility. How can the modern juvenile correctional facility be improved? What vision do you have for this change?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Describe Mr. Sir.
2. How does Mr. Sir introduce Stanley to Camp Green Lake?
3. Compare and contrast the Camp Green Lake Juvenile Correctional Facility with the modern correctional facility.
4. How can the modern juvenile correctional facility be improved? What vision do you have for this change?
5. What does Mr. Sir give Stanley? Why is this significant?
6. What are the expectations of Stanley while he is at Camp Green Lake?
7. Why is it important that Camp Green Lake has no guard towers and fences?
8. How would you describe Mr. Pendanski?
9. Explain how the other members feel towards Mr. Pendanski. Why would they?
10. How was Stanley's first contact with a member from his tent? Who was it with? Why?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 17

"I want you to know, Stanley, that I respect you," Mr. Pendanski said. "I understand you've made some bad mistakes in your life. Otherwise you wouldn't be here. But everyone makes mistakes. You may have done some bad things, but that doesn't mean you're a bad kid" (p. 17).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mr. Pendanski assumes Stanley has made mistakes and deserves to be at Camp Green Lake. Stanley wants to tell him that he is innocent. He doesn't because he knows that Mr. Pendanski won't believe him. Mr. Pendanski believes that life is fair. Stanley is receiving a first-hand lesson that life is not. Think of a time when someone accused you of something you did not do. In a letter to Stanley describe the situation. In an **argumentative paragraph explain why you were innocent. Provide three reasons to support your answer. Include how you felt when you were unfairly accused for something you did not do. Finally, describe one positive lesson you learned by reflecting on this experience.**

11. Close Close by extending today's lesson to life and the world.

What does it mean to give people the benefit of the doubt? Why is it important to give people the benefit of the doubt?

Character Based Literacy Program Lesson Plan

Holes, Day 3



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is destiny?

Destiny is an event (or a course of events) that will inevitably happen in the future. It refers to a predetermined course of events. It is a concept based on the belief that there is a fixed natural order to the universe. Destiny could mean something is meant to be.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

scarcity (21)	torment (23)	humiliating (24)	coincidence (24)	destiny (24)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 21-32

Setting	Characters	Pages
Camp Green Lake	Stanley, Clyde Livingston	21-23
At school	Stanley, Derrick Dunne	23-25
In the dry lake bed	X-ray, Zero, Mr. Sir, Stanley, Magnet, Zigzag, Mr. Pendanski	26-32
Latvia	Elya Yelnats, Myra Menke, Igor Barkov, Madame Zeroni	28-32

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley had trouble getting used to the four-minute, cold showers.
- The food all tasted the same, but Stanley ate it anyway.
- Stanley tells his tent mates he was sent to Green Lake for stealing Clyde "Sweet Feet" Livingston's sneakers.
- Clyde Livingston was Stanley's hero. He was a famous baseball player.
- In court, Clyde Livingston said the shoes were for auction to benefit the homeless shelter.
- Derrick Dunne bullied Stanley in school. The teachers did nothing and sometimes even joined in.
- Stanley claimed he was hit on the head with Sweet Feet's shoes as he was walking home.
- Sweet Feet once lived in the homeless shelter.
- In court, Stanley told the truth. The judge called the crime despicable and suggested Camp Green Lake may improve Stanley's character.
- Stanley had a difficult time digging his hole.
- The lake was covered with holes reminding Stanley of pictures he'd seen of the moon.
- Mr. Sir told Stanley he was digging to build character, not digging looking for anything.
- Stanley's great-great-grandfather was Elya Yelnats. He was born in Latvia and fell in love with Myra Menke when he was 15.
- Myra was to choose between Elya and Igor Barkov, a 57 year old pig farmer.
- Elya went to Madame Zeroni for help winning Myra's love.
- Madame Zeroni tried to convince Elya that Myra wasn't good enough for him.
- Madame Zeroni told Elya to carry a tiny piglet up the mountain to drink from a spring every day singing a special song.
- After giving the pig to Myra's father, Elya was to carry Madame Zeroni up the mountain to drink or he and his descendants would be doomed for eternity.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

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- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity

Explore the reading more deeply with a visual or oral language activity.

Cubing

Cube the Who, What, When, Where, Why of Stanley's arrest and trial as described between pages 21-25.

Postcard

On one side, make a visual representation of Green Lake empty and full on holes. On the other side, pretend you are Stanley and write home telling your parents how your first day at Camp Green Lake was.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why didn't the other boys believe Stanley was guilty of stealing "Sweet Feet's" sneakers?
2. Who was Clyde "Sweet Feet" Livingston and why is he such an important person?
3. Derrick Dunne had a large impact on Stanley's present and future. How? Why?
4. What kind of person was Derrick Dunne?
5. Why did Stanley run after being hit in the head by the shoes?
6. If you were Stanley, how would you have reacted to being hit in the head by the shoes?
7. What does Louis Sachar mean when he says "Stanley had felt like he was holding destiny's shoes?"
8. The judge describes Stanley's crime as despicable. Define "despicable" in your own words.
9. The judge believes Stanley's character will improve if he attends Camp Green Lake. Why does he feel this way?
10. X-ray believes his shovel is special. What makes him feel this way?
11. Why would the warden like to know if any of the boys dig something up if they are not looking for anything?

12. Elya Yelnats goes to see Madame Zeroni. What does he hope for?
13. How would you describe young Elya Yelants?
14. What are the directions Madame Zeroni gives to Elya Yelnats?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 21

“Stanley couldn’t help but think that there was something special about the shoes, that they would somehow provide the key to his father’s invention. It was too much of a coincidence to be a mere accident. Stanley had felt like he was holding destiny’s shoes” (p. 21).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

When Stanley picks up Sweet Feet’s shoes, he gets the sense that he found them for a reason, like it was his destiny. Destiny suggests that life – or a part of your life – has already been decided for you. Do you believe that you have a destiny, that your life has already been decided for you? What are the things in your life that you can change? What are the things that you cannot? Reflect on whether or not you believe in destiny. **Write an argumentative paragraph that supports or disproves the idea of destiny. Provide three reasons to support your argument.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

4c12 Cubing Who, What, When, Where, Why

		Name			
		Who			
	What	When	Where		
		Why			

1. Answer the question in each un-shaded box.
2. Cut out the cube on each dotted line – do not cut any solid lines.
3. Crease each solid line back to make it easier to fold.
4. Put a little paste, glue, double-sided tape, or a drafting dot on each shaded square.
Do not get paste or glue on the un-shaded squares.
5. Carefully fold the squares in the order specified by sticking squares to pasted surfaces underneath as you go.

Character Based Literacy Program Lesson Plan

Holes, Day 4



Outcomes for Today

Common Core Standards Focus:

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PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Are yellow-spotted lizards poisonous?

These lizards only exist in Louis Sachar's novel *Holes*. However, there are many types of lizards that are similar to what is described. You can do a simple Google search of Texas lizards to look at some examples.

The Gila monster is the only venomous species of lizard native to the USA. It is found in the southwest deserts and Mexico. They average 1.5 feet in length.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

preposterous (34)	wound (35)	compound (37)	lullaby (38)	predatory (42)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 33-42

Setting	Characters	Pages
Latvia / Green Lake	Elya, Stanley, Myra, Madame Zeroni, Zero, Zigzag	33-37
America	Elya, Sara	38-39
Green Lake	Stanley, Mr. Pendanski, yellow-spotted lizards	39-42

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Elya and Igor's pigs weighed exactly the same.
- Stanley's hands blistered and he was very hot and tired. He digs much slower than the other boys.
- Myra's father gave Myra the opportunity to choose which man she marries.
- After being turned down by Myra, Elya signs on to work as a deck hand to America.
- Zero was the smallest kid in Group D but was the fastest hole digger.
- After coming to America, Elya learned English, then meets and marries Sarah Miller.
- After his barn was struck by lightning for the third time, Elya told Sarah about Madame Zeroni and the curse.
- Elya taught Sarah the pig lullaby. She changed the words so they'd rhyme and then sang them to her son Stanley.
- Stanley had trouble getting out of the hole after he finished digging. He finally had to dig steps in the walls to climb out.
- Yellow spotted lizards have exactly 11 spots, a yellow-green body, red eyes, black teeth, a white tongue, and are 6-10 inches long.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), Stanley Yelnats I (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

On page 41, Louis Sachar describes the yellow spotted lizard in great detail. Create a yellow spotted lizard in your artistic medium of choice.

Create your own poem

The lullaby on page 39 is about wishing things were different. Interpret the above poem in your own words. Why does the woodpecker wish the bark was softer? What do you think the wolf is wishing for when he cries, "If only, if only...?" Does it make sense for the woodpecker and the wolf to wish for these things? Try writing a lullaby of your own in answer to the one above in which you counsel the woodpecker and the wolf to focus their efforts on something productive.

You may use whatever form of poem you wish. However, you might wish to use the same rhythm and the rhyme scheme as the poem above. Notice the first words and the last words of the poem are the same. The first and second lines rhyme. As do the fourth and the sixth. Finally, the first three lines contain 11 syllables each, while the last two lines contain six syllables each

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Myra's father thought Elya was no longer a "good-for-nothing book reader?"
2. Stanley pretends his piles of dirt are outside his five-foot circle. Why does he play this game with himself?
3. What was so preposterous about Myra making the decision about who to marry?
4. Stanley leaves abruptly, saying Myra should marry Igor and keep his pig as a wedding present. Why does he do this?
5. Elya was not afraid of the curse placed on him by Madame Zeroni, but he did feel bad that she didn't get to drink the water. Why do you think he felt this way?
6. What was the reason Elya was forever looking for Madame Zeroni's son in America? What did he hope to accomplish?
7. Why does Mr. Pendanski think Stanley may have fainted?
8. Stanley ignored Mr. Pendanski's high five and refuses his offer for a ride back to the compound. Why would he do this?
9. What is the symbolism of spitting into the finished hole?
10. Why do you think Louis Sachar goes into so much detail describing the yellow-spotted lizards?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 39

“‘If only, if only,’ the woodpecker sighs,
‘The bark on the tree was as soft as the skies.’
While the wolf waits below, hungry and lonely,
Crying to the moo—oo—oon,
‘If only, if only’” (p. 39).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Recall a time in your life when you found yourself in a situation that was quite different from how you hoped it would be. Reflect on this situation and think about the positives that came from this experience. What did you learn during this time? What opportunities came from this experience?

Write a letter to yourself that would have encouraged you during this time in your life. **In an argumentative paragraph persuade yourself that life will be better in the future. Provide three positive outcomes that will come from this experience.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 5



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a fossil?

