Multi Text Study:

**Holes**, by Louis Sachar

“If only, if only,” the woodpecker sighs,
“The bark on the tree was just a little bit softer.”
While the wolf waits below, hungry and lonely,
He cries to the moo-oo-oon, “If only, if only.”

**A Desert Habitat**, by Bobbie Kalman

Cameron Abrams

Anna Belk

Kia Foster

Laney McAlpine
Holes Multi-Text Outline

Day 1—Pre-Reading activity

- Front and Back Cover (individual) page 5
- Predict-o-gram/Vocab-o-gram (individual) page 6
- Read A Desert Habitat and complete activities (individual) page 7

Day 2 and 3—Reading and work on section 1 (chapters 1-10)

- Word Wizard explanation (individual) page 8
- What is the meaning-vocabulary (individual) page 9
- Word Networks (individual) page 10
- Characterization Activity 1 (individual) page 11
- Discussion Director (individual) page 15

Day 4—Section 1 Discussion

- Share Discussion Director topics (small group)

Day 5 and 6—Reading and work on section 2 (chapters 11-22)

- What is the meaning (individual) page 19
- Example or non example of vocabulary (individual) page 20
- Characterization Activity 2 (individual) page 22
- Double Entry Diary (individual) page 24

Day 7—Section 2 Discussion

- Discuss Double Entry Diary (small group)

Days 8 and 9—Reading and work on section 3 (chapters 23-33)

- What is the meaning (individual) page 27
• Synonyms and Antonyms (individual) page 28
• Flashbacks (individual) page 29
• Fact or fiction (individual) page 31
• Characterization Activity 3 (individual) page 33

Day 10—Section 3 discussion

• Discuss activities for section 3

Day 11-12—Reading and work on section 4 (34-44)

• What is the meaning (individual) page 36
• Decisions, Decisions (individual) page 37
• Discussion director (individual) page 38
• Characterization Activity 4 (individual) page 41

Day 13—Section 4 discuss

• Discuss activities for section 4

Day 14-15—Reading and work on Section 5(45-end)

• What is the meaning (individual) page 47
• Forms of a word (individual) page 48
• Characterization Activity 5 (individual) page 49
• I am poems (individual) page 54

Day 16—Section 5 discussion

• Share I-poems (small group)
• Discuss vocabulary activities (small group)

Day 16-17—Internet Workshop and Culminating Activities

• Vocabulary Assessment page 60
• ABC book (individual/whole group) page 63
• Desert Exploration Internet Workshop page (individual/small group) 65
  It will take from one to four weeks of planning and practice, depending on how much
detail you expect from your students.
From the Cover

Before opening your text to begin reading take a few minutes to study the front and back covers of the book and answer the following questions.

1. What do you think is the significance of the book’s title?

______________________________________________________________________________________

______________________________________________________________________________________

2. By looking at the picture what do you believe the book may be about?

______________________________________________________________________________________

______________________________________________________________________________________

3. Read the book’s description on the back cover. Why do you think the boys are digging the holes?

______________________________________________________________________________________

______________________________________________________________________________________

http://re4030.wordpress.com/multi-text-unit/
**Vocab-o-gram / Predict-o-gram**

Holes

Vocabulary Words – desolate, excavated, callused, defiance, sparingly, cautious, coincidence, strenuous, justification

Use the vocabulary words above along with the title of the book to make predictions about the following elements of the story:

<table>
<thead>
<tr>
<th><strong>Setting</strong></th>
<th>What is the setting likely to be?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Characters</strong></th>
<th>Who are possible characters in the novel?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Problem</strong></th>
<th>What might some problems be for the characters?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Characters’ Goals</strong></th>
<th>What are likely goals for some of the characters?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Solution</strong></th>
<th>What are possible solutions to the problems?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prediction/Questions</strong></th>
<th>Any other predictions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Do you have any questions about how the story might evolve?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

http://re4030.wordpress.com/multi-text-unit/
A Desert Habitat

By: Kelley MacAulay and Bobbie Kalman

What kinds of animals are found in the desert?

What is a habitat?

Where do animals in the desert live?

What plants are found in the desert? How do they survive?

How do animals interact in the desert?

Prediction: How would living in the desert affect a human?
In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

a. the **word and the page and paragraph** where it is located  
b. a **child-friendly definition** for the word (remember to use your context clues)  
c. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)  
d. any **associations/connections** you may have with that word  
e. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

### Section I Words from *Holes*

<table>
<thead>
<tr>
<th>Word</th>
<th>Page and Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>p. 3 par. 8</td>
</tr>
<tr>
<td>desolate</td>
<td>p. 11 par. 4</td>
</tr>
<tr>
<td>Seemingly</td>
<td>p. 24 par. 4</td>
</tr>
<tr>
<td>evacuated</td>
<td>p. 34 l par. 2</td>
</tr>
<tr>
<td>reluctantly</td>
<td>p. 34 par. 3</td>
</tr>
</tbody>
</table>
You will complete the following chart by writing definitions for these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>perseverance</strong></td>
<td>p. 8 (paragraph 7)</td>
</tr>
<tr>
<td><strong>desolate</strong></td>
<td>p. 11 (paragraph 4)</td>
</tr>
<tr>
<td><strong>seemingly</strong></td>
<td>p. 24 (paragraph 3)</td>
</tr>
<tr>
<td><strong>excavated</strong></td>
<td>p. 34 (paragraph 2)</td>
</tr>
<tr>
<td><strong>reluctantly</strong></td>
<td>p. 34 (paragraph 3)</td>
</tr>
</tbody>
</table>
Word Networks

