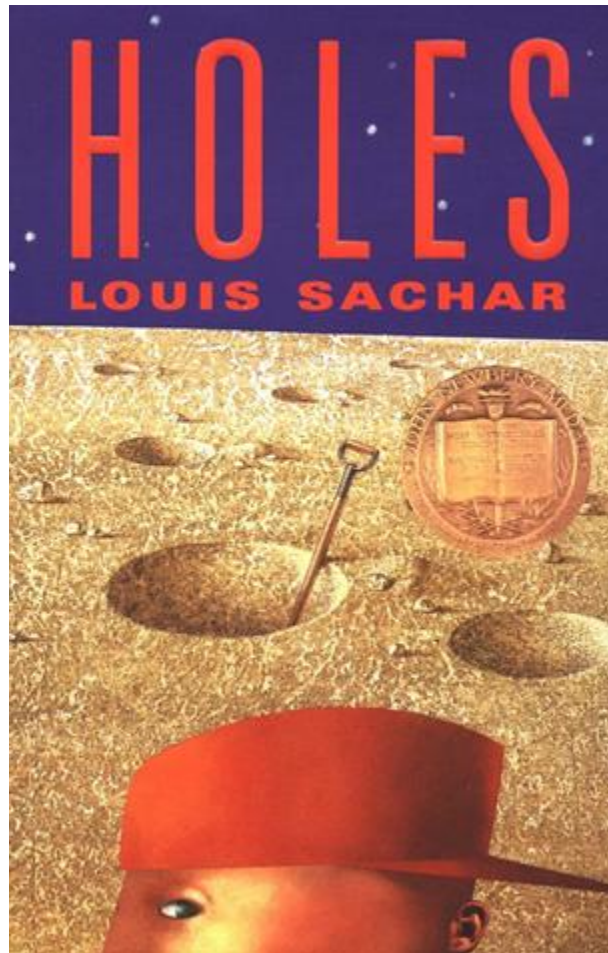


The Hole Truth

A unit based on the novel *Holes* by Louis Sachar



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Rationale

The book that I chose to do for the Integrated Unit is *Holes*, by Louis Sachar. *Holes* is a fourth/fifth grade reading level book, though sometimes it can be used in sixth grade. I chose *Holes* for this unit because it nicely integrates into the North Carolina curriculum for fifth grade, students can relate to themes throughout the book and I think it is important for students to read novels that have been made into movies. *Holes* is a fun book to read and is challenging for elementary school readers, but not too much so. The plot is interesting and there is never really a dull moment in the book. The characters are also very relatable to 5th graders because the main character, Stanley, is around the same age as the students, so, that connection will help to keep them engaged. The plot is complex enough connecting the present and the past with flashbacks.

The characters in *Holes* struggle with issues that students at this age can relate to such as, being in the wrong place at the wrong time and remaining hopeful, even when things are bad. Students can also relate to themes of family customs and values, whether to help others, or just look out for yourself. *Holes* has multiple qualities of good young adult literature. Students can relate to the themes, the plot is complex and exciting, the story is basically optimistic and deals with emotions that are important to this aged reader.

This book is an example of a tall tale, one of the North Carolina Standard Course of Study goals. Students have learned about tall tales in previous grades, so I thought this book would be a good way to revisit classic tall tales, such as John Henry and Johnny Appleseed, but also think of tall tales in a new way and how Louis Sachar integrates aspects of a tall tale into the novel. I also decided to have students research an inventor. The main character in *Holes*, Stanley, has a father who is an inventor, so having students research an inventor is a great way to have the students do some research in order to relate to the book.

Resource List

1. Sachar, Louis. (2003). *Survival Guide to Camp Green Lake: Yearling Books*. - This book is by the same author of *Holes* and was released after it. The book is about a "more pleasant" trip to Camp Green Lake, the place where *Holes* took place.

2. Blair, Walter. (1987). Tall tale america: a legendary history of our humorous history. Chicago : University of Chicago Press. - This book is about legendary characters that we all know of, such as Paul Bunyan and Davy Crockett, and is told as if the characters were real. It covers most of the nations history and is humorous, hence the title of the book.
3. MacLeod, Elizabeth. (2007). Alexander graham bell. Toronto: Kids Can Press.- This book is kid friendly and an easy read to engage students in the lives of some of the greatest inventors in history.
4. Carlson, Laurie. (2006). Thomas edison for kids. Chicago: Chicago Review Press.- This book teaches students all about the life of Thomas Edison. It is written to inspire students to become scientists and inventors.
5. Time . (2005). Benjamin franklin: a man of many talents. New York: Harper Collins.- This book tells all about the life of Benjamin Franklin and about all the things he did for our history. It also teaches students about the importance of biographies.
6. Time . (2005). Thomas edison: a brilliant inventor. New York: Harper Collin.- This book is a fast-paced biography of Thomas Edison, the scientist who perfected the light bulb and propelled America into the twentieth century.
7. Great americans for children. (2003). Wynnewood: Schlessinger Media. - This book also includes a video and audio cassette to help enhance the experience for students. This book discusses various important inventors in history and why they were so vital to how our nation is today.
8. www.louissachar.com
9. <http://www.scholastic.com/holes/index.htm>
10. <http://ettcweb.lr.k12.nj.us/forms/Lament.htm>
11. http://www.youtube.com/watch?v=_uoo-h6cnoQ
12. http://thinkexist.com/quotation/the_only_disability_in_life_is_a_bad_attitude/219108.html