A fossil is the remains or evidence of any creature or plant that once lived on the Earth. It is the remains (or an impression) of a plant, animal, or organism that existed in a past geological age (thousands or millions of years ago) and that has been excavated from the soil. Some fossils are leaves, shells, or skeletons that were preserved after a plant or animal died. Others are tracks or trails left by moving animals.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

sprawled (44)	radiated (45)	ached (48)	horizon (49)	fossil (51)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 43-54

Setting	Characters	Pages
Wreck Room	Stanley, X-ray, The Lump, Squid, Zero	43-47
The lake	Stanley, Mr. Pendanski, X-ray	48-54

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley showered for the second day in a row without using soap.

- Stanley almost gets into a fight with The Lump. The rest of his tent mates have his back.
- X-ray tells Stanley that the 2nd hole is the hardest to dig.
- Everything in the Wreck Room was broken, missing a leg, or leaning.
- Zero knew details about Clyde Livingston's shoes.
- Stanley is given the nickname "Caveman." He feels like he belongs now.
- Stanley had a very tough time getting up as every muscle and joint ached.
- While digging the 2nd hole, Stanley felt it would take a miracle for him to finish.
- Stanley found a fossilized fish in his hole.
- X-ray told Stanley that if he finds anything else he should allow X-ray to get the credit for the find.
- Stanley feels accepted by the group and thinks how Derrick Dunne would go from bully to bullied if he was at Camp Green Lake.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), Stanley Yelnats I (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Sketch the fossil that Stanley found in his hole on page 49.

Make castings and fossils.**Materials**

- Shallow pans or pie tin
- Plaster a Paris
- PAM cooking spray
- Water, newspapers to cover desks

Items to cast in the plaster:

- Coins
- Plant leaves (Ferns and large, hearty leaves work great.)
- Beads, etc.

Mix plaster to needed consistency (see directions).

Fill the pans with plaster $\frac{3}{4}$ of the way.

Have students take their fossil items and spray them with cooking spray.

Students should cast the items in the plaster and let them dry slightly.

Have students remove their items and a cast/fossil will be left in the plaster.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Stanley shower for four minutes and not use soap for the second day?
2. Describe the tension between Stanley and Lump.
3. How would you deescalate a tense situation in order to prevent a fight from breaking out?
4. What is the reason for spelling Wreck Room with a “w”?
5. What makes the 2nd hole so much harder than the first?
6. Stanley refers to Camp Green Lake as Camp Fun and Games. What does he mean by this?
7. Stanley lies in the letter to his mother. Why does he do this? What does that say about his character?
8. Zero asks Stanley about Clyde Livingston’s shoes. Why do you think Zero knows so much about them?
9. X-ray tells Stanley that he deserves the day off more than Stanley does. Why does X-ray feel this way? What makes him different or better?
10. At the end of Chapter 11, Stanley imagines going to school with his friends from Camp Green Lake and dealing with Derrick Dunne. Why does he play this scene over and over again in his head?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 46

“Dear Mom,

Today was my first day at camp, and I’ve already made some friends. We’ve been out on the lake all day, so I’m pretty tired. Once I passed the swimming test, I’ll get to learn how to water ski” (p. 46).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Stanley is not telling his mother the truth, because he does not want her to worry. Instead of telling the truth, he is telling her what he knows she would like to hear. He is giving her the "if only, if only" version.

Pretend you are Stanley and write an honest letter about the reality of Camp Green Lake. **In an argumentative paragraph prove that Camp Green Lake is unsuitable for youth. Using three examples to support your argument.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 6



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is self-esteem?

Self-esteem is your opinion of yourself. It is a sense of self-worth, the valuing of oneself as a person. High self-esteem is having a good opinion of yourself and low self-esteem is having a bad opinion of yourself.

Self-esteem is very important because it can affect how you think, act, and even how you relate to other people. It affects your potential to be successful. Low self-esteem can cause negative thoughts, which make it more likely that you will give up easily rather than face challenges.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

veterinarian (56)	worthless (58)	canteen (60)	glisten (60)	curiosity (60)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 55-63

Setting	Characters	Pages
The tent	Stanley, Magnet, X-Ray, Mr. Pendanski, Zero	55-58
The lake	Stanley, Zigzag, X-Ray	59-63

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After digging his second hole, Stanley found Mr. Pendanski having a group session with the rest of the boys.
- Stanley wasn't sure how he'd answer Mr. Pendanski's question about what he wanted to do with his life.
- When asked who was to blame for him being at Camp Green Lake, Stanley responded with "my no-good-dirty-rotten-pig-stealing-great-great-grandfather."
- Stanley saw Zero smile for the first time.
- Stanley lost 5 pounds, his skin had gotten tougher, and it didn't hurt as much when he held the shovel.
- Stanley found a metallic gold tube while digging his hole.
- The gold tube had a heart with KB etched inside it.
- Stanley considered not giving the gold tube to X-ray and give it directly to the warden.
- Stanley suggested X-ray wait until tomorrow to turn over the gold tube so he would get a full day of rest instead of a partial day.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart: What You Know, Want to Know, and Want to Learn

After having read *Holes* for one week, what are things regarding west Texas, Stanley, Elya Yelnats, Latvia, or any other topic? Begin with your K and W columns, and continue to add to them until the book ends. Then, go back and finish the L column.

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze.

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be information regarding who, what, where, when, why, or how.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic or about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column (what you wanted to know)?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete.

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets or written on a big piece of paper (like chart paper or butcher paper). This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. You can use the same strategy for a nonfiction topic, a problem, or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

1. Write a paragraph from any of the 3 columns (K, W or L) of the chart.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What was the purpose of Mr. Pendanski's discussion about what the boys want to do with their lives?
2. Why is it important to have a vision and a dream for a positive future?

3. Mr. Pendanski doesn't want the boys laughing at each other's dreams. Why does he feel that way?
4. Why is it important to surround yourself with people who support your vision and dreams?
5. When Mr. Pendanski tells the group one person is responsible for all of them being in Camp Green Lake, who is he referring to?
6. What is Mr. Pendanski trying to get the boys to understand when he tells them "they've all got something to offer?"
7. What are your talents? How do you contribute your talents to your family, friends, and community?
8. Stanley considered not giving X-ray what he found. Why did he consider this?
9. Why does Stanley suggest X-ray wait until tomorrow before turning in the gold tube?
10. Why is it important to make effort for positive changes and never give up?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 57

"Nothing in life is easy. But that's no reason to give up. You'll be surprised by what you can accomplish if you set your mind to it. After all, you only have one life, so you should try to make the most of it" (p. 57).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Mr. Pendanski explains that it is important to be persistent and determined in pursuing your life goals. What are your life goals? How are you persistent and determined? Think about one goal you have for your life. What are some obstacles and challenges that might slow you down or prevent you from pursuing this goal? **In a motivational letter to yourself, provide three reasons why you should never give up on this goal. In an argumentative paragraph, argue why this goal is important to you.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Holes, Day 7



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is archaeology?

Archaeology is the study of past human life and culture by the recovery and examination of material evidence such as graves, buildings, tools, and pottery.

These include human artifacts from the very earliest stone tools to the man-made objects that are buried or thrown away in the present day.

Among the archaeologist's activities are locating, surveying, and mapping of sites and the excavation, classification, dating, and interpretation of materials to place them in historical context.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

wheelbarrow (69)	excavated (70)	gazed (71)	carted (73)	presumably (74)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 64-76

Setting	Characters	Pages
The lake	Warden, Mr. Pendanski	64-68
The lake	Warden, Mr. Sir, Mr. Pendanski	69-71
The Wreck Room	Stanley, X-Ray, Mr. Pendanski, Stanley's Mom, Zero	72-76

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- While in his cot, Stanley began to have second thoughts.
- He felt that he was in the right place at the right time and it still didn't help.
- After X-Ray gave Mr. Pendanski the gold tube, the Warden drove out to have a look.
- The Warden gave X-Ray a double shower, clean clothes, and the rest of the day off.
- The rest of the boys had their canteens refilled.
- Stanley was surprised that the Warden was a woman and more surprised that she knew his nickname was Caveman.
- The Warden gave Mr. Pendanski a choice of digging holes or filling canteens.
- The Warden started going through the piles of dirt around X-Ray's hole. She told Mr. Pendanski to bring back 3 wheelbarrows.
- The boys were split up into groups of two digging holes.
- Caveman and Zero worked as a team.
- The Warden and Mr. Pendanski stayed at the site for the entire day.
- The Warden was very anxious and looking over the boys' shoulders.
- One thing was certain: They weren't just digging to "build character." They were definitely looking for something.
- The next morning, the Warden directed the boys to the holes.
- 4 dug the holes and 3 moved dirt in the wheelbarrows.
- Stanley received a letter from his mom.
- In the letter, Stanley's mom made a joke comparing his father's experiment to the old woman in the nursery rhyme who lived in a shoe.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.

- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create Sketch and Open Mind Portrait of the Warden

You will add thought bubbles to her OMP every couple days.

You could use different colors for the beginning, middle and end of the story.

Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the character's solving their problems, and conflicts occur. At the end of the story, those conflicts reach a peak and a resolution is reached. Include a sketch of the Warden.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. X-Ray snapped at Stanley when he was asked if he had "it." Why do you think he did this?
2. The Warden gets upset with Mr. Pendanski. What was she upset about? Why did she react as she did?
3. The Warden changes how the boys dug the holes. What was the purpose for doing this?
4. Why do you think the Warden stayed out on the lake and watched the boys dig holes and haul away dirt the rest of the afternoon?
5. What is Louis Sachar saying with his line, "One thing was certain: They weren't just digging to 'build character.' They were definitely looking for something."
6. X-Ray's attitude toward Caveman changed in the afternoon in the Wreck Room. What caused this change in attitude?
7. What do you think will happen if the Warden doesn't get what she's looking for?
8. How does Stanley feel about getting a letter from his mother?
9. What, in her letter, makes Stanley laugh?
10. Why does Stanley ask Zero if he ever watched Sesame Street?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 71

"One thing was certain: They weren't just digging to 'build character.' They were definitely looking for something.

And whatever they were looking for, they were looking in the wrong place. Stanley gazed out across the lake, toward the spot where he had been digging yesterday when he found the gold tube. He dug the hole into his memory” (p. 71).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

The author begins to describe Stanley as a budding detective. Pretend you are Stanley, take the clues you have gathered—the gold tube labeled “KB” and the warden’s obvious excitement—and come up with a theory about what you are doing out there if not just “building character.”

In an argumentative paragraph prove your theory. Provide three reasons to support your theory.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 8



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is the difference between power and authority?