• What people things, situations, or words come to mind when you think about the word **perseverance**?
  ________________________________________________________________
  ________________________________________________________________

• What people things, situations, or words come to mind when you think about the word **desolate**?
  ________________________________________________________________
  ________________________________________________________________

• What people things, situations, or words come to mind when you think about the word **seemingly**?
  ________________________________________________________________
  ________________________________________________________________

• What people things, situations, or words come to mind when you think about the word **excavated**?
  ________________________________________________________________
  ________________________________________________________________

• What people things, situations, or words come to mind when you think about the word **reluctantly**?
  ________________________________________________________________
  ________________________________________________________________

http://www.lesn.appstate.edu/frveem/RE4030/Pirates/Peter/vocabulary.htm
Characterization Activity 1

You are invited to learn more about Stanley and how he ended up at Camp Green Lake. Please take notes on how Stanley acts, thinks, feels, and looks. Use direct quotes using the provided page/paragraph in the text for each listed bullet.

To begin, reread the following passages, to find out more about Stanley Yelnats. Reread the first paragraph on page 7. Describe how Stanley is treated at school by his teacher as well as his classmates.
Describe how Stanley looks.

On page 7, paragraph 2, 3, & 4 it shares with us that Stanley is arrested later that day. He just happened to be in the wrong place at the wrong time. What is the explained reasoning for things going wrong a lot in Stanley’s family? (You may need to read further onto page 8, beginning of paragraph 1, to complete your answer/quote(s).)
In the **sixth paragraph on page 9**, the story tells us about the “bad luck that befell the first Stanley Yelnats” Go further in depth with explaining the Yelnats never ending bad luck.

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On **page 10, in the first full paragraph, Stanley** expresses his feelings towards how his great-grandfather was robbed. This is also when we are really introduced to an important character from the past; 110 years ago. What were **Stanley’s** feelings when he found out who had robbed his great-grandfather? Who was he/she? Tell a little about the robber and their past.
When **Stanley** finally arrives at Camp Green Lake; there was no lake, the land was “barren and desolate”. On **page 13, paragraph 4**, we are given some insight to how Camp Green Lake is ran. In the following paragraphs on the remainder of the page begin to describe Stanley’s treatment and the rules demanded at Camp Green Lake.

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In **chapter 6** we finally find out why **Stanley** was sent to Camp Green Lake. **Refer to the last sentence on page 21 reading through page 25**, explaining the events which occurred for the judge to suggest “that the discipline of the camp might help improve **Stanley’s** character”.

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Then, use the passages that describe Stanley’s actions and appearance to help you complete an artistic impression of Stanley.

- Page 7 paragraph 1. Page 17 paragraph 1.
- Other passages you noticed.

Discussion Director

Chapter 1-10

Your job is to involve the students in your group by thinking and talking about the section of your book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the Discussion Director is to come up with four thinking questions. You really want to make your group think about what you all have just read. You are trying to make sure everyone in your group understand or comprehends the reading. It is very important that you ask your group interesting, bulky thinking questions and not easy, simple, straightforward in the book questions. Remember you may wish to begin your questions with the following words/ phrases:
*Who?  
*What?  
*Where?  
*When?  
*Why?  
*How?  
*If ____________ then__________?

Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don’t know them. So, to help this run very smoothly, you need to write down the questions, your answers to your questions, and the page numbers where the students can reference the text to justify their responses to your questions. Your teacher will tell you how many questions and what types of questions you need to ask.

Here are some things to think about while you’re creating your questions:

*What characters have we been introduced to?  
*Why does Stanley have to go to Camp Green lake?  
*Have you ever gotten in trouble for something you didn’t do but took the consequence anyway?  
*Who is Mr. Sir and what is his role in this book?  
*Why do you think Zero doesn’t speak?  
*How might Stanley’s life different from yours?
Here are some HINTS to help you lead your discussion:

1. You need to write down the following:
   - the **questions**
   - your **answers** to your questions
   - **the page numbers** where the students can reference the text to justify their responses to your questions

2. As you lead the discussion, you may want to model for the other students how to politely make a point by entering the discussion with comments such as:
   
   Excuse me...     I'm confused about...     I disagree because...

3. You may need to help students in your group:
   - Focus on supporting ideas and opinions
   - Disagree politely
   - Listen with their eyes and ears on the speaker
   - Reference the text for justifying or supporting ideas
   - Predict what will happen next
   - Relate to other books or characters as well as their own lives
Section II

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

a. the **word and the page and paragraph** where it is located
b. a **child-friendly definition** for the word (remember to use your context clues)
c. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
d. any **associations/connections** you may have with that word
e. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