Reading Outline

Week 1

Before reading

- Holes All Around Us (whole group)
- Making Predictions(individual)
- Tall Tale (small group)

Section 1: Chapters 1-5 (in school)

- "Wanted" poster Stanley (small group)
 - Before reading: introduce activity
 - During reading: pay attention to characteristics of Stanley

Section 2: Chapters 6-10 (at home)

Section 3: Chapters 11-15 (in school)

- Instant Lament (small group)
 - Before reading: introduce activity and discuss what a lament is
 - During reading: pay attention to how Stanley acts in these chapters and connect to previous chapters

Section 4: Chapters 16-20 (at home)

- "I-poem" (individual)
 - Before reading: introduce activity, try example as class
 - During reading: pay close attention to Stanley's character traits

Section 5: Chapters 21-25 (in school)

- ToonDo (individual)
 - Before reading: introduce activity, try example as class
 - During reading: pay attention to the plot and be able to summarize what has happened thus far

Week 2

Section 6: Chapters 26-28 (in school)

Section 7: Chapters 30-35 (at home)

- Stanley vs. Zero (partners)
 - Before reading: introduce activity, clarify rules of Venn Diagram
 - During reading: pay attention to character traits of Stanley (how has he progressed) and Zero

Section 8: Chapters 36-40 (in school)

- Parallel Lives (individual)
 - Before reading: introduce activity

- During reading: pay close attention to how the plot develops and how stories are beginning to relate

Section 9: Chapters 41-45 (at home)

- Theme Quote and song (small group)
 - Before reading: introduce activity
 - During reading: think about the themes of the novel

Section 10: Chapters 46-50 (in school)

- Internet Workshop (individual)

After reading

- Talk Show with Stanley and Zero (small groups)
- Research and inventor (individual)
- Make Spiced Peaches (whole group)
- Letter to the Author (individual)

Vocabulary

Week 1 Words

Tier 2

Perseverance p. 8

Juvenile p. 12

Preposterous p. 34

Excavated p. 34

Tier 3

Warden p. 3

DAY 1 - Introduce words and provide a student friendly definition:

Tier 2

Perseverance- continuing or repeating behavior, determination

Juvenile- young person, not grown up

Preposterous- very unlikely or unbelievable

Excavate- to dig up and remove material from the ground

Tier 3

Warden- a person who is responsible for or guards someone or something

Students will copy down words and definitions into their vocabulary notebooks.

Activity 1- "Never Have I Ever" The teacher will say a phrase that begins with "never have I ever," continue the phrase with one vocabulary word in context and end with "because". In groups of 4 or 5 students end the phrase with an explanation and share with the entire class.

1. Never have I ever seen a Warden in action because...
2. Never have I ever had to excavate dinosaur bones because...
3. Never have I ever seen a juvenile doctor because...
4. Never have I ever had the perseverance to run a marathon because...
5. Never have I ever read a preposterous article in the newspaper because...

ANSWER KEY: Answers will vary.

DAY 2- Students will fill in the synonym/antonym chart

Synonym	Word	Antonym
	Perseverance	
	Juvenile	
	Preposterous	
	Excavate	
	Warden	

ANSWER KEY: Answers can vary but should be along with following lines:

1. Perseverance- synonym: determination, antonym: laziness
2. Juvenile- synonym: child, antonym: adult
3. Preposterous- synonym: absurd, antonym: reasonable
4. Excavate- synonym: uncover, antonym: fill
5. Warden- synonym: guard, antonym: inmate

DAY 3- In their vocabulary notebooks students will respond to the following statements/answer the following questions:

1. Describe a time when you had to persevere.
2. What age person would likely have juvenile diabetes? Why?
3. Would humans living on Jupiter be preposterous? Why or why not?
4. Why is the term excavate often associated with time capsules?
5. Describe some of the duties of a warden.

ANSWER KEY: Answers will vary due to students' experiences with words.

Speed Round 1- Students are given 60 seconds to answer 10 True/False questions:

1. You would see a warden fighting on a war battlefield.
True or false?
2. "Not quite! Try again." is a message encouraging perseverance.
True or false?

3. A juvenile boy is allowed to stay up after midnight on a school night.
True or false?
4. It is preposterous to read a children's book in one day.
True or false?
5. A bulldozer could excavate an area for the foundation of a new house.
True or false?
6. Men in prison are required to listen to the warden.
True or false?
7. An area just excavated would be full of dirt.
True or false?
8. Driving across the USA in one day is preposterous.
True or false?
9. Abraham Lincoln showed great perseverance when he tried many times to get elected to office.
True or false?
10. An eight year old boy would be tried in juvenile court.
True or false?

ANSWER KEY:

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. FALSE | 2. TRUE | 3. FALSE | 4. FALSE | 5. TRUE |
| 6. TRUE | 7. FALSE | 8. TRUE | 9. TRUE | 10. TRUE |

DAY 4- Students will draw an image that represents/ depicts each vocabulary word.

