

A Guide for Using

Holes

in the Classroom

Based on the book written by Louis Sachar

This guide written by Belinda Zampino and Rebecca Clark



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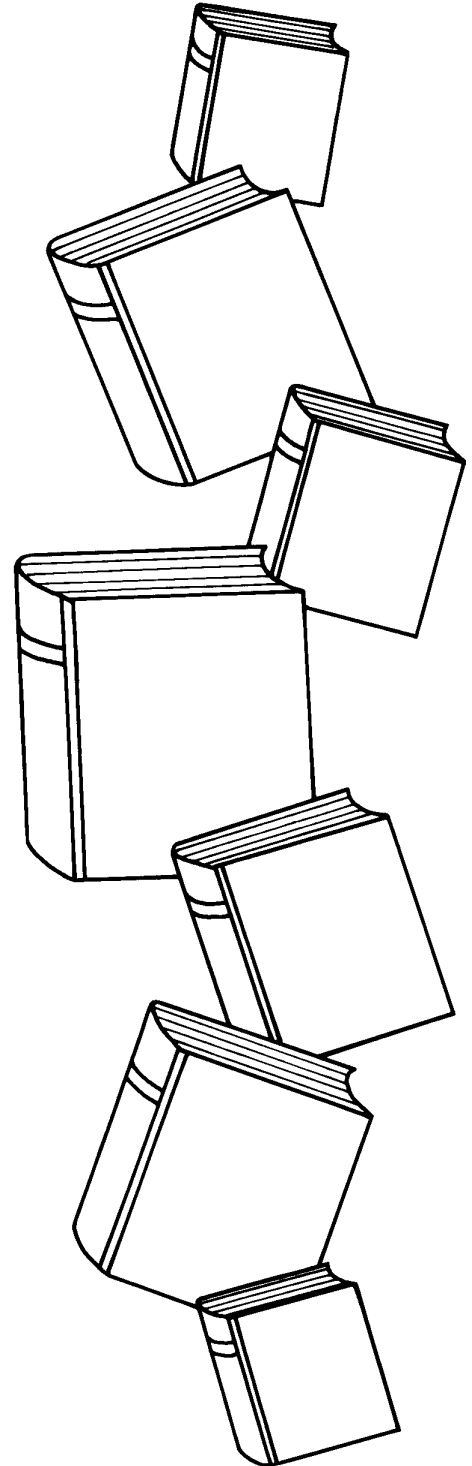
Introduction

A good book can touch our lives like a good friend. Within its pages are words and characters that can inspire us to achieve our highest goals. We can turn to it for companionship, recreation, comfort, and guidance. It can also give us a cherished story to hold in our hearts forever. In Literature Units, great care has been taken to select books that are sure to become good friends!

Teachers who use this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study with each section including the following:
 - quizzes
 - hands-on projects
 - cooperative learning activities
 - cross-curricular connections
 - extensions into the reader’s own life
- Book Project Ideas
- Post-reading Activities
- Research Activity
- Culminating Activities
- Three Different Options for Unit Tests
- Answer Key
- Bibliography of Related Reading

We are confident this unit will be a valuable addition to your planning, and we hope your students increase the circle of “friends” they have in books as you use our ideas.



Vocabulary Activities

You can help your students learn and retain the vocabulary in *Holes* by providing them with engaging vocabulary activities.

Here are a few to try.

1. Everyone enjoys puzzles. Ask your students to make their own word search puzzles or crossword puzzles using vocabulary from the novel.
2. Challenge your students to a vocabulary bee! This is similar to a spelling bee, but in addition to spelling each word correctly, the students must give the correct definition.
3. Engage students in a contest of listening and observation. When a student uses a vocabulary word during class, write down the word, who used it, and what was said. The student who uses the largest number of vocabulary words correctly in the discussion wins the contest. Also reward a prize to the student who recognizes and notes the most vocabulary words.
4. Have students create an Illustrated Dictionary of Vocabulary Words for this unit. Assign each student a word. Students define their words on blank pages of standard size white paper. The students then add artwork to illustrate their words. Bind all pages together for a class dictionary.
5. Have students play Vocabulary Pictionary. Select one student to artistically present the first vocabulary word on the chalkboard or dry-erase board. Provide the presenter with a card displaying the word and definition. Students raise their hands to guess the word. If a student guesses correctly, he or she becomes the presenter.
6. Play Password. Divide the class into two teams. Pick one person from each team to sit facing away from the board. Write a vocabulary word on the board for the other team members to see. Teams should alternate giving one-word clues until their teammate guesses the word. Allow a 30-second time limit for responses. Select a new set of players for each vocabulary word.
7. Play Vocabulary Concentration. The goal of this game is to match vocabulary words with their definitions. Have students get into groups of 2–4. Students should make two sets of cards the same color and size. On one set of cards write the vocabulary words, and on the other set write the definitions. All the cards are shuffled and placed facedown on the table. A student picks two cards. If the selection is a match, the student keeps the cards and takes another turn. If the cards don't match, the student turns them facedown again and the next student gets a turn. Players must be attentive to the placement of words and definitions.
8. Play Vocabulary Charades. In this game, words are acted out. Allow each student to take a turn presenting. Give a small prize to the student or team able to correctly guess the most words.
9. Have students play Vocabulary Categories, a game in which they create a chart by sorting vocabulary words into the following categories: nouns, verbs, adjectives, and adverbs. After the words are listed on the chart, discuss how words often have multiple meanings and how a reader can tell which meaning a word has by the context in which it is used.

Quiz Time!

Use complete sentences to answer the following questions about chapters 1 through 7.

1. What is the worst thing that can happen to you at Camp Green Lake? _____

2. What choice does the judge give Stanley? _____

3. What does Stanley learn that he will be doing everyday? _____

4. Why are there no guard towers or electric fences at the camp? _____

5. What is the most important rule at Camp Green Lake? _____

6. What does Stanley determine a nickname indicates? _____

7. Why does Stanley lie about stealing the sneakers? _____

8. What does Stanley think when the sneakers fall on his head? _____

9. According to Mr. Pendanski, why are the boys digging holes every day? _____

10. When each boy finishes digging his hole, what is the ritual he does? _____

