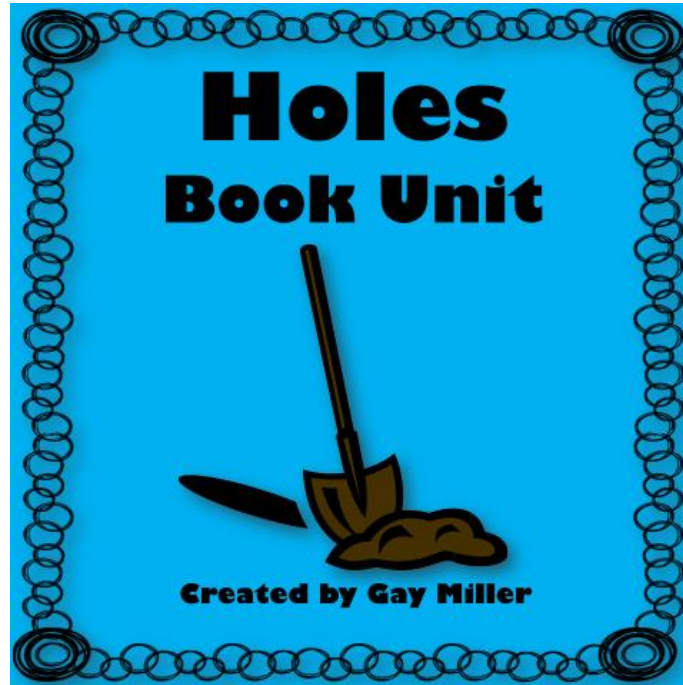


Holes by Louis Sachar Sample



Thank you for downloading this sample of *Holes Novel Study*. This sample includes the following:

- Vocabulary Practice Page
- Multiple Choice Comprehension Quiz for Chapters 1-5
- Constructed Response Question and Organizer for Chapters 1-5
- Sampling of English Lesson 1 – Author’s Purpose and Paragraph Structure (Staying on Topic)

If you have any question please e-mail me at teachwithgaymiller@gmail.com

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Chapters 46-50 [authenticated and incarcerated]

Complete the analogies with vocabulary words.

1. distinct : pronounced :: irrational fear : _____
2. clumsily : deftly :: crowded : _____
3. put into jail : incarcerated :: shelter : _____
4. intensity : concentration :: mixture : _____
5. etched : engraved :: determination : _____
6. admit fresh air : ventilation :: regretfully : _____
7. preposterous : serious :: dry : _____
8. insane : delirious :: hardened tissue: _____
9. intervals : gaps :: extending beyond : _____
10. inexplicable : baffling :: prove genuine : _____



11. What do **legal**, **a genuine copy**, and **legitimate** mean in the following sentences?

"It was not **legal**," the Warden said.

"**Legal**? It was signed by the judge who sentenced him."

"I needed **a genuine copy** from the Attorney General," said the Warden. "How do I know it is **legitimate**? The boys in my custody have proven themselves dangerous to society. . . . "

Chapters 1-5 [perseverance and desolate]

Read these definitions of **desolate**.

(a) lacking the people, plants, animals, etc., that make people feel welcome in a place

(b) very sad and lonely especially because someone you love has died or left

Write a or b in the blanks to show the correct meaning of the word **desolate** in each sentence.

1. _____ The landscape of the moon is barren and **desolate**.
2. _____ We drove for hours through the **desolate** desert.
3. _____ The **desolate** child grieved the loss of her dog.



4. Antonyms of the word **perseverance** include abandon, surrender, and quit. Which of the following is a synonym of perseverance?

- a. mercy
- b. determination
- c. loneliness
- d. belief



5. Draw a picture of **perseverance**.



Chapters 46-50 [authenticated and incarcerated]

Complete the analogies with vocabulary words.