Power can be defined as the ability to influence the outcome of events. Power may be correctly used or it may be incorrectly used. It may be power exerted by sheer force and coercion.

Authority, on the other hand, is subjective; it depends upon an individual's perception of its rightness. Authority is defined as the power or right to give commands, enforce obedience, take action, or make final decisions.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

collapsed (78)	relief (80)	calloused (81)	allergies (83)	magnets (84)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 77-87

Setting	Characters	Pages
The lake	Armpit, Warden, Zigzag, Stanley	77-79
The tent	Stanley, Zero	80-82
The tent, the lake	Squid, Stanley, Magnet, Mr. Sir	83-87

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The boys kept digging in the same area for a week and a half.
- The Warden jabbed Armpit with a pitchfork causing 3 tiny spots of blood to appear.
- Zigzag hit Caveman in the side of the head with his shovel.
- The boys were back to digging their own holes on another side of the lake.
- Stanley was still sore from being hit in the head with the shovel.
- Zero asks Stanley to teach him how to read.
- Magnet steals Mr. Sir's bag of sunflower seeds and shares them with the rest of the boys.
- Zigzag throws Stanley the bag of seeds and they spill into Stanley's hole.
- Mr. Sir found sunflower seeds in Stanley's hole.
- Stanley takes responsibility for stealing the seeds and eating them himself.
- Mr. Sir takes Stanley to the Warden for punishment.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), Stanley Yelnats I (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Identify Main Characters of *Holes*

Create a mobile that identifies all the main characters of *Holes*, past and present. Include names and nicknames.

Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery, and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What changed the Warden's attitude as she became less and less patient?
2. Mr. Sir tells Stanley to get back to work because "it isn't nap time." What is he saying here? Why does he say it?
3. Stanley continues to lie to his parents when he writes them letters. Why does he do this?
4. Zero tells Stanley he doesn't need to teach him how to write. Why does Zero say this?
5. Why does Squid tell Stanley that he has allergies after Stanley hears him crying at night?
6. Stanley doesn't talk much around the other boys as he is afraid of saying the wrong thing. How does this make Stanley seem to you?
7. What does Louis Sachar mean when he says Stanley was in the wrong place at the wrong time?
8. Mr. Sir tells Stanley to dig out his sunflower seed sack so they can take it to the Warden because she might give him the rest of the day off. Why does he say this?
9. Stanley takes sole responsibility for stealing the sunflower seeds although he is innocent. Why?
10. Stanley was surprised he could feel good about anything. What made him feel comfortable? Why did he feel comfortable?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 81

"Dear Mom and Dad,

Camp is hard, but challenging. We've been running obstacle courses and have to swim long distances on the lake. Tomorrow we learn...to rock climb. I know that sounds scary, but don't worry...I'll be careful. It's not all fun and games here, but I think I'm getting a lot out of it. It builds character" (p. 81).

EXTEND**10. Write** Have each student write a short product based on today's prompt to connect to the unit theme.

Other than the first sentence about camp being hard, Stanley's letter is a total lie. He doesn't tell his folks the truth, because he doesn't want to worry them. Reread Stanley's letter and find three untrue statements.

In an argumentative paragraph prove that Stanley's letter is inaccurate. Using quotes from the novel, disprove three untrue statements in Stanley's letter. Include pages numbers for each quote.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 9



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is poverty?

Poverty is hunger. Poverty is lack of shelter. Poverty is being sick and not being able to see a doctor. Poverty is not having access to school and not knowing how to read. Poverty is not having a job, is fear for the future, and living one day at a time. Poverty is losing a child to illness brought about by unclean water. Poverty is powerlessness, lack of representation and freedom.

Poverty has many faces, changing from place to place and across time, and has been described in many ways. Most often, poverty is a situation people want to escape. So poverty is a call to action—for the poor and the wealthy alike—a call to change the world so that many more may have enough to eat, adequate shelter, access to education and health, protection from violence, and a voice in what happens in their communities.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dread (89)	hearth (90)	recede (91)	innocent (92)	mole (95)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading Read React Predict Cycle of 2-3 pages.

Holes by Louis Sachar, p. 88-100

Setting	Characters	Pages
Warden's Cabin	Caveman, Warden, Mr. Sir	88-91
The lake	Kissin' Kate, the guys, Zero	92-94

The tent	Zero, Stanley	95-100
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RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Upon arriving at the Warden's cabin, Stanley admits to stealing Mr. Sir's sunflower seeds while he was filling canteens with water.
- The Warden has Stanley get her make up case that contains her special nail polish.
- The special nail polish has a secret ingredient of "rattlesnake venom."
- The Warden hit Mr. Sir across the face causing him to scream and grab his face.
- Stanley had a long walk back to his hole with the rest of the Group D boys.
- While walking, he thought of his great-grandfather who was robbed by Kissin Kate Barlow.
- Stanley's great-grandfather survived 17 days before being rescued.
- When he was rescued, he was insane, saying he "found refuge on God's thumb."
- After arriving back at the hole, Stanley tells the rest of the group he took the blame for stealing the seeds and the Warden got mad at Mr. Sir.
- Stanley found his hole was half finished.
- Zero tells Stanley he dug Stanley's hole because he didn't steal the sunflower seeds.
- Stanley offers to teach Zero to read.
- Zero doesn't even know the alphabet, so Stanley starts by writing the letter A.
- Zero agrees to help Stanley dig his hole in return for learning to read.
- Stanley realizes the gold tube he found was a lipstick container.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.

- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Travel Brochure for Camp Green Lake

Advertise the camp. Be realistic and serious, telling parents what their children will experience if sentenced to Camp Green Lake. Try to encourage judges throughout Texas to send boys to the camp. Include information about location, organized activities, skills the campers will learn, sleeping, eating/bathing facilities, and any special features. A good brochure should be very informative and visually appealing.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did Stanley think about being a condemned man walking to the electric chair?
2. Mr. Sir doesn't believe Stanley acted alone. What makes him feel this way?
3. What is the purpose of the Warden putting rattlesnake venom in her nail polish?
4. How does the Warden appear after hitting Mr. Sir?
5. The Warden tells Mr. Sir that she liked him better when he smoked. What does this mean? Why would she say something like this?
6. What did the Warden mean when she told Stanley "He's not going to die, unfortunately for you?"
7. Where is God's thumb? How could Stanley's great-grandfather find refuge there?
8. Stanley doesn't tell the rest of the boys what happened between Mr. Sir and the Warden. Why do you think he made this decision?
9. Stanley was surprised that Zero had dug his hole for him. Why was he surprised?
10. How did Zero know that Stanley didn't steal the sneakers?
11. What confused Stanley when Zero said there are 52 letters?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 90

"So you think he stole your sunflower seeds?"
 'No, he says he stole them, but I think it was--'
 She stepped toward him and struck him across the face" (p. 90).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Clearly, this is not what the reader expected to happen. Nor is it what the warden expected to happen. Write about a time when you witnessed someone being treated cruelly. This could be a recent or past example of a person or an animal being treated unfairly. Describe the event, how you felt, and your reactions to it. If you had to experience it again, what would you do differently? What do you think you should do if you see someone being treated unfairly?

In an argumentative paragraph explain why one should stand up against cruel treatment of a human or animal. Provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 10



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are spiced peaches?

Spiced peaches are simply canned peaches or preserved peaches. They are not the sweet syrupy ones that are in supermarkets today, but homemade recipes that were passed down from mother to daughter as family heirlooms. In addition to peaches in the canning jars, typical recipes included: brown sugar, stick of cinnamon, nutmeg, vinegar, and cloves. The ingredients were boiled, poured into glass jars, and sealed to be enjoyed throughout the winter and spring months. Kate Barlow was famous for her recipe.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

delicious (101)	bushels (101)	swollen (104)	handsome (105)	extraordinarily (108)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Holes by Louis Sachar, p. 101-111

Setting	Characters	Pages
Green Lake, Texas	Katherine Barlow, Trout Walker	101-103
Breakfast, the lake	Mr. Sir, Zero, Caveman	104-106
Green Lake, Texas	Doc Hawthorne, Sam, Mary Lou, Katherine Barlow, Hattie Parker	107-111

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- 110 years ago, Green Lake was the largest lake in Texas. It was lined with peach trees.
- Miss Katherine Barlow won a prize every 4th of July for her spiced peaches.
- Katherine Barlow was Green Lake's only teacher.
- Charles Walker was known as Trout because his feet smelled so bad.
- Trout would show up to Ms. Barlow's night class for adults and act disrespectfully.
- When Stanley went to breakfast the next day, he saw Mr. Sir's face was swollen the size of half a cantaloupe.
- Mr. Sir choked a boy who asked what was wrong with his face.
- When Mr. Sir went to fill the canteens, he poured Stanley's on the ground.
- Sam the onion man helped people in Green Lake that Dr. Hawthorn couldn't.
- Sam's onion field was across the lake; he would row across the lake twice a week.
- Sam claimed the onions were good for digestion, the liver, stomach, lungs, heart, and brain.
- Sam and Katherine made a deal: Sam would fix the roof in return for 6 jars of spiced peaches.
- Sam and Katherine continued to make deals until the old run-down schoolhouse was a jewel of a building.
- Sam kissed Katherine in the rain when she said her heart was breaking.
- After seeing Sam and Katherine kiss, Hattie Parker said, "God will punish you."

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.

- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Advertisement

Sam the Onion Man sells onions as well as ointments, lotions, syrups, and pastes all made out of onion juice and different parts of the onion plant. Create an ad for his onion dynasty. Illustrate the product.

Include:

- A marketing slogan or gimmick to help Sam sell his product
- Cost of the product
- Contact information
- Give possible uses (Why do people need to buy Sam's onions?)

In addition, create an infomercial to take advantage of that publicity as well. Have fun with it.

Step One: Make a list of the details of the product.

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading, such as weather, location, people, houses, etc.

Step Two: Write an ad with a clear illustration.

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Variations for the Ad

1. Write the ad as if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals. Or, do it as a billboard, TV ad, radio ad, etc.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. When Louis Sachar says, "Katherine's spiced peaches were 'food for the angels,' what did he mean?"
2. Why did most people in Green Lake believe Katherine would marry Trout Walker?
3. If Trout wanted Katherine to marry him, why would he talk and be disrespectful while in her class?
4. Trout didn't want to learn. He seemed proud of his stupidity. Why would he or anyone be proud to be stupid?