### Section I Words from Holes

<table>
<thead>
<tr>
<th>Word</th>
<th>Page/Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>intently</td>
<td>p. 73 par. 2</td>
</tr>
<tr>
<td>presumably</td>
<td>p. 74 par. 2</td>
</tr>
<tr>
<td>calloused</td>
<td>p. 80 par. 4</td>
</tr>
<tr>
<td>writhed</td>
<td>p. 91 l par. 9</td>
</tr>
<tr>
<td>agony</td>
<td>p. 91 par. 9</td>
</tr>
<tr>
<td>defiance</td>
<td>p. 96 par. 15</td>
</tr>
</tbody>
</table>
You will complete the following chart by writing definitions for these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>intently</td>
<td>p. 73 (paragraph 2)</td>
</tr>
<tr>
<td>presumably</td>
<td>p. 74 (paragraph 2)</td>
</tr>
<tr>
<td>callused</td>
<td>p. 80 (paragraph 4)</td>
</tr>
<tr>
<td>writhed</td>
<td>p. 91 (paragraph 9)</td>
</tr>
<tr>
<td>agony</td>
<td>p. 91 (paragraph 9)</td>
</tr>
<tr>
<td>defiance</td>
<td>p. 96 (paragraph 15)</td>
</tr>
</tbody>
</table>
Examples and Non-examples

• Which would be **intently:**
  - On purpose
  - Or
  - On accident

• Which would be **presumably:**
  - impossibly
  - Or
  - most likely

• Which would be **callused:**
  - Coarse
  - Or
  - supple

• Which would be **writhed:**
  - Relaxed
  - Or
  - Contorted

• Which would be **agony:**
  - Bliss
  - Or
  - Anguish

• Which would be **defiance:**
  - Rebelliousness
  - Or
  - Obedience
Characterization Activity 2

Character Sketch

You are invited to learn more about the “kid leader” X-Ray at Camp Green Lake. Please take notes on how X-Ray acts and looks.

☐ To begin, think about “descriptive words” that capture X-Ray’s personality. Then on the provided page number and paragraph find passages that show how X-Ray acts and looks. Think about why or how those words describe X-Ray in the passages. Remember these will be implied traits. Use the traits below to help you.

- Page 52-53
- Page 57, 1st paragraph
- Page 61, 2nd paragraph
- Pages 62-63
- Page 64, 2nd paragraph
- Page 65, paragraphs 3, 5, and 7

☐ From these provided pages and passages find character traits using descriptive words which capture X-Ray’s personality as well as his physical appearance. You need to be aware that the character traits you will choose will be implied character traits. In other words, they are not directly stated in the passage. You will want to use
descriptive words for your character traits. You do NOT want to use words like *good, bad, nice, and mean*. Be sure to use your “Descriptive Character Traits” page for help.

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Descriptive Words</th>
<th>Character Traits (Frye)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ On page ______paragraph_______ X-Ray acts
   ___________________________ because/when
   ________________________________________________________________
   ________________________________________________________________
   _____.

☐ On page ______paragraph_______ X-Ray acts
   ___________________________ because/when
   ________________________________________________________________
   ________________________________________________________________
   _____.

☐ On page ______paragraph_______ X-Ray acts
   ___________________________ because/when
   ________________________________________________________________
   ________________________________________________________________
   _____.
Then, use the passages that describe Stanley’s actions and appearance to help you complete an artistic impression of X-Ray. Page________, paragraph __________, gives you some information about the Warden’s appearance. Are there any other passages you noticed?

Double Entry Diary

Chapters 11-22

You will write a *Double Entry Diary*, otherwise known as a *DED*. You will be reading, writing in your diary, rereading, and discussing throughout these entire books of historical fiction and nonfiction.

As you are assigned your reading, you will write a total of FIVE entries from Section 2 of *Holes*. You will find important words, quotations, or passages from the book. Then you will explain why those words, quotations, and passages are important—in other words, when you read them, what do those words mean to you?

You will write each entry in your notebook so that it looks something like this table:

<table>
<thead>
<tr>
<th>From the book (words, quotes, passages). Please include the page and paragraph.</th>
<th>What it means to me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote: “It’s probably just a piece of junk,” said Stanley. “Well I’ll show it to mom,” said X-Ray. “See what he thinks. Who knows? Maybe I’ll get the</td>
<td>Question: Why does the author let you think X-ray is doing Stanley a favor? Why does Stanley let X-Ray keep the gold tube and Stanley not keep it to</td>
</tr>
</tbody>
</table>
Below are options that you may choose to write about and how you might organize your thoughts:

<table>
<thead>
<tr>
<th>Significant passage copied from the text; include page and paragraph #.</th>
<th>Connections or reactions to recorded statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quote</td>
<td>Reaction (How you feel about the quote)</td>
</tr>
<tr>
<td>2. Quote</td>
<td>Connection (Self, text, world)</td>
</tr>
<tr>
<td>3. Quote/Picture</td>
<td>Inference (What you think it means)</td>
</tr>
<tr>
<td>4. Quote</td>
<td>Question</td>
</tr>
<tr>
<td>5. Prediction</td>
<td>What really happened (you will complete this after you know)</td>
</tr>
<tr>
<td>6. Question you have or something you don't understand</td>
<td>Answer or possible answer</td>
</tr>
<tr>
<td>7. Fact</td>
<td>Your opinion</td>
</tr>
<tr>
<td>8. Effect (What happened)</td>
<td>Cause (Why did it happen?)</td>
</tr>
<tr>
<td>9. Author’s Craft (Simile, metaphor, personification)</td>
<td>Explanation of what it means and how it adds importance to the passage</td>
</tr>
</tbody>
</table>

You are to read Section 2 (Chapters 11-22). As you are reading, think about the following:

* Honesty
* Flashbacks (What are the flashbacks that occur in this section)
* Stanley’s perseverance
* Author’s craft simile (comparison using like or as) and personification (give human or person traits to objects or things)
* The story of Kissin’ Kate Barlow
* The story behind the gold tube
* Stanley's care for Zero

Use the above ideas when writing your DEDs.
Word Wizard

Section III

In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

a. the word and the page and paragraph where it is located
b. a child-friendly definition for the word (remember to use your context clues)
c. synonyms you know (remember to use your character trait sheet and the THESAURUS)
d. any associations/connections you may have with that word
e. an illustration or sketch of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

Section III Words from Holes

<table>
<thead>
<tr>
<th>Word</th>
<th>Page and Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>sparingly</td>
<td>p. 116 par. 2</td>
</tr>
<tr>
<td>Vile</td>
<td>p. 118 par. 14</td>
</tr>
<tr>
<td>Barren</td>
<td>p. 127 par. 5</td>
</tr>
<tr>
<td>feeble</td>
<td>p. 135 l par. 5</td>
</tr>
<tr>
<td>Cautious</td>
<td>p. 151 par. 3</td>
</tr>
</tbody>
</table>
You will complete the following chart by writing definitions for these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sparingly</td>
<td>p. 116 (paragraph 2)</td>
</tr>
<tr>
<td>vile</td>
<td>p. 118 (paragraph 14)</td>
</tr>
<tr>
<td>barren</td>
<td>p. 127 (paragraph 5)</td>
</tr>
<tr>
<td>feeble</td>
<td>p. 135 (paragraph 5)</td>
</tr>
<tr>
<td>cautious</td>
<td>p. 151 (paragraph 3)</td>
</tr>
</tbody>
</table>
# Synonyms and Antonyms

<table>
<thead>
<tr>
<th>Synonym</th>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>scarcely</td>
<td>sparingly</td>
<td></td>
</tr>
<tr>
<td>vile</td>
<td>good</td>
<td></td>
</tr>
<tr>
<td>barren</td>
<td>fruitful</td>
<td></td>
</tr>
<tr>
<td>weak</td>
<td>feeble</td>
<td></td>
</tr>
<tr>
<td>careful</td>
<td>cautious</td>
<td></td>
</tr>
</tbody>
</table>

*Blue italics are used to represent possible answers from students.*

[http://www.les.n.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabulary.htm](http://www.les.n.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabulary.htm)
Flashbacks

Chapters 23-33

-a device a book uses by which an event or scene taking place before the present time in the book is inserted into the chronological structure of the work.
Let’s be on the lookout for examples of flashbacks in *Holes*.

<table>
<thead>
<tr>
<th>Page #’s</th>
<th>What does the book say?</th>
<th>What can I predict will happen next…and why is this flashback placed here in the book?</th>
</tr>
</thead>
<tbody>
<tr>
<td>109-111</td>
<td>Whenever Katherine Barlow bought onions, she always bought an extra one or two and would let Mary Lou eat them out of her hand..... (pg109-111)</td>
<td></td>
</tr>
</tbody>
</table>
**Fact or Fiction?**

News reporters often have to separate fact from fiction. Imagine you are a reporter. You have heard a rumor about Camp Green lake and want to know the truth behind the place and “Kissin Kate Barlow”. What questions would you ask to try to get to the bottom of this story? Write at least two questions you would ask each major character in the story?

<table>
<thead>
<tr>
<th>Characters</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanley Yelnats</td>
<td></td>
</tr>
<tr>
<td>Zigzag</td>
<td></td>
</tr>
<tr>
<td>Armpit</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
</tr>
<tr>
<td>Mr. Sir</td>
<td></td>
</tr>
<tr>
<td>Mr. Pendanski</td>
<td></td>
</tr>
<tr>
<td>Sam</td>
<td></td>
</tr>
<tr>
<td>Kate Barlow</td>
<td></td>
</tr>
<tr>
<td>Charles Walker</td>
<td></td>
</tr>
<tr>
<td>X-Ray</td>
<td></td>
</tr>
<tr>
<td>Squid</td>
<td></td>
</tr>
<tr>
<td>Magnet</td>
<td></td>
</tr>
<tr>
<td>Zero</td>
<td></td>
</tr>
</tbody>
</table>
Characterization Activity 3

Use **Chapters 23 – 33** to complete this characterization activity

Find the similarities from the past and **present** of Camp Green Lake between **Stanley** and **Zero** in their struggle to escape the persecution and cruelty of Camp Green Lake, just as **Sam** and **Kate** faced the same persecution and cruelty by the citizens of Green Lake in the **past**, one hundred and ten years ago. There are the provided chapters, pages, and paragraphs in which you can collect direct quotes from. When finding these similarities record the page number and paragraph.

Use the following given chapters, pages and paragraphs to complete the **Past-Present Cart Activity** below.