Speed Round 2- Chose the word that is most clearly associated with the vocabulary word

1. Which word relates to warden?
(prison, school, hospital)
2. Which word relates to excavate?
(computer, bulldozer, television)
3. Which word relates to perseverance?
(happy, determination, characteristically)
4. Which word relates to juvenile?
(home, brother, childish)
5. Which word relates to preposterous?
(absurd, relative, telephone)

ANSWER KEY- 1. Prison 2. Bulldozer 3. Determination 4. Childish 5. Absurd

DAY 5- "Thumbs up or thumbs down" Students will give a thumbs if the statement is an example or the word, or thumbs down if the statement is not an example

1. Is this an example of perseverance?
 - a. Training for a marathon. (up)
 - b. Campaigning to become president. (up)
 - c. Eating an ice cream sundae. (down)
2. Is this an example of juvenile?
 - a. An art professor at a University. (down)
 - b. A fourth grade student. (up)
 - c. My grandfather. (down)
3. Is this an example of preposterous?
 - a. Riding a horse through the hallways at school. (up)
 - b. Completing 5 math problems for homework. (down)
 - c. Justin Bieber performing at our school. (up)
4. Is this an example of excavate?
 - a. Covering up a hole dug in the sand. (down)
 - b. Uncovering a time capsule hidden underground. (up)
 - c. Digging up an artifact in the desert. (up)
5. Is this an example of a warden?
 - a. A soldier in the army. (down)
 - b. A soccer goalie. (down)
 - c. A guard at a prison. (up)

ANSWER KEY- 1. a-up, b-up, c-down 2. a-down, b-up, c-down 3. a-up, b-down, c-up
4. a-down, b-up, c-up 5. a-down, b-down, c-up

Final Assessment: Choose the best answer for the questions below:

1. If a person was described as having perseverance, you would expect that person to:
 - a. have patience
 - b. give up easily

- c. have no motivation
- 2. If a person is a juvenile, he or she is most likely:
 - a. an adult
 - b. an elderly person
 - c. a young person
- 3. If a person sees a warden every day, you would expect that person to:
 - a. work at a doctor's office
 - b. be in some type of trouble
 - c. go to school
- 4. If a person sees a preposterous act, you could say that act:
 - a. happens on a daily basis
 - b. is kind-hearted
 - c. is unbelievable
- 5. If you saw a man excavate a dinosaur bone, you could say he:
 - a. dug up the bone
 - b. ran over the bone
 - c. carry the bone

ANSWER KEY- 1.A 2.C 3.B 4.C 5.A

Week 2 Words

Tier 2

Contritely p. 179

Inexplicable p. 190

Drenched p. 127

Incarcerated p. 222

Lurch(ed) p. 148

DAY 1 - Introduce words and provide a student friendly definition:

Tier 2

Contritely- feeling deep guilt for a wrongdoing and wanting to make it right

Inexplicable- cannot be explained

Drenched- soaked or completely wet

Incarcerated- to be kept in prison

Lurch- a sudden, unsteady movement

Students will copy down words and definitions into their vocabulary notebooks.

Activity 1- "Have You Ever" The teacher will say a question that begins with "Have you ever," and continue the phrase with one vocabulary word in context. In groups of 4 or 5 students end the phrase with an explanation and share with the entire class.

1. Have you ever felt contrite after doing something wrong?
2. Have you ever seen an inexplicable situation?
3. Have you ever been drenched?
4. Have you ever been incarcerated?
5. Have you ever been in a car when the car lurched?

ANSWER KEY: Answers will vary.

DAY 2- Word lines: Students place word phrases on a line that represents a continuum and to explain their placements

How surprised would you be if:

- You found out your teacher was incarcerated?
- You felt a lurching movement on a roller coaster?
- You weren't drenched after a thunderstorm?
- Your mom made you feel contrite after you lied to her?

- You saw an inexplicable alien at the park?

Least Surprised

Most Surprised

ANSWER KEY: Answers will vary due to students' experiences.

DAY 3- Students will fill in the synonym/antonym chart

Synonym	Word	Antonym
	Contritely	
	Inexplicable	
	Drenched	
	Incarcerated	
	Lurch	

ANSWER KEY: Answers can vary but should be along with following lines:

- Contritely- synonym: regretfully , antonym: indifferent
- Inexplicable- synonym: unexplainable, antonym: explainable
- Drenched- synonym: saturated, antonym: dry
- Incarcerated- synonym: jailed, antonym: free
- Lurch- synonym: stagger , antonym: smooth

Speed Round 1- Chose the word that is most clearly associated with the vocabulary word

- Which word relates to contritely?
(healthy, happy, guilty)
- Which word relates to inexplicable?
(non-fiction, mysterious, helpful)
- Which word relates to drenched?
(straw, water, stomach)

4. Which word relates to incarcerated?
(prisoner, engineer, teacher)
5. Which word relates to lurch?
(lunch, kick, wobble)

ANSWER KEY- 1. Guilty 2. Mysterious 3. Water 4. Prisoner 5. Wobble

DAY 4- "Thumbs up or thumbs down" Students will give a thumbs if the statement is an example or the word, or thumbs down if the statement is not an example

1. Is this an example of contrite?
 - a. Wanting to confess after telling a lie. (up)
 - b. Explaining yourself when you are caught in a lie. (up)
 - c. Helping your mom clean the kitchen. (down)
2. Is this an example of inexplicable?
 - a. A shooting star. (down)
 - b. Aliens landing on Earth. (up)
 - c. Reading a book. (down)
3. Is this an example of drenched?
 - a. Running inside soaking wet from the rain. (up)
 - b. Riding on a boat. (down)
 - c. Standing under a waterfall. (up)
4. Is this an example of incarcerated?
 - a. Helping the mechanic fix your moms car. (down)
 - b. Staying in jail for 3 weeks. (up)
 - c. Living in prison for 16 years. (up)
5. Is this an example of a lurch?
 - a. A peanut butter and jelly sandwich. (down)
 - b. A smooth ride on a yacht. (down)
 - c. A sudden jerk to avoid a pothole. (up)