5. What was it about Trout's new boat that caused it to produce a horrible noise and spew ugly black smoke?
6. What was the reason for Stanley simply shrugging his shoulders when he was asked for information about Mr. Sir's face?
7. Why does Mr. Sir let the water run for about 30 seconds on the ground and ask Stanley if he wants more?
8. Why did the people of Green Lake see Sam the onion man when they were sick in addition to Dr. Hawthorn?
9. Describe the reason Sam would always give the same advice: "Eat plenty of onions."
10. What does it mean that Doc Hawthorn's almost completely bald head smelled of onions in the morning?
11. What was the relationship between Sam and Katherine?
12. Why did Katherine say her heart is breaking?
13. After seeing Katherine and Sam kissing, Hattie Parker pointed her finger and whispered, "God will punish you!" Why would she say this?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 111

"At that moment, however, Hattie Parker stepped out of the general store. They didn't see her, but she saw them. She pointed her quivering finger in their direction and whispered, 'God will punish you!'" (p. 111)

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Many have experienced injustice in life. If you have not experienced it firsthand, you have most likely witnessed injustice. Write about a time in your life when you experienced injustice or prejudice. Describe the event, how you felt, and how you reacted.

As an enlightened and responsible person, **write an argumentative letter to persuade that person that it is important to treat others with respect. Provide three reasons to support your answer.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 11



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Who were the Outlaws of the Old West?

There were many outlaws of the Old West. Some of the most famous were Billy the Kid, Doc Holliday, the Dalton Gang, and many others that the movies have made famous. Many were wanted for murder, cattle rustling, or other offenses. Included is a website that provides an in depth list of outlaws. It will be of interest to notice the few numbers of women, which may be a good discussion topic for your class.

<http://www.legendsofamerica.com/WE-OutlawList.html>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

declared (113)	drawl (113)	outlaw (115)	vile (118)	lapped (123)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 112-123

Setting	Characters	Pages
Town of Green Lake	Katherine Barlow, Trout Walker, Sheriff Sam	112-115
Camp Green Lake	Mr. Sir, Stanley, Hector Zeroni	116-119
Town of Green Lake	Kate Barlow, Sam, Trout Walker, Linda Miller-Walker	120-123

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Miss Katherine's head had been spinning since Sam kissed her.
- A mob of men and women storm into the school, led by Trout Walker.
- When Katherine goes to the sheriff for help, she finds him drinking whiskey.
- It is against the law for a Negro to kiss a white woman.
- Seeing the smoke rising from the schoolhouse, Katherine runs to the lakefront to warn Sam.
- Sam got in his boat and starts to row across the lake.
- Trout Walker smashes his boat into Sam's, then shoots and kills him in the water.
- Three days after Sam's death, Miss Katherine shoots the sheriff, then gives him the kiss he had been wanting.
- For 20 years, Kissing Kate Barlow is one of the most feared outlaws in the West.
- Stanley drinks sparingly, as he doesn't know who will be filling the canteens.
- Mr. Pendanski is aware of Mr. Sir not giving Stanley water and gives him extra.
- The rest of the boys don't like Zero digging Stanley's hole for him.
- Stanley feels justified in his trading of teaching Zero to read with digging holes.
- The swelling on Mr. Sir's face has gone down, but there are still 3 scratch marks on his cheek.
- After Mr. Sir takes his canteen and goes into his truck, Stanley is afraid to drink it.
- Stanley teaches Zero the alphabet and how to write his name.
- Zero tells Stanley his real name is Hector Zeroni.
- Kate Barlow returns to Green Lake after 20 years to find the lake no more than a pond and the peach trees dead.
- Trout Walker marries Linda Miller, a former student of Kate Barlow's. They break into her cabin and drag her out, looking for her loot.
- Kate tells them they (and their children and grandchildren) had better like to dig because they'll never find the loot.
- After being bitten on the leg by a yellow-spotted lizard, Kate Barlow dies laughing.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
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- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Wanted Poster for Kissing Kate Barlow

Be sure to include a picture and the following information:

What was she accused of doing?

What is the reward?

Who is looking for her?

Describe her. What important physical traits does your outlaw have?

What was she last seen wearing?

When and where was she last seen?

What direction was she headed?

Does she do anything specific to her victims?

On the back of your poster, write your short summary describing your outlaw. Have students present their final products to the class.

This site will give some good examples and provide ideas:

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. If there were no telephones, then how did everyone in Green Lake hear about the schoolteacher kissing the onion picker?
2. Why didn't any students show up for school the next day?
3. What was the reason the sheriff was drinking whiskey in the morning?
4. After getting slapped by Kate, why did the sheriff ask her, "You kissed the onion picker. Why won't you kiss me?"
5. Katherine said "Well, then you'll have hang me, too." Why would she offer this to the sheriff?
6. Why didn't any rain fall on Green Lake for over 110 years?
7. Describe why Stanley drank his water sparingly.
8. What do you think Mr. Sir did to Stanley's canteen?
9. Stanley poured all the water out. He feared that if he waited another second, he might have taken a drink. Why was this a concern for him?
10. Describe why Kate speaks to the vast emptiness and says her heart is cold.

11. How did Linda Miller go from a cute freckle-faced girl with beautiful red hair to a blotchy faced, dirty and scraggly haired woman?
12. Why do you think Kate tells Trout to “go ahead and kill me”?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 112

“There were no telephones, but word spread quickly through the small town. By the end of the day, everyone in Green Lake had heard that the schoolteacher had kissed the onion picker. Not one child showed up for school the next morning” (p. 112).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

News often travels quickly through a small town, sometimes by word of mouth and sometimes through the local paper. Knowing that Katherine Barlow was a schoolteacher and that she had no children to teach on this particular day, pretend that she spent that time (before the angry mob arrived) constructing an editorial or an open letter to the local paper. Respond to the town’s reactions.

As Katherine Barlow, include an argumentative paragraph that explains your views on love and what you believe to be right. An editorial is an opinionated article written for a newspaper. You need not provide any other view than yours. Keep in mind, however, that you are writing as Katherine Barlow: provide reasonable and rational statements to support your point of view. Maintain a professional tone and plead for the people of Green Lake to return to sanity.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 12



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is lightning? What is thunder?

Lightning is electricity. It forms in the strong up-and-down air currents inside tall dark clouds as water droplets, hail, and ice crystals collide with one another. Scientists believe that these collisions build up charges of electricity in a cloud. The positive and negative electrical charges in the cloud separate from one another, the negative charges dropping to the lower part of the cloud and the positive charges staying in the middle and upper parts.

Lightning bolts are extremely hot, with temperatures of 30,000 to 50,000 degrees Fahrenheit. That's hotter than the surface of the sun! When the bolt suddenly heats the air around it to such an extreme, the air instantly expands, sending out a vibration or shock wave we hear as an explosion of sound. This is thunder. If you are near the stroke of lightning, you'll hear thunder as one sharp crack. When lightning is far away, thunder sounds more like a low rumble as the sound waves reflect and echo off hillsides, buildings, and trees.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

humid (127)	delirious (128)	awkward (131)	cluster (139)	haze (139)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 124-139

Setting	Characters	Pages
The lake	Stanley, Great-Grandfather	127-29
Camp Green Lake	Zigzag, Mr. Sir	130-31
The lake	Zigzag, X-ray, Squid, Mr. Pendanski, Warden, Zero	132-39

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- A storm is way off to the west. Stanley can count 30 seconds between the flash of lightning and clap of thunder.
- When the horizon lights up with a bolt of lightning, Stanley thinks he sees a rock formation in the shape of a giant fist with a thumb sticking up.
- Stanley's great grandmother was the nurse who treated his great-grandfather after surviving 3 weeks without food and water on God's Thumb.
- On Zigzag's birthday, he cuts in line and gets extra juice.
- Stanley has dug 44 holes.
- Mr. Sir is no longer depriving Stanley of water.
- Stanley feels awkward having Zero dig his hole.
- Everything the boys at Camp Green Lake eat comes in a can delivered by truck once a month.
- Zigzag starts pushing Stanley, trying to get him to fight.
- Mr. Pendanski tells Stanley to hit Zigzag.
- Zigzag starts pounding on Stanley, causing Zero to jump on his back and choke him to get him to get off of Stanley.
- Zigzag tells the Warden about Stanley and Zero's arrangement.
- The Warden asks Zero what Stanley taught him the previous day.
- The Warden says that nobody should be digging anyone else's hole anymore.
- Zero smashes Mr. Pendanski across the face with his shovel.
- Zero runs off across the lake.
- The Warden orders the counselors to guard the shower room and the Wreck Room to prevent Zero from getting any water.
- The Warden tells Group D they still have to dig 7 holes, although only 6 members remain.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort

- that was made to create that change. Write the effort in the “Effort” column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley’s great-great-grandfather), **Stanley Yelnats I** (Stanley’s great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

On page 128, Louis Sachar describes Stanley looking across the dried up lake and seeing the lightning flash and what appears to be a large fist with a thumb sticking up.

OMP of Zero

Have students sketch Zero.

Add thought bubbles including answers to the questions below and any other thoughts they think he may have had. What was going on in his head that caused him to attack Zigzag? Why did he go off on the Warden? Why did he then hit Mr. Pendanski with his shovel before running across the dried up lake?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why did the weather change for the worse?
2. How did the image of the fist and thumb remain in Stanley’s mind?
3. Stanley said sitting on the hard ground was better than digging, but not a lot better. What does he mean by this?
4. What was Zigzag’s reason for asking Stanley to allow him to dig his hole?
5. Why is it that Zigzag says “since you’re so much better than me” to Stanley?
6. When Mr. Pendanski tells Stanley to “teach the bully a lesson,” what is he telling him to do? Why?
7. When the Warden asks Zigzag what’s the matter, what does she mean by “didn’t you get a puppy for your birthday?”
8. Why does Mr. Pendanski believe that Zero is “so stupid, he doesn’t even know he’s stupid?”
9. Why doesn’t the Warden want Zero learning how to read?
10. Zero hits Mr. Pendanski with his shovel. What do you think makes him do this?

11. The Warden tells them not to shoot Zero. She says “the last thing we need is an investigation.” Why does she say this?
12. What does the Warden mean when she says “it’s almost time for me to paint my nails again?”

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 132

“It was possible, he realized, that he was somewhere near where Kate Barlow had robbed his great-grandfather. If that was really her lipstick tube he’d found, then she must have lived somewhere around here” (p. 132).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

In the book, *Holes*, there are many untold stories. One is how Stanley’s great-grandfather came to be in the town of Green Lake and how he was robbed by the famous outlaw, Kissin’ Kate Barlow. In one paragraph, **tell the story of the robbery. What was Mr. Yelnats doing there? What was Kate doing back in Green Lake? What did she say to Stanley’s great grandfather? What did Stanley’s great grandfather have that was so valuable? And where is it now? What did he say to her to convince her not to kill him?**

In a second paragraph write what you would do if you encountered Kissin’ Kate Barlow. **Write an argumentative paragraph to convince Kissin’ Kate Barlow not to kill you. Provide three reasons why she should let you live.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 13



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is dehydration?