1. distinct : pronounced :: irrational fear : __paranoid__
2. clumsily : deftly:: crowded : _____desolate _____
3. put into jail : incarcerated :: shelter : __refuge__
4. intensity : concentration :: mixture : __concoctions__
5. etched : engraved :: determination : __perseverance
6. admit fresh air : ventilation :: regretfully : contritely__
7. preposterous : serious :: dry : __drenched_____
8. insane : delirious :: hardened tissue : __callused_____
9. intervals : gaps :: extending beyond : __protruding__
- 10.inexplicable : baffling :: prove genuine : authenticated

~~~~~

11. What do legal, a genuine copy, and legitimate mean in the following sentences?

"It was not legal," the Warden said.

"Legal? It was signed by the judge who sentenced him."

"I needed a genuine copy from the Attorney General," said the Warden. "How do I know it is legitimate? The boys in my custody have proven themselves dangerous to society. . . . "

\_\_\_\_\_authenticated\_\_\_\_\_

## Chapters 1-5 [perseverance and desolate]

Read these definitions of desolate.

(a) lacking the people, plants, animals, etc., that make people feel welcome in a place

(b) very sad and lonely especially because someone you love has died or left

Write a or b in the blanks to show the correct meaning of the word desolate in each sentence.

1. \_\_a\_\_ The landscape of the moon is barren and desolate.
2. \_\_a\_\_ We drove for hours through the desolate desert.
3. \_\_b\_\_ The desolate child grieved the loss of her dog.

~~~~~

4. Antonyms of the word perseverance include abandon, surrender, and quit. Which of the following is a synonym of perseverance?