ANSWER KEY- 1. a-up, b-up, c-down 2. a-down, b-up, c-down 3. a-up, b-down, c-up
4. a-down, b-up, c-up 5. a-down, b-down, c-up

Speed Round 2- Students are given 60 seconds to answer 10 True/False questions:

1. You would feel contrite after helping an elderly woman cross the street.
True or false?

2. I would be incarcerated if I robbed a bank.
True or false?
3. After watching it rain from my living room I would be drenched.
True or false?
4. A smooth u-turn would be described as lurch.
True or false?
5. A newborn baby reading a speech would be inexplicable.
True or false?
6. Standing outside during a hurricane would cause me to be drenched.
True or false?
7. Going to school is inexplicable.
True or false?
8. A man who committed murder would be incarcerated.
True or false?
9. A sudden lurch of the boat would make the rower drop his oar.
True or false?
10. A nun should feel contrite if she stole money from the church.
True or false?

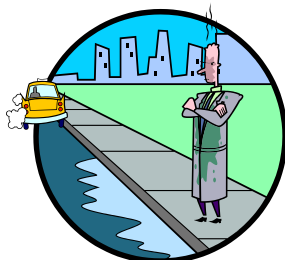
ANSWER KEY:

- | | | | | |
|----------|----------|----------|----------|----------|
| 1. FALSE | 2. TRUE | 3. FALSE | 4. FALSE | 5. TRUE |
| 6. TRUE | 7. FALSE | 8. TRUE | 9. TRUE | 10. TRUE |

DAY 5- Students will write a response to the picture describing why the picture represents a vocabulary word.



Contritely



Drenched



Incarcerated



Inexplicable



Lurch

ANSWER KEY: Answers will vary depending on students explanations.

Final Assessment: Write a response for the following:

- Describe how a person feeling contrite would act.
- List three reasons why a person might be incarcerated.
- How would a person who was drenched look?
- Why would a driver's education teacher experience a lot of lurch movements?
- Describe what makes a situation inexplicable.

ANSWER KEY- Answers will vary.



Before reading:

1. Introduction
2. Prediction chart
3. Tall Tales

Holes All Around Us

Introduce *Holes* by finding phrases or songs which contain the word holes/wholes. Divide the class into 2 groups. Have each group brainstorm to see which group can come up with the most phrases or song titles in a five minute time period that contain either the word whole or hole. Examples: buttonholes, a hole in one, "holesome/wholesome", "pigeon-holed" or songs such as "There's a Hole in the Bucket, or "Whole lot of Shakin' Going On" or "He's Got the Whole World in his Hands." It covers homophones in a fun way.

Song Titles-

A Whole New World

He's Got the Whole World in His Hands

There's a Hole in the Bucket

Whole lot of Shakin' Going On

Phrases

a hole in one

"pigeon-holed"

an ace in the hole

ozone hole

dig yourself into a hole

The hole closed in on him.

black hole

Shut the hole in your head.

down a rat hole

Look in every hole and corner.

Pry into every hole.

I can't believe he ate the whole thing.

pothole

the whole nine yards

making sense as a whole

fun for the whole family

whole person - whole child

a whole lot easier

the whole story

Making Predictions

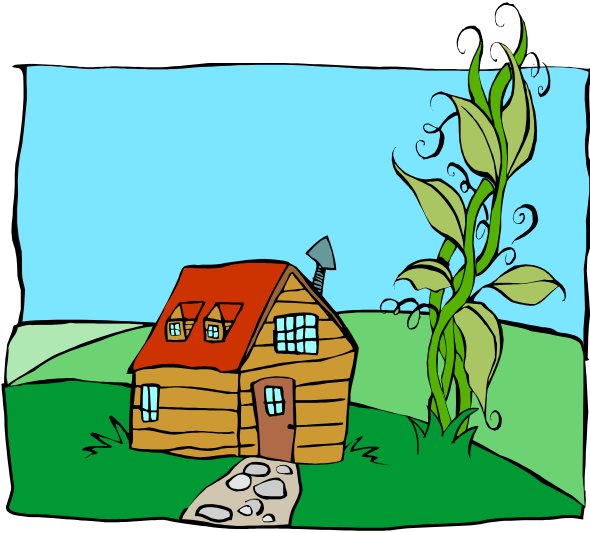


Use the words below and the title of the book to make predictions about the following elements of story.

Vocabulary: **camp, Stanley, warden, holes, campers, innocent, nickname, Zero, desert, curse, punishment, redemption, dig**

<p>Setting What is the setting likely to be?</p>	<p>Characters Who are possible characters in the novel?</p>
<p>Problem What might some problems be for the characters?</p>	<p>Characters' Goals What are likely goals for some of the characters?</p>
<p>Solution What are possible solutions to the problems?</p>	<p>Prediction/Questions Any other predictions? Questions?</p>

Tall Tales



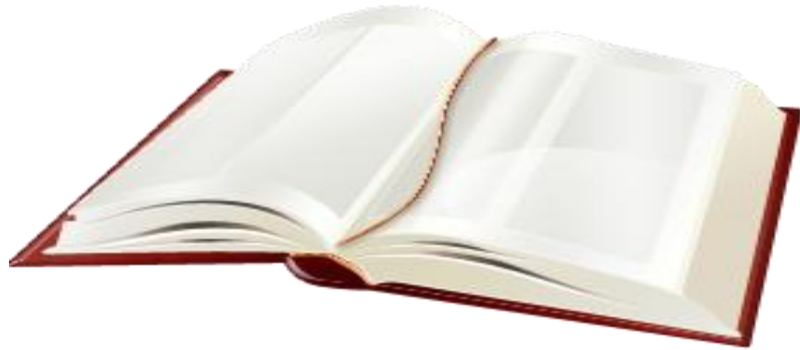
Part of what makes *Holes* such a good read is the way Sachar weaves together realism and fantasy, by including elements from fables and folktales in his story. Tall tales are a popular form of folktale in the United States. Find out about the characteristics of this kind of narrative by reading some tales. Pay attention to how the writers of these tales use exaggeration to create humor. Watch for repetition of phrases and themes, and notice how animals often function as helpers. Then, try writing a tall tale of your own.