Dehydration occurs when the amount of water leaving the body is greater than the amount being taken in. In a normal day, people have to drink a significant amount of water to replace this routine loss. Vital organs like the kidneys, brain, and heart can't function without a certain minimum of water and salt. The most common signs and symptoms of dehydration include persistent fatigue, lethargy, muscle weakness or cramps, headaches, dizziness, nausea, forgetfulness, confusion, deep rapid breathing, or an increased heart rate. Dehydration is a very serious condition, more than most people realize.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

urge (142)	ward (144)	fidgeting (144)	refuge (148)	compound (149)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Holes by Louis Sachar p. 140-150

Setting	Characters	Pages
Camp Green Lake	Stanley, Zero, Warden, Mr. Pendanski	140-43
D tent	Twitch, Stanley	144
The lake	Stanley, Mr. Sir, Twitch	145-47
Beyond camp	Stanley	148-50

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley is angry about having to dig 2 holes.
- None of the other boys offer to help Stanley dig Zero's hole.
- Stanley thinks he should go and search for Zero.
- Stanley has an idea to make a deal with the Warden regarding the gold tube and Zero.
- Mr. Pendanski has 2 black eyes and a bandage on his nose after Zero hit him with the shovel.
- The Warden, Mr. Pendanski, and Mr. Sir are in Stanley's tent discussing Zero being a ward of the state.
- The Warden tells Mr. Pendanski to destroy Zero's records.
- Twitch comes to Camp Green Lake to replace Zero. He is arrested for stealing a car.
- Stanley tries not to think about Zero, where he was, or how he was doing.
- Stanley jumps into Mr. Sir's truck, puts it in gear, and promptly drives into a hole.
- Stanley gets out of the truck and runs across the lake with his empty canteen.
- Stanley heads in what he thought was the direction of the Big Thumb.
- As he crosses the dried up lake, Stanley is surprised how far the holes extend.
- After an hour of walking, Stanley looks into a hole and sees a family of yellow-spotted lizards.
- Stanley finds an empty sack of sunflower seeds and wonders if it is the same one stolen from Mr. Sir.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.

- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a Desert Survival Kit.

If Stanley had an opportunity to plan out his escape prior to running off, what would he want/need to take with him to help ensure being healthy and safe? Make sure everything can fit in the burlap sunflower seed bag they used.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Stanley knows he shouldn't have let Zero dig his hole for him. Why does Stanley feel this way?
2. The Warden and counselors question Stanley about Zero's location. What makes them believe Stanley knows where Zero is?
3. Why does Mr. Pendanski say of Zero, "He had nobody, He was nobody"?
4. Why do you think Mr. Pendanski gave Zero such a hard time when he is usually so positive with all the other boys?
5. Mr. Pendanski agrees to erase Zero's records so it would be very difficult to find any record of him. What would be the reason for this?
6. "What worried him the most, was it wasn't too late." Too late for what? What had Stanley worried?
7. What made Stanley believe he could drive the water truck when he had never driven before?
8. After crashing the water truck, why does Stanley run off onto the empty lake with nothing but his empty canteen?
9. How did walking help calm down Stanley and allow him to think clearly?
10. What made Stanley believe that although he had to return to camp, going back later was a better idea?
11. What was it about the family of yellow-spotted lizards that made Stanley's heart stop?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 140

"He knew he never should have let Zero dig part of his hole for him. He still could have taught him to read. If Zero could dig all day and still have the strength to learn, then he should have been able to dig all day and still have the strength to teach" (p. 140).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

There is a saying that hindsight is 20/20. After the fact, it seemed so simple to Stanley that he had been wrong to let Zero dig part of his hole. However, before everything fell apart, it had seemed so right.

Write an argumentative letter to Stanley to convince him that it is not a good idea for Zero to dig part of his hole. With future insight, provide three reasons to support your answer.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 14



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a mirage?

Most often, people associate a mirage with parched faces looking out across the desert sand as two men stagger or crawl toward what they believed to be a thirst-relieving pool of water. As they near, however, the waters disappear; the vision is merely a **mirage**. How many times have such scenes been played out in movies? The characters may have been varied—cowboys in Death Valley of the US Southwest Desert or French Legionnaires in North Africa's Sahara Desert—but the symbolism was the same: men dying of thirst chasing an image that only existed in their minds. The dictionary defines **mirage** as "an optical illusion due to atmospheric conditions by which reflected images of distant objects are seen."

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

mirage (151)	shimmering (151)	barren (153)	nectar (156)	bacteria (156)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 151-158

Setting	Characters	Pages
Way out on the lake	Stanley, Mary-Lou	151-53
Under the boat	Zero, Stanley	154-58

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley feels hopeless, hot, tired, hungry, and, most of all, thirsty.
- Stanley sees what he believes is a fist with a thumb sticking up.
- Stanley feels he is being encouraged to go forward by the thumb.
- Stanley laughs at the sight of boat in the middle of the dried up lake.
- Zero crawls out from under the boat.
- Stanley follows Zero underneath, thinking he wouldn't have fit when he first arrived at Camp Green Lake.
- Under the boat, the temperature is much cooler.
- Zero tells Stanley he found 16 jars of what he calls "sploosh."
- Stanley was concerned about the contents of sploosh and what bacteria may be in it after over 100 years.
- The sploosh tasted warm, bubbly, mushy, sweet, and tangy to Stanley.
- Stanley watched Zero helplessly as he grabbed his stomach, fell to the ground, and groaned in pain.
- Stanley describes to Zero his plan to deal with the Warden.
- When asked to describe what the mountains looked like, Zero made a fist then raised his thumb.

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), Stanley Yelnats I (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Pages 153-56 describe Stanley finding Mary Lou and Zero underneath.

Create an advertisement for Sploosh (see p. 155-56)

Sploosh keeps Zero alive. Then he shares the last jar with Stanley. What is Sploosh? What are some possible uses for it? What does it cost? Create a catchy logo and motto. Why should I buy the product? Where can you purchase Sploosh?

Create an illustrated poster that answers the above questions. On the back, write a radio announcement/commercial to sell the product. Have students share their commercials with the class.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Stanley seems disoriented. Why do you think he is feeling this way?
2. After hurrying toward the pool that moved as he moved, how do you think Stanley felt?
3. What about seeing the boat makes Stanley laugh? Why does he laugh?
4. What is the irony of the boat?
5. What is the significance of the boat being named Mary Lou?
6. Zero tells Stanley about the 16 jars of Sploosh he found. What do you think it is? Where did it come from? How did it get there?
7. Why do you think Zero is so set on not digging any more holes?
8. Stanley watched Zero helplessly as he grabbed his stomach, fell to the ground and groaned in pain. Why is Zero feeling so sick?
9. How does Stanley think they should deal with the Warden?
10. Zero refuses to listen when Stanley suggests going back to Camp Green Lake. What reason does he have for not returning?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 153

“The boat lay upside down, half buried in the dirt. Someone may have drowned here, he thought grimly—at the same spot where he could very well die of thirst.

The name of the boat had been painted on the back. The upside-down red letters were peeled and faded, but Stanley could still read the name: Mary Lou” (p. 153).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

On page 115, the author states, “These are the facts.” Review this paragraph. In an **argumentative paragraph re-create the story, in detail, that supports these facts and explains why the boat sits upside-down, half buried in the sand of a dry**

lakebed. Include three details to your statement and include Trout, Katherine, Sam, and Mary Lou in your story. Describe what happened to Sam in the end, what Katherine did about it, and what happened to the town of Green Lake as a result.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 15



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is burlap?

Burlap is a woven cloth created from jute or flax fibers. Jute is an extremely versatile vegetable fiber known for its strength and durability, as is flax. These plants are not known for their silky or cottony textures, so the result is a coarse fabric with a large weave pattern and natural beige coloring.

Burlap is often used to form storage bags for grains, potatoes, apples and other bulky materials. Burlap is also biodegradable, which means all of those potato and apple sacks should eventually disintegrate without harm to the environment.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

burlap (159)	clutched (160)	rut (163)	frail (163)	altitude (166)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

Holes by Louis Sachar, p. 159-168

Setting	Characters	Pages
Across the lake	Stanley, Zero	159-62
Up the mountain	Stanley, Zero	162-68

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley and Zero haven't gone far before Zero has another attack.
- The sploosh that saved Zero's life was now destroying him from the inside out.
- When Zero collapses again, the shovel balances on its tip before falling.
- Spelling words seem to help Zero concentrate on something besides the pain and weakness.
- Stanley isn't as scared of dying as he is worried about his parents' worry.
- When Stanley and Zero come to the end of the lake, huge white stone cliffs rise before them.
- The cliffs appear to be 50 feet in height.
- Stanley boosts Zero up before being pulled up.
- Zero has deep gashes in both hands from when he pulled up Stanley using the shovel.
- Stanley can no longer see Big Thumb. The walk is too steep to go straight up, so they zigzag going up.
- As the sky darkens, bugs come out of the weeds, swarming Stanley and Zero.
- Zero falls to his knees and throws up the sploosh.
- The higher they climb, the thicker the weeds.
- Stanley realizes there are no weeds on the lake and that they must be getting close to water.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), Stanley Yelnats I (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.

- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Visual Display

Have students re-read page 163, where Louis Sachar describes the end of the lake.

- “Huge white stone cliffs....”
- “The western shore did not slope down gradually”
- “They had been walking across the flat bottom of a giant frying pan”

Have students list what was at the end of the lake. Next, have students create a visual representation of “the end of the lake.” Students can use any medium they choose.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Stanley warns Zero that he’s not the luckiest guy in the world. Why do you think he issues this warning?
2. What was the purpose of Stanley going awhile without looking at the big thumb?
3. Zero asked Stanley to give him some words to spell. Why does he make this request?
4. Death didn’t scare Stanley. What did? Why?
5. Why are Stanley and Zero talking about pepperoni pizza and ice cream sundaes as they discuss what’s on top of Big Thumb?
6. Why did Stanley doubt Zero’s plan for pulling him up?
7. What is it about the climb that makes Stanley believe there was no way he could have done it a few months ago?
8. As Stanley realizes “we’re almost there,” he gets scared. What scares him? Why?
9. Zero is getting sick and finally throws up. Why do you think the sploosh got him so sick?
10. How do Stanley and Zero demonstrate perseverance and determination?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 159

“‘I should warn you,’ Stanley said. ‘I’m not exactly the luckiest guy in the world.’ Zero wasn’t worried. ‘When you spend your whole life living in a hole,’ he said, ‘the only way you can go is up’” (p. 159).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Stanley and Zero are at rock bottom. Now the only way they can go is up. **In an argumentative letter, prove that Stanley and Zero are determined. How are they persevering during their challenging journey? Provide three examples that support your argument.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 16



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What are flashbacks?