- a. mercy
- b. determination
- c. loneliness
- d. belief

~~~~~

5. Draw a picture of perseverance.



1. Camp Green Lake is -----.

- a) one of the largest lakes in Texas
- b) a big dry lake where rattlesnakes and scorpions live
- c) a cool, shady lake with shade trees surrounding it

3. Stanley Yelnats was given the choice to --- ----- .

- a) work at the community center for the entire summer or go to Camp Green Lake
- b) complete 60 hours of community service or go to jail
- c) go to jail or go to Camp Green Lake
- d) complete 60 hours of community service or go to Camp Green Lake

5. What does Stanley look like?

- a) thin
- b) overweight
- c) tall
- d) small and petite

7. What was special about Stanley's name?

- a) It was the first time anyone in his family had ever been named Stanley.
- b) It was spelled the same frontward and backward.
- c) It was given to him by Kate Barlow.

9. Why did Mr. Sir eat so many sunflower seeds?

- a) Mr. Sir wanted to be a professional baseball player and baseball players eat sunflower seeds.
- b) Mr. Sir believed sunflower seeds were good for his health.
- c) Mr. Sir ate sunflower seeds in place of smoking.
- d) Sunflower seeds were given to Camp Green Lake by the government which made them plentiful.

2. Campers DON'T want to get bitten by a -----, even if it means they would be allowed to spend time recovering in the tent, instead of having to dig a hole out on the lake.

- a) yellow-spotted lizard
- b) rattlesnake
- c) scorpion
- d) spider

4. The difference between Camp Fun and Games and Camp Green Lake was that ---.

- a) Camp Fun and Games was imagined and Camp Green Lake was real
- b) Camp Fun and Games had soccer and Camp Green Lake had swimming
- c) at Camp Fun and Games campers lived in tents and at Camp Green Lake campers lived in cabins

6. Stanley's father is -----.

- a) a musician
- b) a gypsy
- c) a farmer
- d) an inventor

8. Stanley's trip to Camp Green Lake was -----.

- a) very short, only 15 minutes
- b) a hot nine hour long trip
- c) a two day trip up a winding mountain passageway
- d) a nice coastal trip

10. Stanley's work and resting clothes were rotated every -----.

- a) three days
- b) day
- c) three weeks
- d) month



11. Why did Camp Green Lake have no guard towers or electric fences?

- a) Guns were used to shoot runaways.
- b) Mines were planted around the perimeter of the camp.
- c) There was no water for 100 miles so running away would be suicide.

13. Which question does Chapters 1-5 answer?

- a) Will Stanley make friends at Camp Green Lake?
- b) Did Stanley commit the crime for which he was convicted?
- c) Will Stanley have trouble digging a five-foot deep hole?
- d) Will Stanley's father invent a way to recycle old sneakers?

15. Which statement from *Holes* is an opinion?

- a) Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard.
- b) When Stanley was younger, he used to play with stuffed animals and pretend the animals were at camp.
- c) Stanley was not a bad kid.
- d) Stanley's father was also named Stanley Yelnats.

17. Why did Louis Sachar most likely write the book *Holes*?

- a) to persuade readers to show interest in digging holes
- b) to entertain readers with a story about a boy struggling with hardship and confusion
- c) to compare different types of juvenile delinquent camps
- d) to inform readers about the mistakes a boy makes

12. All the campers had -----.

- a) extra food and water
- b) cool clothes
- c) nicknames
- d) blisters

14. Which sentence from *Holes* supports the conclusion that the temperature at Camp Green Lake is exceedingly hot?

- a) The only trees are two old oaks on the eastern edge of the "lake".
- b) The campers are forbidden to lie in the hammock.
- c) During the summer the daytime temperature hovers around ninety-five degrees in the shade- if you can find any shade.
- d) There once was a very large lake here, the largest lake in Texas.

16. The reader knows *Holes* is written in the third person because ---

- a) the narrator tells Stanley's story, then tells the story of Elya Yelnats in Latvia, and the stories of pre-drought Green Lake.
- b) Stanley tells the story in his own words.
- c) the narrator tells about his own experiences at Camp Green Lake.
- d) Stanley gives a personal account of what happened to him at Camp Green Lake.



Holes Chapters 1 – 5 Pages 3 – 20 Answer Key

1. (b)
2. (a)
3. (c)
4. (a)
5. (b)
6. (d)
7. (b)
8. (b)
9. (c)
10. (a)
11. (c)
12. (c)
13. (b)
14. (c)
15. (c)
16. (a)
17. (b)



# Constructed Response - Setting

The setting often helps create the mood in a novel. The mood is the feeling the reader gets from a passage. The reader gets a feeling that Stanley is about to fall on hard times. Fill in the chart below to help you organize your feelings about Camp Green Lake.

Description of Camp Green Lake

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Human Threats at Camp Green Lake

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## Setting

Threats from Nature at Camp Green Lake

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---

---

Mood the Reader Feels about Camp Green Lake and Stanley's situation

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---

---

---

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---

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[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
[CCSS.ELA-Literacy.RL.6.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  
[CCSS.ELA-Literacy.RL.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

## Constructed Response - Setting (Answer Key)

The setting often helps create the mood in a novel. The mood is the feeling the reader gets from a passage. The reader gets a feeling that Stanley is about to fall on hard times. Fill in the chart below to help you organize your feelings about Camp Green Lake.

### Camp Green Lake

no lake  
dry, flat wasteland  
temperatures around 95 in shade  
no shade around  
two oaks at eastern edge of lake with hammock – campers  
forbidden to lie in hammock  
six tents labeled A through F  
rundown buildings and some tents  
sign YOU ARE ENTERING CAMP GREEN LAKE JUVENILE  
CORRECTIONAL FACILITY

### Human Threats

handcuffed on bus  
bus driver (guard) wears gun  
Warden owns the shade  
Mr. Sir tells Stanley, "You're not in the Girl Scouts anymore."  
Mr. Pendanski warns Stanley not to upset the Warden.  
Theodore grabs Stanley and throws him to the floor when Stanley doesn't call him Armpit.

## Setting

### Threats from Nature

insistent sun  
dry air  
Poisonous animals (rattlesnakes and scorpions)  
Yellow spotted lizard is deadly

### Mood

menacing place  
It is clear that Stanley is going to have a difficult time.  
Bad boys must dig holes in the hot sun to turn them into good boys.



[CCSS.ELA-Literacy.RL.5.3](#) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

[CCSS.ELA-Literacy.RL.6.3](#) Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

[CCSS.ELA-Literacy.RL.7.3](#) Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

# Lesson I -- Paragraph Structure -- Author's Purpose

Authors write for many reasons. Some of the following are:

|                   |                                                                                                                                                                                                                              |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| to entertain      | <b>Entertain means to amuse someone.</b><br>fictional stories, comics, poems, jokes, riddles                                                                                                                                 |
| to inform         | <b>Inform means to give someone information about something</b><br>news reports, research papers, encyclopedias, school newsletters, instructions, pamphlets from health clinics, maps, timelines, schedules, charts, graphs |
| to persuade       | <b>Persuade means to try to convince someone to think the same way you do.</b><br>advertisements, newspaper editorials, junk mail, posters                                                                                   |
| to share feelings | <i>Sharing feelings</i> means to tell the reader what you are thinking.<br>journals, diaries, letters                                                                                                                        |

## Practice

Read each of the following writings. Decide the author's purpose for writing each text. On the blank after each selection write persuade, inform, entertain, or share ideas.

### 1. Kate Barlow's Prize Winning Spiced Peaches

- 5 cups brown sugar
- 6 inches of stick cinnamon
- pinch of nutmeg
- 2 cups white vinegar
- 2 tablespoons whole cloves
- 4 quarts peeled whole peaches

Cook sugar, vinegar, and spices over low heat for 20 minutes. Add peaches and cook until boiling hot. Serve over ice cream.

Author's Purpose

---

### 2. You can own Clyde "Sweet Feet" Livingston's shoes. Just make a bid. The best part is the money you give for the famous sneakers will be tax deductible since it is going to charity.

Author's Purpose

---

# Lesson 1 -- Activity 2 -- Types of Paragraphs

There are four main types of paragraphs: descriptive, narrative, expository, and persuasive.

|                                                            |                                                                                          |
|------------------------------------------------------------|------------------------------------------------------------------------------------------|
| descriptive (vivid imagery)<br>used to<br><b>entertain</b> | tells what the subject looks, sounds, feels, tastes, and/or smells like                  |
| narrative<br>used to<br><b>entertain</b>                   | tells about something that happened - tells a story                                      |
| expository<br>used to<br><b>inform</b>                     | provides information or explains a subject, or gives steps and shows how to do something |
| persuasive<br>used to<br><b>persuade</b>                   | proves your belief or feeling about something                                            |

In this unit you will learn how to write an **expository** paragraph (**to inform**).