Some famous tall tales include:

- Paul Bunyan
- John Henry
- Johnny Appleseed

Read some tall tales from the following books then, research the elements of a tall tale:

1. *Tall Tale America: A Legendary History of Our Humorous Heroes* by Walter Blair
2. *American Tall Tales* by Mary Pope Osborne



During:

1. Wanted poster
2. Palindromes
3. "I-poem"
4. ToonDoo
5. Venn Diagram
6. Comparison Chart
7. Internet Workshop



Your job is to create a Wanted Poster for Stanley

You will create an artistic representation of the suspect and then complete the following information for the wanted poster:

Wanted:

Character name

Time and Place Last Seen

Physical Description

How he acts

Likes

Dislikes

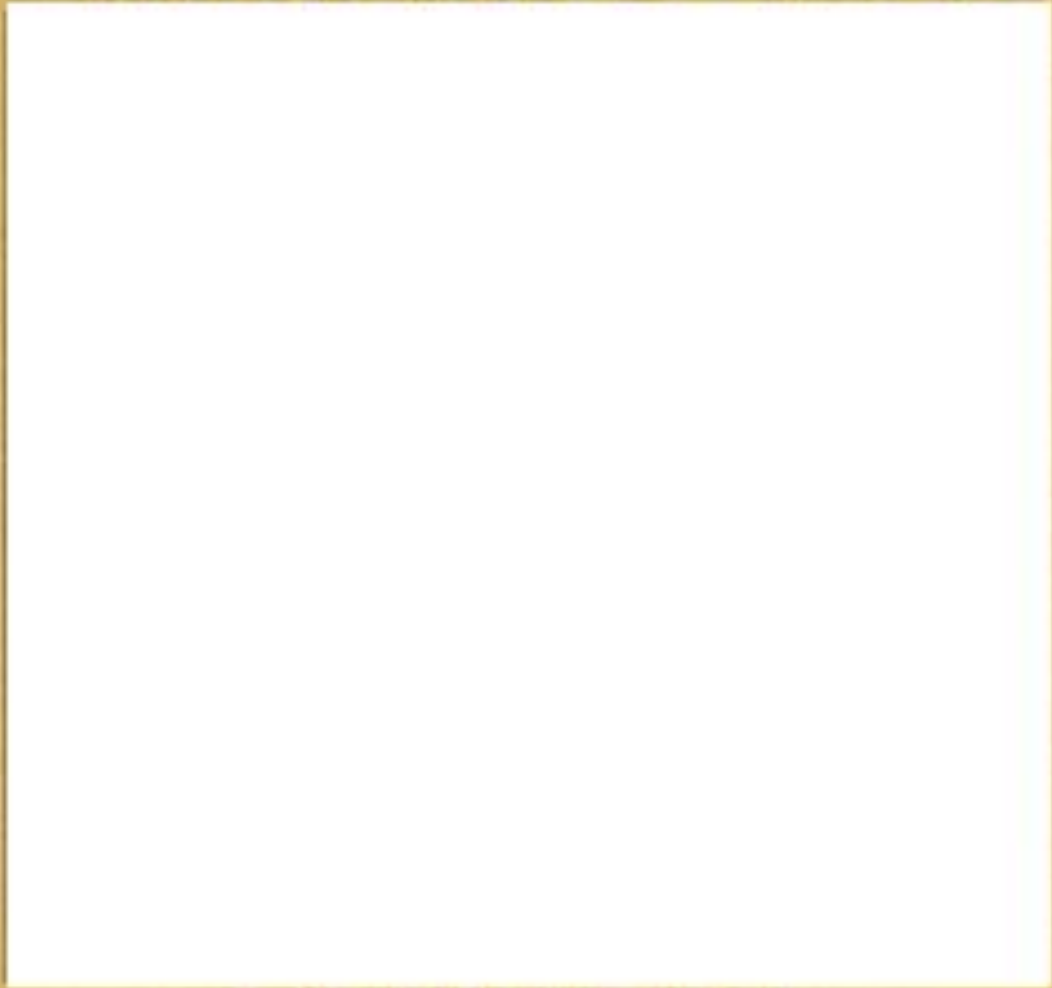
Where he hangs out

Suspected Whereabouts

Reward amount

~Remember that this information, plus the artistic creation of the suspect, must fit inside the white box in your wanted poster. If you choose, you may use your own creative template instead of the one given on the following page.

WANTED!