Flashbacks are a device that allows the writer to present events that happened before the time of the current reading or the current events in the fiction. Flashback techniques include memories, dreams, or stories of the past told by characters. Flashbacks are useful for exposition, to fill in the reader about a character, place, or about the background to a conflict.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

gully (170)	meadow (172)	charity (177)	deserted (178)	feebly (178)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 169-179

Setting	Characters	Pages
The mountain	Stanley, Zero	169-71
God's Thumb	Stanley, Zero	172-75
Old Town of Green Lake	Sam, Mary Lou, Mrs. Gladys Tennyson, Doc Hawthorne, Hattie Parker, Jim Parker, Becca Tennyson	175-77
The mountain	Stanley, Zero	177-79

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley picks up Zero and carries him.
- As he climbs higher, Stanley's strength comes from deep inside.
- Stanley slips and falls, dropping Zero in a small muddy gully.
- Stanley crawls through the gully, splashing along, then digs a hole before sticking his head in and licking the dirt.
- Stanley finds an onion as he widens the hole.
- When Stanley wakes up, he is staring at a giant rock tower over 100 feet tall.
- He feels like the insides of his mouth are coated with sand.
- Zero tells Stanley he is the one who took Clyde Livingston's shoes.
- Zero's confession relaxes Stanley.
- Stanley finds more onions the next day.
- Sam's onion tonic helps Becca Tennyson break her fever.
- Becca gets sick because of bad meat she ate.
- Mrs. Tennyson says that Sam saved her life.
- Stanley and Zero sleep and eat onions for the next two days. Zero seems to be getting better.
- Stanley goes back down the mountain to get the shovel. He is surprised how far he had carried Zero up the mountain.
- Stanley has to sit and rest several times as he walks back up the mountain.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

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- Label one column "Changes" and the other column "Effort".
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- Discuss the additions as a class.

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- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.

- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

4g6 Character Profile Chart

Create a Character Profile Chart on Stanley based on today's reading.

Have students list 4 character traits for Stanley, then give examples from the reading.

Sketch

Today's reading provides many scenes that would make good sketches:

- Stanley carrying Zero up the mountain
- Stanley tagging God's Thumb
- Sam the Onion Man and Mary Lou selling onions in Green Lake

Have students create a visual representation of any of the above scenes. Write a brief description of the scene and why they chose to represent it.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. As Stanley put one foot in front of another, what was the impossible task he couldn't think of?
2. Louis Sachar says, "Around him, the smell became stronger. It was the bitter smell of despair." What was he referring to in this passage?
3. Why does Stanley tell Zero the onion is a hot fudge sundae?
4. What do you think is wrong with Zero?
5. Stanley walks over to giant rock tower and said, "Tag, you're it." Why does he do this?
6. Why does Stanley relax after Zero confesses?
7. Why do you think Stanley sings the "If Only" song after Zero confesses and before he falls asleep?
8. What is Sam's reason for not taking charity?
9. Why does he offer people to tip him with onions for Mary Lou?
10. Stanley is surprised he has to continue down the mountain to find the shovel. What is so surprising to him?
11. Why did Stanley have to sit down several times on the way back up the mountain when the first time with Zero he didn't stop at all?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 177

"My husband knows exactly where I am now and how I am dressed, thank you," said Mrs. Tennyson. 'We have both been up all night and half of the morning with Rebecca. She almost died from stomach sickness. It seems she ate some bad meat.' Hattie's face flushed. Her Husband, Jim Parker, was the butcher" (p. 177).

EXTEND

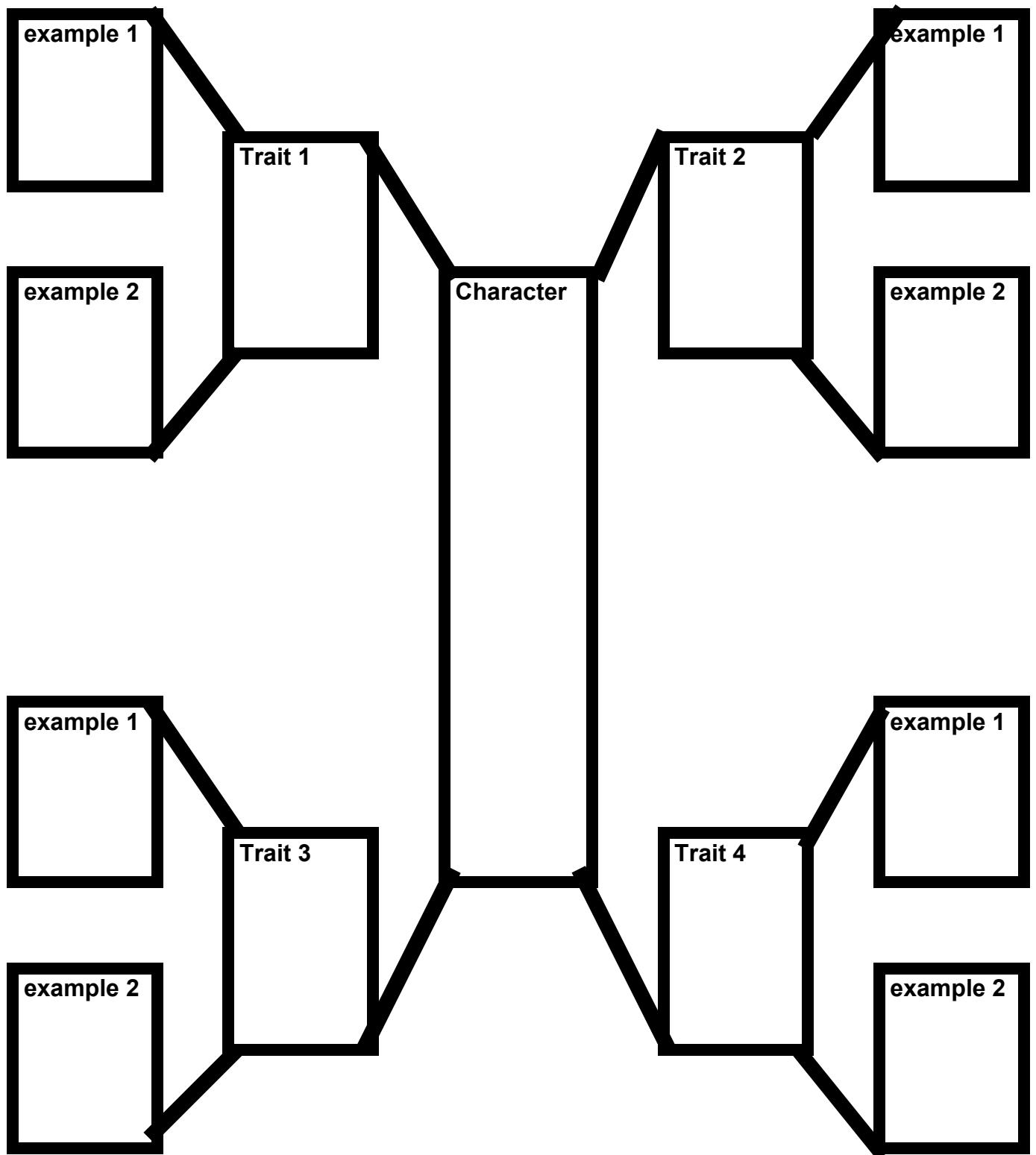
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Stanley picks up Zero and carries him up the mountain. As he climbs higher, Stanley's strength comes from deep inside. Pretend you are a news reporter.

Write an argumentative article that proves Stanley is a hero for not abandoning Zero and for carrying him up the mountain. Provide three facts to support your argument.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

4g6 Character Profile Chart

Character Based Literacy Program Lesson Plan

Holes, Day 17



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

Do onions really have healing powers?

Onions can decrease the risk of cancer, relieve congestion, reduce inflammation, and lower blood pressure. Onions and other members of their family—such as leeks, shallots, and scallions—contain dozens of compounds that provide protection from many conditions including cancer, high blood pressure, heart disease, high cholesterol, and asthma.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

contaminate (181)	sundial (183)	coincidence (185)	evicted (188)	compound (195)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 180-195

Setting	Characters	Pages
God's Thumb	Zero, Stanley, Clyde Livingston	180-88
Dry lake bed	Zero's Mom, Stanley's Mom	189-91
Near the Mary Lou	Stanley, Zero	191-95

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Zero is getting better.
- Stanley likes to eat the onions 1 layer at a time.
- The hole was as big as the ones they dug at Camp Green Lake with about 2 feet of murky water.
- Stanley was surprised he didn't get sick from the sploosh, dirty water, or onions.
- If Zero wanted to go into the homeless shelter, he had to find a woman who would pretend to be his mother.
- Zero tells Stanley he didn't know he and his mother were stealing when he was young.
- Zero didn't know the shoes were important when he took them from the shelter. He just needed shoes to wear.
- Zero says he ran out of the shelter, took off the shoes, and put them on top of a parked car.
- Zero believes he should have just kept the shoes. He was arrested the next day for stealing a new pair of shoes at a shoe store.
- Zero's strength returns and he helps dig the hole. It is over 6 feet deep. He puts rocks at the bottom to filter the dirt.
- Stanley and Zero use the Big Thumb as a sundial following the shade.
- Stanley and Zero believe they have been on the Big Thumb for about a week and have eaten almost 280 onions.
- Stanley reflects on being happy for the first time in a long while.
- Stanley believes when the shoes hit him, destiny hit him as well.
- Stanley thinks they could pass Camp Green Lake and walk down the road to civilization taking a bag of onions, 3 jars of water, and his canteen, refilling at the camp.
- Zero tells Stanley he was not always homeless and remembers a yellow room.
- Stanley and Zero decide to go back toward camp and dig in the hole where Stanley found the lipstick case.
- They dunk their caps in the water hole, and pack onions and 3 jars of water.
- Stanley slips and falls while walking down the mountain, losing about a third of their onions.
- Neither Zero or Stanley wants to be the first to take a drink of water.
- They rest in the shady side of Mary Lou on their way back to Camp Green Lake.
- Zero tells Stanley he used to stay in Laney Park.
- As they approach Camp Green Lake, they decide to hide until the camp went to sleep before going into the hole where he found the gold tube.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column “Changes” and the other column “Effort”.
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the “Changes” column.
- For all of the items in the “Changes” column, have students describe the effort that was made to create that change. Write the effort in the “Effort” column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley’s great-great-grandfather), **Stanley Yelnats I** (Stanley’s great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

4g6 Character Trait Chart for Zero

Based upon today’s reading, have students pick 4 character traits of Zero and then list examples to support the trait.