~~~~~

Paragraphs:

- consist of one or more sentences about a **single** thought.
- usually have more than one sentence.
- **never** have more than one idea. (Sentences must be related to the main idea.)

See page 163 for an alternative sample paragraph for the next page that doesn't give away the end of the story.

Example Paragraph

The men in Stanley's family have all had a streak of bad luck. First there is a joke within the family that if something goes wrong it is because Stanley's "no-good-dirty-rotten-pig-stealing-great-great-grandfather" was cursed by a gypsy for stealing her pig. Stanley's great-grandfather was rich until he lost all his money when the infamous Kissin' Kate Barlow robbed his stagecoach. Stanley's father is an inventor. He is trying to find a remedy for foot odor making Stanley's home smell of old sneakers. This project somehow led to Stanley's arrest. The Yelnat men are quite a group of strange characters who have been poor and unlucky.

Structure of a Paragraph

Part of a Paragraph	Reason	Example
Topic Sentence	To generate interest States the main idea	The men in Stanley's family have all had a streak of bad luck.
Details First Point and Support	Introduces Main Point #1 and gives information or examples	First there is a joke within the family that if something goes wrong it is because Stanley's "no-good-dirty-rotten-pig-stealing-great-great-grandfather" was cursed by a gypsy for stealing her pig.
Details Second Point and Support	Introduces Main Point #2 and gives information or examples	Stanley's great-grandfather was rich until he lost all his money when the infamous Kissin' Kate Barlow robbed his stagecoach.
Details Third Point and Support	Introduces Main Point #3 and gives information or examples	Stanley's father is an inventor. He is trying to find a remedy for foot odor making Stanley's home smell of old sneakers. This project somehow led to Stanley's arrest.
Conclusion	Restates the topic sentence Often leaves the reader with something to think about.	The Yelnats men are quite a group of strange characters who have been poor and unlucky.

Questions

1. What is the main idea of this paragraph?
2. What is the concluding sentence?
3. What do you notice about the first line of the paragraph?
4. Do all the sentences in the paragraph support the main idea?
5. What is the first main point? second main point? third main point?

Lesson 1 -- Activity 2 -- Types of Paragraphs Practice

Decide which group of sentences would make good paragraphs. Write yes or no before each paragraph to show your answer.

1. _____
Stanley Yelnats and his family have a history of bad luck. The first Stanley's great grandfather made a fortune in the stock market. The family's bad luck struck him when he moved from New York to California and was robbed by Kissin' Kate Barlow. Stanley's father is an inventor. He works very hard and is smart, however, none of his inventions ever work. Stanley is accused of a crime he didn't commit and is sent to Camp Green Lake as punishment. It seems none of the Yelnats can escape the family curse.

This sample does not include all of Lesson 1.
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