REWARD



Instant Lament

A lament is a song, poem, or piece of music expressing grief, regret or mourning. In this section and in the book up to this point, Stanley has had a lot of reasons to feel unhappy. Visit <http://ettcweb.lr.k12.nj.us/forms/Lament.htm> and write a lament that expresses some grief or mourning that Stanley has felt. Feel free to write a lament freestyle. Here is an example:

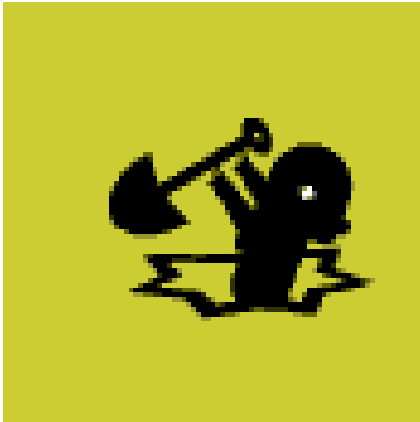


Stanley's Lament

I am loneliness
The dark of night is my cloak
I vacation in the arms of solitude
Sadness and depression are the cousins I would joyfully
disinherit
At a welcoming smile.

by Nancy Polette

"I-Poem"



Write an "I-Poem" from the point of view of one of the characters from Holes. Try to get inside your character; help the reader identify with the character's thoughts, actions, emotions, and personality. If possible, include personification and similes in your poem.

FIRST STANZA

I am (two special characteristics you have)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem repeated)

SECOND STANZA

I pretend (something you actually pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)

THIRD STANZA

I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you really make an effort to do)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

ToonDoo



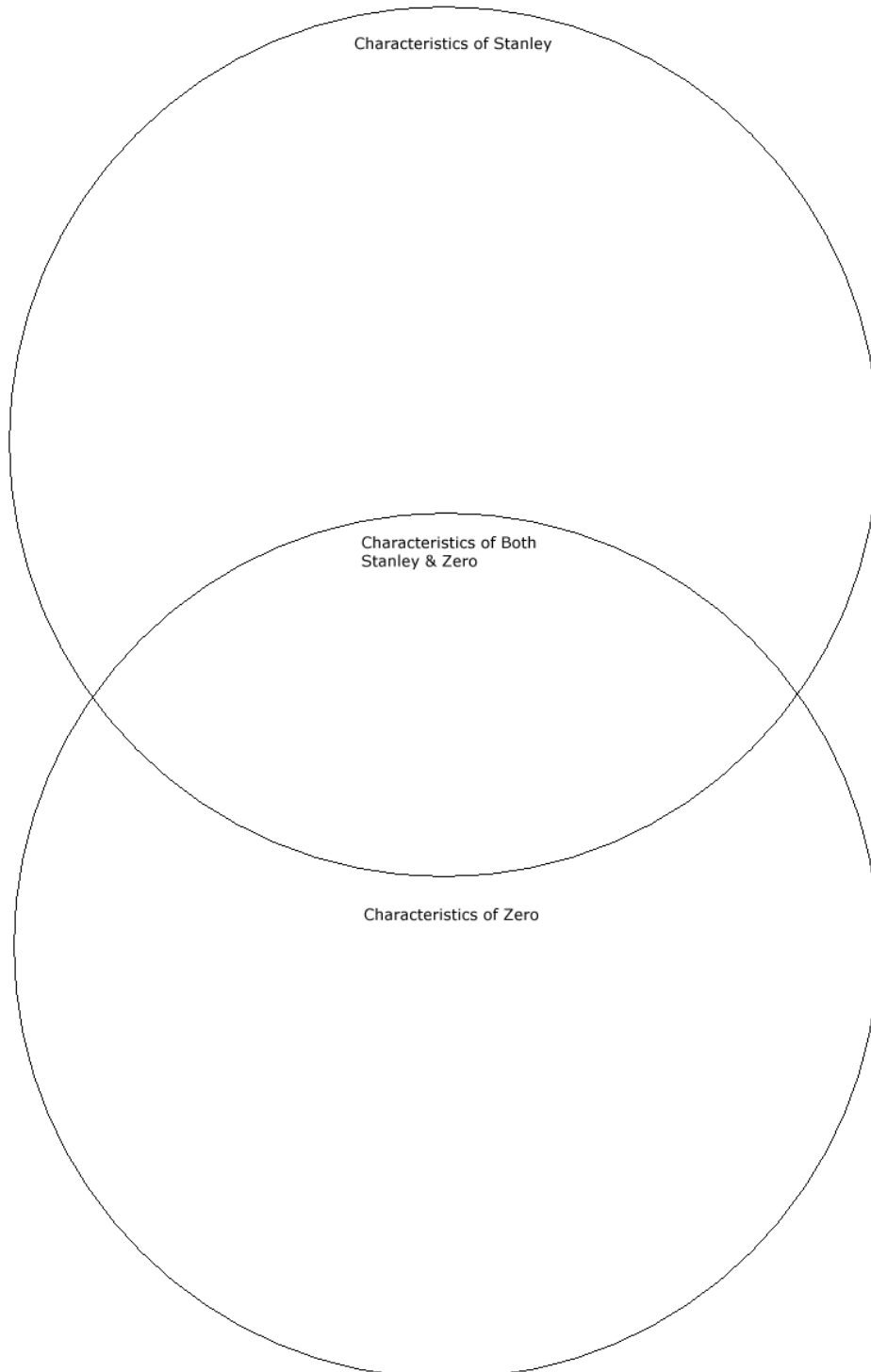
We are halfway through the book, create a ToonDoo that summarizes what we have read so far and make a prediction about what is going to come. Think about the title of Part II "The Last Hole"

Go to www.toondoo.com and create!



Stanley vs. Zero

Complete the Venn Diagram comparing characteristics of Stanley and Zero.