<table>
<thead>
<tr>
<th>Past (Sam &amp; Kate)</th>
<th>Present (Stanley &amp; Zero)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 25, 26 &amp; 28</td>
<td>Chapter 27, paragraph 3</td>
</tr>
<tr>
<td></td>
<td>Chapter 30, page 131, paragraph 4</td>
</tr>
<tr>
<td></td>
<td>Page 135, paragraph 4 through page 140</td>
</tr>
<tr>
<td></td>
<td>Page 144, beginning of first paragraph</td>
</tr>
<tr>
<td></td>
<td>Page 148, last paragraph</td>
</tr>
<tr>
<td>Past – 110 Years Ago</td>
<td>Present – Camp Green Lake</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Camp Green Lake (Sam &amp; Kate)</td>
<td>(Stanley &amp; Zero)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

a. the **word and the page and paragraph** where it is located
b. a **child-friendly definition** for the word (remember to use your context clues)
c. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
d. any **associations/connections** you may have with that word
e. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

**Section IV Words from Holes**

<table>
<thead>
<tr>
<th>Word</th>
<th>Page and Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parched</td>
<td>p. 157 par. 6</td>
</tr>
<tr>
<td>contritely</td>
<td>p. 179 par. 5</td>
</tr>
<tr>
<td>delirious</td>
<td>p. 186 par. 14</td>
</tr>
<tr>
<td>coincidence</td>
<td>p. 187 par. 6</td>
</tr>
<tr>
<td>inexplicable</td>
<td>p. 190 par. 10</td>
</tr>
<tr>
<td>Distinctive</td>
<td>p. 196 par. 10</td>
</tr>
</tbody>
</table>
You will complete the following chart by writing definitions for these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>parched</strong></td>
<td>p. 157 (paragraph 6)</td>
</tr>
<tr>
<td><strong>contritely</strong></td>
<td>p. 179 (paragraph 5)</td>
</tr>
<tr>
<td><strong>delirious</strong></td>
<td>p. 186 (paragraph 14)</td>
</tr>
<tr>
<td><strong>coincidence</strong></td>
<td>p. 187 (paragraph 6)</td>
</tr>
<tr>
<td><strong>inexplicable</strong></td>
<td>p. 190 (paragraph 10)</td>
</tr>
<tr>
<td><strong>distinctive</strong></td>
<td>p. 196 (paragraph 10)</td>
</tr>
</tbody>
</table>
Decisions, Decisions!

**Directions:** Tell whether each item or scenario is a description of the vocabulary word given. If so, say the word. If not, don't say anything.

1) Which of the following would be situations where you could be **parched**? If it is a situation, say "**Parched.**" If not, do not say anything.
   - After running a race
   - While taking a nap
   - After eating a whole bag of potato chips

2) If any of these things could make you respond **contritely**, say, "**I would be contrite.**" If not, do not say anything.
   - Volunteering in a soup kitchen
   - Breaking your mother's favorite dishes
   - Going to the pool

3) Which of the following would be situations where you could be **delirious**? If it is a situation, say "**Delirious.**" If not, do not say anything.
   - Sunday lunch with your family
   - Talking with your friends after school
   - Getting hit in the head

4) Which situation would be considered a **coincidence**? If it could be, say, "**That's a coincidence.**" If not, do not say anything.
   - Going to bed at nine o'clock
   - Having the same birthday as your best friend
   - Eating pancakes for breakfast

5) Which of the following would be situations where you could be **inexplicable**? If it is a situation, say "**That's inexplicable.**" If not, do not say anything.
   - Walking your dog
   - Getting paid for mowing your neighbor's yard
   - Receiving a low grade on a test you studied a lot for

6) Which of the following examples make you think of the word **distinctive**? If it is a situation, say "**Distinctive.**" If not, do not say anything.
   - Smelling a strange smell from the engine of a car
   - Wearing bright green socks with checkered shoes
   - Going to school
Your job is to involve the students in your group by thinking and talking about the section of your book you have just read. You are going to ask questions that really help the students in your group think about the reading. Your questions should require students to discuss their interpretations of the text and connect background experience and knowledge with the text. You want all students involved in the discussion and talking about issues that come up during the reading.

Your job as the Discussion Director is to come up with four thinking questions. You really want to make your group think about what you all have just read. You are trying to make sure everyone in your group understand or comprehends the reading. It is very important that you ask your group interesting, bulky thinking questions and not easy, simple, straightforward in the book questions. Remember you may wish to begin your questions with the following words/phrases:

*Who?
*What?
*Where?
*When?
*Why?
*How?
*If _____________ then____________?
Your teacher really wants you to help the students in your group to go back to the book to find their answers if they don't know them. So, to help this run very smoothly, you need to write down the questions, your answers to your questions, and the page numbers where the students can reference the text to justify their responses to your questions. Your teacher will tell you how many questions and what types of questions you need to ask.

Here are some things to think about while you’re creating your questions:

*The issue of fate

*Honesty

*Friendship

*What Zero and Clyde Livingston had in common

*Have u ever wanted to give up but kept going because of someone or something?

*What would you do if you were in Stanley’s position and Zero was hurt, would you leave him behind or take him along?

*Why doesn’t Stanley leave Zero behind?

*How does fate have to do with Zero and Clyde Livingston’s shoes?
Here are some HINTS to help you lead your discussion:

1. You need to write down the following:
   - the questions
   - your answers to your questions
   - the page numbers where the students can reference the text to justify their responses to your questions

2. As you lead the discussion, you may want to model for the other students how to politely make a point by entering the discussion with comments such as:
   - Excuse me...
   - I'm confused about...
   - I disagree because...

3. You may need to help students in your group:
   - Focus on supporting ideas and opinions
   - Disagree politely
   - Listen with their eyes and ears on the speaker
   - Reference the text for justifying or supporting ideas
   - Predict what will happen next
   - Relate to other books or characters as well as their own lives
Characterization Activity 4

Section 4
Chapters 34-43

Character Trading Cards

Chapters 34 - 43

Use the character Zero to complete the Character Trading Cards. Record the page number and paragraph when filling in the information.