Sketch

Sketch Zero and Stanley around the water hole (p. 180) or Zero and Stanley using the Big Thumb as a sundial for shade (p.183).

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What made digging the hole on God’s Thumb harder to dig than on the dry lake?
2. Why does Zero believe that, had he just kept those smelly old sneakers, neither of them would be there right now?
3. What are the reasons they would have to return to Camp Green Lake? Why couldn’t they live off of onions forever?
4. How has Stanley changed so that when he ate the onions, he no longer noticed the strong taste?

5. Why do you think Stanley felt happy?
6. Stanley thought there was no place he'd rather be. Why do you think he feels this way?
7. What does Stanley mean when he says that he believes it had to be destiny when he was hit by the shoes?
8. What changed from one night to the next for Stanley to make him feel afraid?
9. Neither Zero nor Stanley wanted to be the first to take a drink of water. Why did they feel this way?
10. Where do you think Zero's mother went? What do you think happened to her?
11. Upon arriving near Camp Green Lake, why did Stanley feel the wave of terror rush over him?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 191

"It wasn't even noon yet when they reached the boat. They sat against the shady side and rested.

'I don't know what happened to my mother,' Zero said. 'She left and never came back.'

Stanley peeled an onion.

'She couldn't always take me with her,' Zero said. 'Sometimes she had to do things by herself'" (p. 191).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

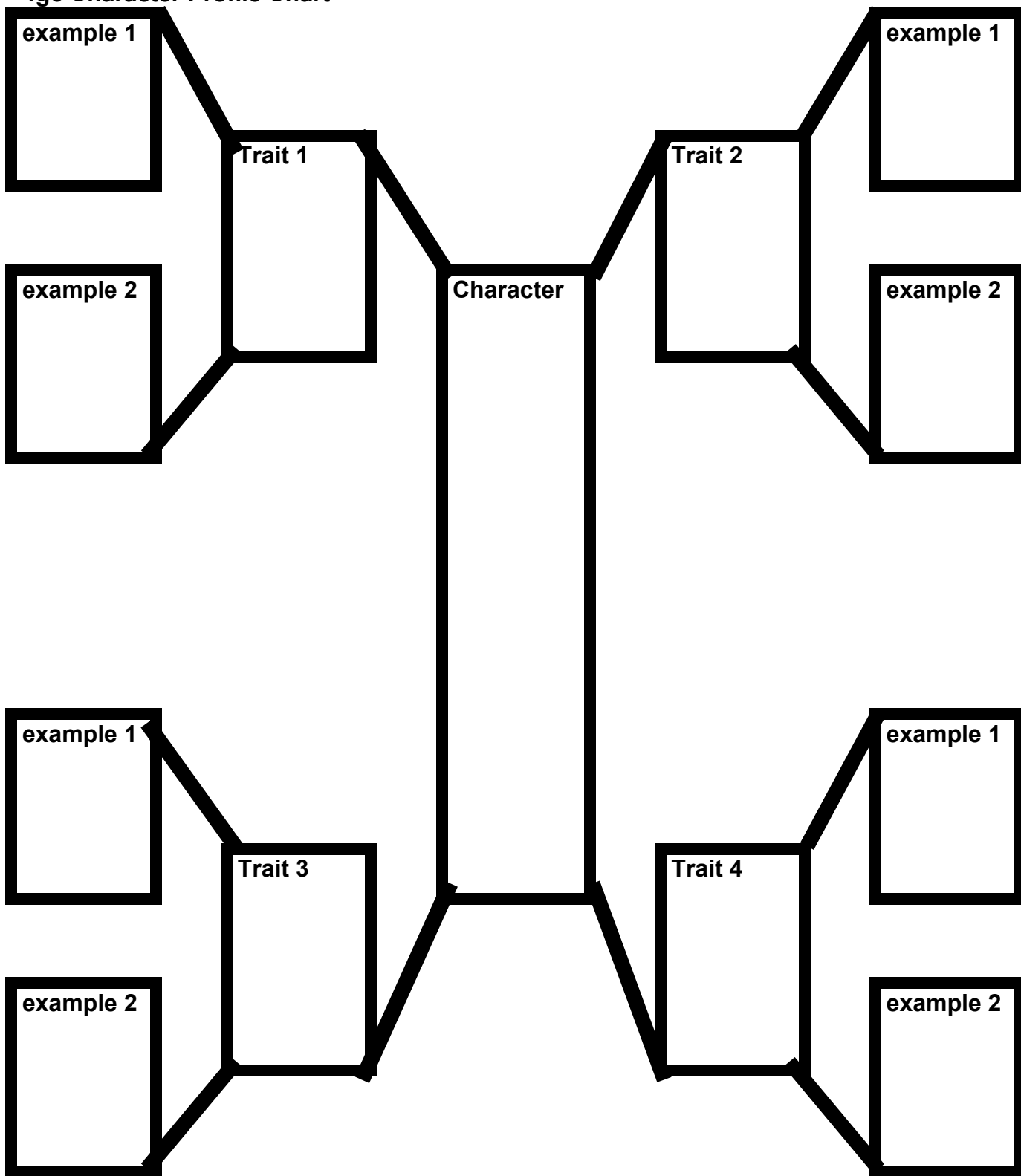
Pretend you are Zero's mother. In a letter to Hector, describe what happened to you on that fateful day when you did not return.

In an argumentative paragraph explain why you left Hector. Provide three reasons why you thought it was best at that time. Explain that it is not a day you can look back on fondly. In this letter, write down exactly what you would want to tell Hector if you ever saw him again. Ask him for his forgiveness.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

4g6 Character Profile Chart



Character Based Literacy Program Lesson Plan

Holes, Day 18



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is foreshadowing?

Foreshadowing is the use of hints and clues in a work of literature that tip the reader off to what is to come later in the story. Used well, it can increase tension and suspense. It sometimes is used to prepare the reader for a shocking discovery.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

astonishment (199)	precarious (200)	commotion (203)	gasped (203)	suppress (203)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, p. 196-208

Setting	Characters	Pages
The last hole	Stanley, Zero, Warden, Mr. Pendanski, Mr. Sir	196-208

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley falls asleep in the hole before Zero comes and wakes him up.
- Stanley begins to dig the hole. It is so dark, he can't see if he is digging anything up.
- Zero brings Stanley a box of sugar-frosted flakes, and he nearly gags on them.

- Stanley's shovel bounces off something hard. He uses his hand to feel around the edge of a box-like object that he thinks is a treasure chest.
- Stanley digs a tunnel under the object trying to free it. He is able to feel latches and a leather handle.
- The suitcase finally comes free. He hands the heavy bag to Zero.
- The Warden shows up, shining a flashlight in their faces as they try to climb out of the hole.
- Six yellow spotted lizards crawl on, over, and around Stanley and Zero, and they realize they are sitting on a lizard nest.
- The Warden tells them how she watched her parents dig holes her entire life, including Christmas.
- Mr. Sir shoots and kills a yellow-spotted lizard as it jumps towards Mr. Pendanski.
- Mr. Pendanski believes Stanley and Zero are going to die.
- The Warden has a plan to cover up the potential deaths of Stanley and Zero.
- She doesn't plan to turn over Zero's body.
- The Warden wonders why the yellow-spotted lizards have not bitten Stanley and Zero yet.
- Stanley doesn't want to die with images of the Warden, Mr. Sir, and the lizards in his brain.
- Mr. Sir tells Stanley that he is innocent and his lawyer came to pick him up the previous day.
- The Warden directed the counselors to give the campers breakfast and keep them quiet.
- With a lizard on his shoulder, Zero gives Stanley the thumbs-up sign.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.
- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.

- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch

Have students visually represent Stanley and Zero in the last hole surrounded by 6 yellow-spotted lizards while holding the suitcase (p. 203). Use the details listed in the story.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why does Stanley believe Kate Barlow had a whole gang of thieves to help her?
2. How does Louis Sachar build intensity over the digging of the last hole and freeing the metal object?
3. How do you think Zero and Stanley felt when the Warden shined the flashlight on them and said "Thank you...You boys have been a big help?"
4. What do you think caused the Warden and counselors to catch Stanley and Zero?
5. How do Stanley and Zero keep from panicking when they realize the hole they are in is filled with yellow-spotted lizards?
6. Why does the Warden say "We wait, it won't be very long"? What does she think will happen?
7. Describe what the Warden must be feeling, considering that she has been searching since her childhood for the suitcase that is now in the bottom of the hole.
8. Why do you think Louis Sachar uses five-hundred seconds to show the passage of time as opposed to the number of minutes when describing Stanley's beating heart?
9. Why will Mr. Sir have nightmares for the rest of his life?
10. Why did Stanley try to see his mother's face?
11. How do you think Stanley feels when he learns he has been found innocent and that his lawyer came yesterday to take him home?
12. Why does Zero give Stanley the thumbs up when they are in a hole surrounded by yellow-spotted lizards?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 204

"'Let her ask her questions,' said the Warden. 'Just so long as I have the suitcase, I don't care what happens. Do you know how long...' Her voice trailed off, then

started up again. ‘When I was little I’d watch my parents dig holes, every weekend and holiday. When I got bigger, I had to dig, too. Even on Christmas’” (p. 204).

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

The author reveals some information on the Warden’s childhood. Pretend you are the Warden as a little girl on Christmas day and your parents want you to dig holes. **In an argumentative paragraph, argue why you should not dig holes on a holiday. Provide three reasons to support your answer. Think about how a childhood dedicated to digging holes could affect your entire life.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students’ lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 19



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a tarantula?

A tarantula is a large, hairy spider. Tarantulas can be black, brown, gray, or even brightly colored. Most people are afraid of tarantulas because they are so large and weird looking, but the truth is that these spiders are not dangerous.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

fascinated (210)	authorization (213)	legitimate (213)	jurisdiction (216)	incarcerated (220)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis, p. 209-220

Setting	Characters	Pages
The last hole	Stanley, Zero, Mr. Sir, Warden, Ms. Morengo	209-214
Outside the Warden's office	Armpit, Magnet, Zigzag, Twitch, X-ray, Squid	215-220

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Stanley greets the morning with 8 lizards in the hole with him.
- Neither the Warden nor Mr. Sir want to get the suitcase from the hole.
- Stanley is fascinated by a tarantula crawling across the dirt.