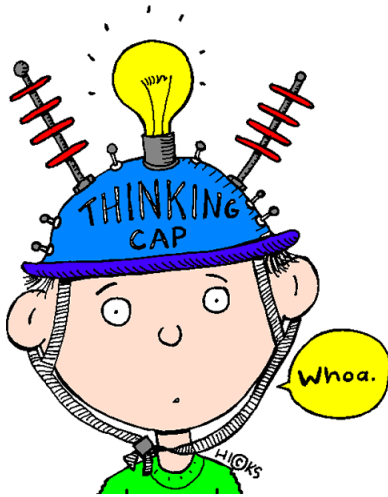


|| Parallel Lives ||

Answer the question by filling in the chart below: how do the events in Stanley's and Zero's lives parallel those of Stanley's great-great-grandfather and Madame Zeroni?

Stanley and Zero	Stanley's great-great-grandfather and Madame Zeroni
<ol style="list-style-type: none">1. Stanley digs a 5-foot hole every day and becomes strong2.	<ol style="list-style-type: none">1. Elya climbs a mountain every day and becomes strong2.

Relate This...



Throughout the book so far we have seen a theme of hope. How does the following quote and song relate to the whole book and this section particularly?

"The only disability in life is a bad attitude." -Scott Hamilton

"I Will Survive" by Stephanie Bentley

Done a lot of things that I'm not so proud of.
 Took a lot of turns, turned out wrong.
 That's a worn out song.
 Day by day moment by moment.
 Taking my chances, trusting my heart.
 It wasn't to smart.

Lonely, as lost as I could be.
 No way it's up to me.

I will survive
 I will endure
 When the going is rough
 you can't be sure
 i'll tough it out
 I won't give in
 If i'm knocked down I'll get up again
 As long as my dreams alive I will survive

Letting go of my bad habits.
 Hangin on the hope for better times.
 I'll be fine.
 Learning to sleep in the bed that I made.
 Laying the blanket where it belongs.
 I've gotta be strong.
 Tear drops no one sees but me.
 I won't stop, I'll always believe.

I will survive

I will endure
When the going is rough
You can't be sure
I'll tough it out
I won't give in
If I'm knocked down I'll get up again
As long as my dreams alive
I will survive, yeah!

As long as my dreams alive
I will survive
I will endure
When the going's rough
You can't be sure
I'll tough it out
I won't give in
If I'm knocked down i'll get up again
As long as my dreams alive
I will survive

I will survive
I will survive
I will survive!

Oh yeah!

No I will survive!

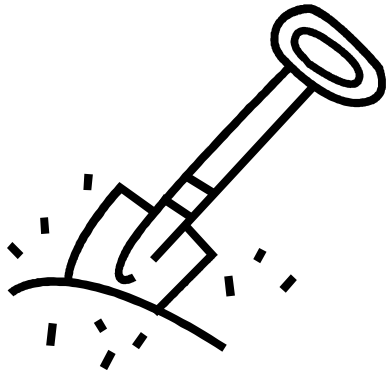
Yeah I will survive

I will survive

Write a one paragraph response to the quote and song and how they relate to the book so far. You can listen to the song by visiting:

http://www.youtube.com/watch?v=_uoo-h6cnoQ

Louissachar.com



Go to www.louissachar.com. Explore the author's website. Then complete the following tasks:

1. Click on the book *Holes*. Read the Holes Q & A. Write down three interesting facts you learned about *Holes*.
2. Click on the tab "Holes- The Movie." This will bring you to the Disney Website. Read the plot summary. Write down any differences you see between the movie and the book.
3. Go back to www.louissachar.com. Click on the tab "Author Booklist." Choose two other books written by Louis Sachar and write why you want to read these books.



After Reading

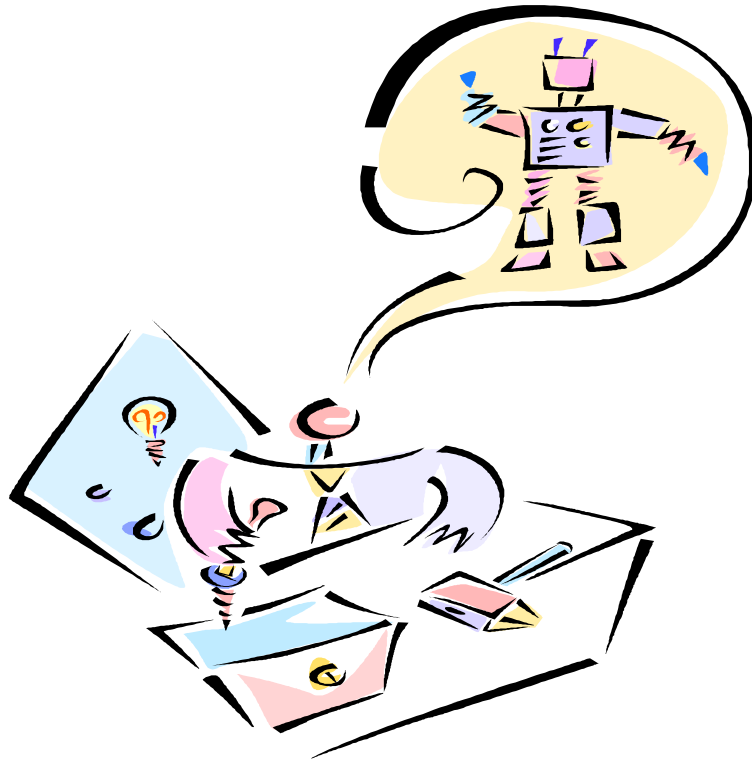
1. Talk Show with Stanley and Zero
2. Research an Inventor
3. Spiced Peaches
4. Letter to the Author

Talk Show with Stanley and Zero



Stage a talk show with Stanley and Zero as the guests. Work in a small group. Each member of the group must have a role in this performance. Remember that you even need to have questions to ask the audience, so that means some people will have to be audience members. Have the other boys from Camp Green Lake surprise them by coming on the show. What would the boys say to Stanley and Zero? What might Stanley, Zero, and the others say about the closing of Camp Green Lake? Ask Stanley to share what he learned most from his experiences there.