Character Trading Cards.docx

Modeled Example:

Name _______________________________________

CHARACTER
TRADING CARDS
1. Description

**Setting:** Where does the story take place?

*Camp Green Lake Texas, 110 years ago.*
Pg. 101 and 107

**Appearance:** What does the character look like?

White young beautiful female. The town’s only school teacher.
Pg. 102

**Personality:** How would you describe the character’s personality (funny, shy, daring)? Wonderful teacher, full of knowledge and life. Caring and kind, but after Sam’s Murder, turns into one of the most feared outlaws
Pg. 115

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**Story title:**

Holes
2. Insights

Thoughts: What are the character’s most important thoughts?
Teaching and educating the people of Camp Green Lake

Feelings: What are the character’s most important feelings?
Her feelings and love for Sam, and the anger/revenge she felt after Sam was killed

3. Development

Problem: What is the character’s problem at the beginning of the story?

Trout Walker – son of the richest man in the County. He is disrespectful, loud, and a self absorbed man, that wanted Kate to be his, and then found out that Sam and her loved each other.
Pg. 102 - 103

Goal: What does the character want to happen at the end of the story?
She wanted to die.
Pg. 122

Outcome: In what way does the character affect the end of the story?
Stanley and Zero found “God’s thumb”, along with Sam’s special onions and Stanley’s Great-grandfather’s stolen treasure. Therefore lifting the curse. Pg.
4. Statements and Actions

**Statements:** What is the most important or memorable thing the character says?
Pg. 122, paragraph 3 – “Go ahead and kill me, Trout. But I sure hope you like to dig, cause you’re going to be digging for a long time…

**Actions:** What is the character’s most important action?
Becoming Kissin Kate Barlow – most feared outlaw for 20 years, and stealing Stanley’s Great-grandfather’s treasure.

**Interactions:** How does the character get along with other characters?
Beginning – great, kind, loving, compassionate, giving and full of life  End – Becomes one of the most feared outlaws, robbing all the banks around Tex

5. My Impressions

**Like:** What do you like most about this character? I like that she is a teacher, as well as a female. She was kind and caring and wanted to teach everyone of Camp Green Lake. But I also like how she serves justice to Sam’s murder by becoming Kissin’ Kate Barlow.

**Dislike:** What do you dislike most about this character?
That Kate died the way she did. Already suffering with anger, revenge, and a broken heart for 20 years because of Sam’s murder. She had been dead inside since his death. She died a broken person, but also died laughing. Pg. 123

**Personal Connection:** Whom does this character remind you of?
My Mom; she was so full of life and adventure but because of the events that have occurred over her life, it has made her a broken women, unhappy, slowly dying inside.
Students Blank Character Trading Cards:

Name __________________________

CHARACTER
TRADING CARDS

Story title:

_______________________________
1. Description

Setting: Where does the story take place?

Appearance: What does the character look like?

Personality: How would you describe the character’s personality (funny, shy, daring)?

2. Insights

Thoughts: What are the character’s most important thoughts?

Feelings: What are the character’s most important feelings?
3. Development

Problem: What is the character’s problem at the beginning of the story?

Goal: What does the character want to happen at the end of the story?

Outcome: In what way does the character affect the end of the story?

4. Statements and Actions

Statements: What is the most important or memorable thing the character says?

Actions: What is the character’s most important action?

Interactions: How does the character get along with other characters?

Beginning –

End –
5. My Impressions

Like: What do you like most about this character?

Dislike: What do you dislike most about this character

Personal Connection: Whom does this character remind you of?

6. Character Illustration
In every section of our reading, you will be learning and using many new words. Your job is to become a WORD WIZARD and to create an entry in your Word Wizard Notebook for each new word.

Each entry will include the following:

a. the **word and the page and paragraph** where it is located
b. a **child-friendly definition** for the word (remember to use your context clues)
c. **synonyms** you know (remember to use your character trait sheet and the THESAURUS)
d. any **associations/connections** you may have with that word
e. an **illustration or sketch** of the word

After you discuss the word, you may be asked to write a sentence using 4 or more of the following: who, what, where, when, why or how.

**Section V Words from Holes**

<table>
<thead>
<tr>
<th>Word</th>
<th>Page and Paragraph</th>
</tr>
</thead>
<tbody>
<tr>
<td>precarious</td>
<td>p. 202 par. 3</td>
</tr>
<tr>
<td>suppress</td>
<td>p. 205 par. 9</td>
</tr>
<tr>
<td>strenuous</td>
<td>p. 210 par. 7</td>
</tr>
<tr>
<td>Indefinitely</td>
<td>p. 222 par. 7</td>
</tr>
<tr>
<td>justification</td>
<td>p. 222 par. 7</td>
</tr>
<tr>
<td>Neutralizes</td>
<td>p. 232 par. 5</td>
</tr>
</tbody>
</table>
You will complete the following chart by writing definitions for these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>precarious</td>
<td>p. 202 (paragraph 3)</td>
</tr>
<tr>
<td>suppress</td>
<td>p. 205 (paragraph 9)</td>
</tr>
<tr>
<td>strenuous</td>
<td>p. 210 (paragraph 7)</td>
</tr>
<tr>
<td>indefinitely</td>
<td>p. 222 (paragraph 7)</td>
</tr>
<tr>
<td>justification</td>
<td>p. 222 (paragraph 7)</td>
</tr>
<tr>
<td>neutralizes</td>
<td>p. 232 (paragraph 5)</td>
</tr>
</tbody>
</table>
**Forms of a Word**