- The lizards look for shade as the sun rises.
- Stanley decides to try and crawl out of the hole and Zero says his legs are asleep.
- Zero notices Stanley's last name is his first name backward.
- Stanley's attorney shows up and threatens to file charges against the Warden, Camp Green Lake, and the state of Texas.
- The Warden spins a lie about Stanley and Zero sneaking into her cabin, stealing the suitcase, and falling into the hole.
- The Warden tries to say the Attorney General did not authenticate the court order and that is why she didn't release Stanley the previous day.
- The Warden claims that Stanley is hallucinating and needs medical care.
- Stanley and Zero stand up, stagger, and get out of the hole with the suitcase.
- The Warden tries to take the suitcase from Zero.
- Zero says it is Stanley's and has his name on it.
- The Warden is shocked that Zero can read Stanley's name.
- Mr. Pendanski brought each of the boys 2 orange juices and 2 bagels.
- The Warden begins to backpedal and change her story and her lies.
- Stanley's attorney and the Warden argue about opening the suitcase.
- Stanley refuses to leave Camp Green Lake without Zero.
- The lawyer asks to see Hector Zeroni's file.
- Armpit and Squid come out of the Wreck Room to see Zero and Stanley, then the rest of Group D follow.
- Zigzag tells Stanley about getting the pickup truck out of the holes.
- Squid asks Stanley to call his mother and say he was sorry.
- The Attorney General says he can't find any paperwork or information on Hector Zeroni.
- Stanley's lawyer tells Zero he's going home with them.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Collaborate with students to create a class Change Requires Effort Chart. This can be a live, online document that students have shared access to (Google Document or Google Spreadsheet).

- Label one column "Changes" and the other column "Effort".
- During this unit, encourage students to highlight significant changes in the novel and bullet point these changes on the "Changes" column.
- For all of the items in the "Changes" column, have students describe the effort that was made to create that change. Write the effort in the "Effort" column.
- Discuss the additions as a class.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Fill the name of each character in one of the 3 boxes.

- Write down what the first character thinks about the second and third characters, and how the first character interacts or gets along with the second and third characters.
- Explain how the second character interacts with the first and third characters and how the third character interacts with the first and second characters.
- Continue to fill out this chart as you read the novel. By the end of the novel, the character boxes should be complete.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

CD project

Your novel deals with many complex issues and themes that are present throughout many people's lives. For this reason, there are many places where we may find the same theme being discussed and/or expressed in another way (i.e. art, film, music, dance, etc.). For this activity, you will create a fake CD that reflects the same themes present in your novel. The songs that you choose to include on this CD will be songs that illustrate the different issues present in this novel. You may choose songs from any genre (rock, alternative, oldies, etc.); the only requirements are that the songs **MUST** deal with the issues present in the novel. Below are guidelines that you must follow in order to create your CD.

Your CD Project must include:

- three songs that deal with the themes and issues in the novel
- the name of the artist who sings the song
- a quote from each song that directly relates to the novel
- one important quote pulled directly out of the novel that relates to the song
- an explanation on how the quotation relates to the issues in the novel
- an illustrated CD cover

Use the chart below to organize your ideas and prepare to make your CD Project.

	Song #1	Song #2	Song #3
Title of Song			
Name of Artist			
Copy a quote from the song that relates to the issues in the novel. Explain how the quote from the song relates to the issues in the novel.			

Inside of the CD cover:

Song Title #1 Artist Quote from song ----- Paragraph: how quote relates to issues in the Book	Song Title #2 Artist Quote from song ----- Paragraph: how quote relates to issues in the book	Song Title #3 Artist Quote from song ----- Paragraph: how quote relates to issues in the book
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The CD cover must include:

- CD Title
- a picture, collage, drawing, symbol, etc.
- a quotation from the book (Use proper grammar and identify the speaker.)

Title (Illustration) “Quotation” - speaker

Fill out the Beginning-Middle-End Chart

- Decide what the most important events in the story are. You may want to jot down a list.
- Decide whether each event is part of the beginning, middle, or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
- If the events in a column are not in the order they took place, number the items in the column.
- If you are analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle and end of just this part.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

- What kept the lizards from biting Zero and Stanley?

2. How did Zero figure out that Stanley's name is his first name spelled backward?
3. Why does Stanley's lawyer suggest he not say anything?
4. The Warden claims Stanley is suffering from hallucinations and delirium. Why does she do this?
5. The Warden seems dazed after learning that Stanley's name is on the suitcase. What has happened to make her feel this way?
6. Why does the Warden insist on having the suitcase opened?
7. Stanley believes that if he leaves Zero behind, he'll be killed. What makes him feel this way?
8. The Warden knows Hector Zeroni's file has been destroyed. Why does she send Mr. Pendanski to get it?
9. Why was X-ray the only one of Group D to not come over to Stanley and Zero?
10. Why does Squid ask Stanley to call his mother and apologize?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 213-214

"The Warden rushed to them. She hugged Zero. 'Thank God, you're alive,' she said, as she tried to take the suitcase from him.

He jerked it free. 'It belongs to Stanley,' he said" (p. 213-14).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

The Warden spins a lie about Stanley and Zero sneaking into her cabin, stealing the suitcase, and falling into the hole. **Pretend you are the Warden and write a statement to convince a judge of your lie. In an argumentative paragraph, defend your inaccurate side of the story. Provide three details to support your story.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Holes, Day 20



Outcomes for Today

Common Core Standards Focus:

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things: a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

What is a coincidence?

A coincidence is a happening that is the same by mistake or something that appears more than once in many places. It is an event that might have been arranged although it was really accidental.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

shame (223)	dedicated (227)	wellbeing (227)	tedious (228)	absentminded (231)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Holes by Louis Sachar, pp. 221-231

Setting	Characters	Pages
Old Town of Green Lake	Sam, Walter, Bo, and Jess	221-222
The BMW	Zero, Stanley and Ms. Morengo	222-224
Stanley's	Clyde Livingston, Hector's Mom	227-231

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The yellow-spotted lizards don't come to the town of Green Lake until the lake dries up.

- Sam sells men in town onion juice to drink while hunting rattlesnakes to prevent yellow-spotted lizard attacks.
- Lizards don't like onion juice.
- Stanley and Zero decide not to open the suitcase until they get home to Stanley's house.
- The lawyer keeps the windows open because the boys smell so bad.
- Stanley learns that Ms. Morengo is a patent attorney helping his father with his new invention.
- Stanley's father invents a product that eliminates foot odor. The new product smells like peaches.
- For the first time in over a hundred years, rain falls on the empty lake.
- Stanley's mother insists there are no curses.
- The Attorney General closes Camp Green Lake, forcing Ms. Walker to sell the land to a group who will turn it into a Girl Scout Camp.
- Inside the suitcase they find about \$20,000 in jewels and a stack of papers that include stock certificates, deeds of trust, and promissory notes.
- After legal fees and taxes, Stanley and Zero each get a little less than a million dollars.
- Stanley buys the family a new house with a laboratory in the basement.
- Zero hires a team of private investigators to find his mother.
- The Yelnats have a big party for the Super Bowl.
- Clyde Livingston is in a commercial during the Super Bowl.
- The commercial is for a product called Sploosh that neutralizes foot odor.
- Clyde Livingston's wife tells the Yelnats family that Clyde's feet smell really bad.
- Zero's mother is sitting behind him, playing with his hair.

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

Change Poster

Finish the class Change Requires Effort Chart. If the document was completed online, print the document to review and analyze. Discuss the "Effort" column and the outcomes, results, and changes that came from those efforts. Discuss how students can make changes in their own lives through a vision, plan, and effort.

Character Interaction Chart for Stanley Yelnats, Elya Yelnats (Stanley's great-great-grandfather), **Stanley Yelnats I** (Stanley's great-grandfather)

- Complete the Character Interaction Chart and reflect on the relationships between these three key characters.
- Writing option: Choose one character (Stanley Yelnats, Elya Yelnats, or Stanley Yelnats). As this character, write a letter to the two other characters. This can be a motivational letter, apology letter, or a letter of advice.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Advertisement

Create an ad for Sploosh! (the new product that Stanley's father invented).

Include the following:

- What is Sploosh!?
- How is it used?
- What is the cost?
- What is the company logo and motto?
- List 3-5 reasons to buy Sploosh!.

Movie Poster

Have students create a modern day movie poster for *Holes*.

Include the following:

- Title
- 1 sentence summary of the story
- List of modern day actors
- The director of the film
- An illustration for the poster
- 3-5 descriptive critiques about the film

Fill out the Plot Profile Chart

1. Decide on the 10 most important events in the story, chapter or segment you are analyzing. List them in order in the rows at the bottom of the chart. If you go back the Beginning-Middle-End Chart, this will be easier to do.
2. Decide on a scale of 1 [low] to 10 [high] how intense you think this event is, and mark your score in the appropriate box.
3. Connect the marks in the boxes to form a graph.
4. This graph will help you to profile the plot. How it looks will depend on the story you are reading and whether you are plotting an entire story, or a chapter or segment.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why were the rattlesnake hunters more afraid of yellow-spotted lizards than they were of rattlesnakes?
2. What was the reason Stanley decided to wait to open the suitcase until he was with his father at home?
3. After hearing his lawyer tell of his innocence, Stanley feels shame. What makes him feel this way?
4. How does Louis Sachar bring the story full circle with the sample of Stanley's father's new invention?
5. What is the irony of Camp Green Lake becoming a Girl Scout Camp?
6. Louis Sachar leaves the readers hanging by saying "you will have to fill in the holes yourself." What holes does he refer to?

7. Where did the name Sploosh! come from for Stanley's father's invention?
8. How does this bring the story together?
9. What is the significance of Clyde Livingston being in the Sploosh! commercial and attending the Yelnats' party?
10. How is the "If Only" song different from page 39 to 231?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 227

"Stanley's mother insists that there was never a curse. She even doubts whether Stanley's great-great grandfather really stole a pig. The reader might find it interesting, however, that Stanley's father invented his cure for foot odor the day after the great-great grandson of Elya Yelnats carried the great-great-great grandson of Madame Zeroni up the mountain" (p. 227).

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In this novel, people are punished for bad deeds until the bad deed has somehow been righted. For example, The Yelnats family's luck changes for the better as soon as Stanley carries Hector Zeroni up the mountain. Rain falls again on Green Lake, but not until the Walker family is brought to justice.

Write about a time in your life when correcting a mistake made your life better. Describe the benefits of fixing this mistake. **In an argumentative paragraph, prove why it is important in correcting a mistake. Provide an example from your past as a reason to support your argument.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.