Research an Inventor



Stanley's father is an inventor. Although it is said that an inventor must have intelligence, perseverance, and a lot of luck, Stanley's father never seems to have such luck. You need to research inventors such as Benjamin Franklin, Alexander Graham Bell, Thomas Edison, and the Wright brothers. How did luck play a role in their inventions? Create a short speech to share with the rest of the class about your findings.

Miss Katherine's Spiced Peaches

Every summer Miss Katherine would pick bushels of peaches and preserve them in jars with cinnamon, cloves, nutmeg, and other spices. Zero calls the sweet, muddy liquid he find in jars under the rowboat "sploosh", and it helps keep him alive in the desert after he runs away from camp. Here's the recipe.



Ingredients:

1 can (29 ounces) peach halves, drained (save the syrup in a separate bowl)
2/3-cup apple cider vinegar
1-cup light brown sugar, packed
1/4 teaspoon salt
8 whole cloves
1 cinnamon stick
1/4 teaspoon ground nutmeg

Directions:

In a saucepan, combine 2/3 cup of the peach syrup with all the other ingredients except the peaches. Simmer uncovered for 10 minutes.

Pour over peaches. Cool, then cover and chill for at least 24 hours (or 110 years!).

Bring to room temperature and eat. Any leftover peaches will keep in refrigerator for a week.

Letter to the Author



Write a letter to Louis Sachar. Follow proper letter writing format. Your letter could address some of the following:

- Response to the book
- Questions to Louis Sachar
- Favorite part
- Favorite character
- Ideas for a sequel

Rubric for Grading

Activity	Points
<i>Holes All Around Us</i> discussion <ul style="list-style-type: none"> • Participated in discussion 	/5
Prediction Chart <ul style="list-style-type: none"> • Fully complete • Uses vocabulary provided to complete chart 	/10
Tall Tales <ul style="list-style-type: none"> • Research tall tales • Wrote tall tale about prediction of <i>Holes</i> • Participated in group 	/15
Wanted Poster <ul style="list-style-type: none"> • All elements are addressed • Drawing is appropriate 	/10
Instant Lament <ul style="list-style-type: none"> • Wrote a lament from the point of view of Stanley • Collaborated with group 	/5
I-poem <ul style="list-style-type: none"> • Complete • From Stanley's point of view 	/10
Week I Vocabulary <ul style="list-style-type: none"> • Participated 	/5
ToonDo <ul style="list-style-type: none"> • Summarized book thus far • Made a prediction 	/10
Relate This <ul style="list-style-type: none"> • Wrote a paragraph that connected quote and song to theme • Collaborated with group 	/15
Week II Vocabulary <ul style="list-style-type: none"> • Participated 	/5
Internet Workshop <ul style="list-style-type: none"> • Explored internet site • Completely answered questions 	/15
Talk Show with Stanley and Zero <ul style="list-style-type: none"> • Group participation • Participated in talk show • Talk show information was relevant 	/15

Research an Inventor <ul style="list-style-type: none">• Researched an inventor• Presented to class	/15
Spiced Peaches <ul style="list-style-type: none">• Participated in making spiced peaches	/5
Letter to Author <ul style="list-style-type: none">• Followed letter format• Addressed Louis Sachar	/10
Vocabulary Assessments <ul style="list-style-type: none">• Week I vocab assessment (worth 25 points)• Week II vocab assessment (worth 25 points)	/50
	Total: /200

North Carolina Standard Course of Study and Correlating Activities

<p>Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p>2.03 Read a variety of texts, such as:</p> <p>fiction (tall tales, myths).</p> <ul style="list-style-type: none"> • nonfiction (books of true experience, newspaper and magazine articles, schedules). • poetry (narrative, lyric, and cinquains). • drama (plays and skits). 	<ul style="list-style-type: none"> • Tall Tales
<p>Competency Goal 3 The learner will make connections through the use of oral language, written language, and media and technology.</p> <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • analyzing word choice and content. • examining reasons for a character's actions, taking into account the situation and basic motivation of the character. • creating and presenting a product that effectively demonstrates a personal response to a selection or experience. • examining alternative 	<ul style="list-style-type: none"> • Venn Diagram • "I" Poem from one character's point of view. • Instant lament

<p>perspectives.</p> <ul style="list-style-type: none">• evaluating the differences among genres.• examining relationships among characters.• making and evaluating inferences and conclusions about characters, events, and themes.	
<p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<ul style="list-style-type: none">• Research an Inventor
<p>Competency Goal 4 The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p>4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p>	<ul style="list-style-type: none">• Talk show with Stanley and Zero

References

Sachar, Louis. (1998). *Holes*. New York: Scholastic Inc.

Sachar, Louis. (2003). *Scholastic Bookfiles: A Reading Guide to Holes*. New York: Scholastic Inc.

<http://www.mce.k12tn.net/reading39/holes.htm>

<http://www.randomhouse.com/teachers/catalog/display.pperl?isbn=9780440228592&view=tg>