Fill in the blanks if possible:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>precarious</td>
<td></td>
</tr>
<tr>
<td><em>suppression</em></td>
<td><em>suppress</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>strenuous</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>justification</em></td>
<td><em>justify</em></td>
<td></td>
<td><em>indefinitely</em></td>
</tr>
<tr>
<td></td>
<td><em>neutralizes</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Blue words in italics are examples of words students could use to fill in the blanks.*

http://www.lesn.appstate.edu/fryeem/RE4030/Pirates/Peter/vocabulary.htm
Characterization Option 5

The Legend of Kissin’ Kate Barlow:
Use the following thinkquest link to help create a Wanted Poster for Kissin’ Kate Barlow - One of the most wanted outlaws for 20 years.

http://library.thinkquest.org/J0113188/

If you need an additional resource, go back through your book *Holes* to find passages that will help you in creating your wanted poster of Kissin’ Kate Barlow – most wanted outlaw for 20 years! Use the Student Wanted Poster template, providing an illustration of Kissin’ Kate Barlow along with an what you believe to be one of the most important statements or memorable thing that she says in the book. **Page 122, paragraph 3** is a good place to look.

Example:
You are to create an I Am poem about one of the characters in Holes, for example Stanley Yelnats.

To write an I Am poem you need to take on your character’s point of view and become them.

I will provide you with a template and a graphic organizer to help organize your poem. Make sure you write a rough draft before you complete your final draft. Spelling and grammar will count.
I Am Poem/ Persona Poem Template

FIRST STANZA

I am (two special characteristics)

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 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)
I Am _________________________________

Stanza One

I am

_____________________________________________________________________________________
_____________________________________________________________________________________

I live

_____________________________________________________________________________________
_____________________________________________________________________________________

I wonder

_____________________________________________________________________________________
_____________________________________________________________________________________

I hear

_____________________________________________________________________________________
_____________________________________________________________________________________

I see

_____________________________________________________________________________________
_____________________________________________________________________________________

I want

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
I am
________________________________________________________________________________________________________________________________________________

Stanza Two

I question
____________________________________________________________________________________
____________________________________________________________________________________

I feel
____________________________________________________________________________________
____________________________________________________________________________________

I touch
____________________________________________________________________________________
____________________________________________________________________________________

I worry
____________________________________________________________________________________
____________________________________________________________________________________

I cry
____________________________________________________________________________________
____________________________________________________________________________________

I understand
____________________________________________________________________________________
____________________________________________________________________________________
I am

____________________________________________________________________________
____________________________________________________________________________

Stanza Three

I say

____________________________________________________________________________
____________________________________________________________________________

I believe

____________________________________________________________________________
____________________________________________________________________________

I dream

____________________________________________________________________________
____________________________________________________________________________

I try

____________________________________________________________________________
____________________________________________________________________________

I hope

____________________________________________________________________________
____________________________________________________________________________
I was once

But now I

I am
Holes

Vocabulary Assessment

For 1-5, write a complete sentence using the given vocabulary word.

1) perseverance
_________________________________________________________________________
_________________________________________________________________________.

2) intently
_________________________________________________________________________
_________________________________________________________________________.

3) sparingly
_________________________________________________________________________
_________________________________________________________________________.

4) parched
_________________________________________________________________________
_________________________________________________________________________.

5) precarious
_________________________________________________________________________
_________________________________________________________________________.

For 6-10 write a synonym beside the given vocabulary word.

6) desolate _____________

7) presumably _____________

8) vile _____________

9) contritely _____________

10) suppress _____________
For 11-16, complete the analogy with the given vocabulary words.

reluctantly  callused  strenuous
agony  barren  delirious

11) a baby’s skin  ➙  soft
    mechanic’s hands  ➙  ___________

12) relaxation  ➙  content
    pain  ➙ ___________

13) a meadow  ➙  abundant
    desert  ➙  ___________

14) taking a walk  ➙  effortless
    sprinting in a race  ➙  ___________

15) comprehend  ➙  confused
    understand  ➙  ___________

16) purposefully  ➙  accidently
    enthusiastically  ➙  ___________
For 17-25, match the vocabulary words to their definitions.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>feeble</td>
<td>a) to defuse</td>
</tr>
<tr>
<td>18</td>
<td>coincidence</td>
<td>b) something that is bizarre</td>
</tr>
<tr>
<td>19</td>
<td>excavate</td>
<td>c) until further notice</td>
</tr>
<tr>
<td>20</td>
<td>writhed</td>
<td>d) to be weak or pathetic</td>
</tr>
<tr>
<td>21</td>
<td>justification</td>
<td>e) event happening by chance</td>
</tr>
<tr>
<td>22</td>
<td>defiance</td>
<td>f) an explanation or reason</td>
</tr>
<tr>
<td>23</td>
<td>neutralize</td>
<td>g) twisted and coiled</td>
</tr>
<tr>
<td>24</td>
<td>inexplicable</td>
<td>h) to dig up or unearth</td>
</tr>
<tr>
<td>25</td>
<td>indefinitely</td>
<td>i) open act of disobedience</td>
</tr>
</tbody>
</table>
Making an ABC Book

Choose one or two items from the chart below to create pages for an alphabet book for all to share. Each page should include a large capital letter, an illustration or some artistic impression, and a paragraph (at least 5 sentences) explaining your letter representation. Design your page with an interesting format and type font. Your page should be vertical. The following words are examples you may use but are not limited to:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alan</td>
<td>Barren</td>
<td>Camp Green Lake</td>
<td>Desert</td>
<td>Elya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Caveman</td>
<td>Dr. Hawthorn</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Canteen</td>
<td>Digging</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Curse</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I</td>
<td>J</td>
</tr>
<tr>
<td>First hole</td>
<td>Green Lake</td>
<td>Holes</td>
<td>Inventions</td>
<td>Judge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“if only”</td>
<td>Juvenile detention center</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>L</td>
<td>M</td>
<td>N</td>
<td>O</td>
</tr>
<tr>
<td>Kate Barlow kiss</td>
<td>Luck</td>
<td>Mr. Sir</td>
<td>Nail polish</td>
<td>Onions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mary Lou</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mountains</td>
<td></td>
<td></td>
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<tr>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>Pigs</td>
<td>Questions</td>
<td>Red-eyed monsters rattlesnake</td>
<td>Stanley</td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shovel</td>
<td>Twitch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sam</td>
<td>Thirst</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sploosh</td>
<td>Trout Walker</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sweet feet</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>uphill</td>
<td>Venom</td>
<td>Warden</td>
<td>X-Ray</td>
<td>Yelnats</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Water</td>
<td></td>
<td>Yellow-Spotted lizards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wreck room</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Zero</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Zigzag</td>
</tr>
</tbody>
</table>
Desert Life – Internet Workshop

Grade 4 – Science
Competency Goal 1: The learner will make observations and conduct investigations to build an understanding of animal behavior and adaptation.

Objectives
1.01 Observe and describe how all living and nonliving things affect the life of a particular animal including:

• Other animals.
• Plants.
• Weather.
• Climate.

1.04 Explain and discuss how humans and other animals can adapt their behavior to live in changing habitats.

Grade 5 – Science
Competency Goal 1: The learner will conduct investigations to build an understanding of the interdependence of plants and animals.

Objectives
1.01 Describe and compare several common ecosystems (communities of organisms and their interaction with the environment).

1.02 Identify and analyze the functions of organisms within the population of the ecosystem:

• Producers.
• Consumers.
• Decomposers

Competency Goal 3: The learner will conduct investigations and use appropriate technology to build an understanding of weather and climate.

Objective:
3.06 Discuss and determine the influence of geography on weather and climate:

• Mountains
• Sea breezes
• Water bodies.

**Background Information**

http://ddl.nmsu.edu/kids/webquests/wqdesertworlds_k.html

These are the **Deserts** of the **World**:

- **North American Deserts**: Great Basin, Mohave, Sonoran, Chihuahuan
- **South American Deserts**: Peruvian, Atacama, Patagonian
- **African Deserts**: Sahara, Negev, Namib, Kalahari,
- **Middle East Deserts**: Jordanian, Arabian, Rub'al-Khali
- **Asian Deserts**: Kara Kum, Kyzyl Kum, Takla Makan, Gobi
- **Australian Deserts**: Great Sandy, Gibson, Great Victoria, Simpson
- **Arctic Deserts**

---

**Enchanted Learning**

Use the following website to explore the deserts around the globe to complete the following activities: *A Day in the Desert, Deserts of the World Environmental Study & World's Deserts Biome Summit*. You will be able to see
Begin the Desert Internet Workshop by:

1) Allowing students to explore the provided Desert informational nonfiction/poetry/folk tale books.


   ![Life in the Desert](image1)


   ![Deserts](image2)


   ![Desert Animals](image3)
• *This Place is Dry.* Cobb, Vicki. Lavallee, Barbara. (1989). Thomas Allen & Son Canada

![Image of *This Place is Dry.*](image)


![Image of *Desert Food Chain.*](image)

2) Have students individually do an animal report by choosing one animal from a desert environment. The report should include a physical description, a detailed drawing, food, predators, home offspring and survival skills
3) Direct students to write a simple story using the *A Day in the Desert* template. What do they see, hear feel, do? They could write their story from the viewpoint of one of the organisms from the desert biome, in which they become the plant or animal and describe a day in its life.
A Day in the Life of

By: ______________________

Morning

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Afternoon

Night

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Then using the provided books listed above, use these websites to complete the activity Deserts of the World Environmental Study.

http://library.thinkquest.org/J0113188/

- Sonoran Desert Plants
  - http://www.arizonensis.org/sonoran/fieldguide/plantae/sonoran_desert_flora.html
- Great Basin Desert
  - http://www.nps.gov/grba/naturescience/plants.htm
- Australian Deserts
- Arabian Desert
- Sahara Desert
- Gobi Desert
Grade 5 – Science: *Deserts of the World Study.*

It will take from one to four weeks of planning and practice, depending on how much detail you expect from your students.

1) Assign deserts from around the globe to prearranged study groups or allow self-arranged study teams to volunteer for a different desert of the world to investigate and present. With great enthusiasm, tell your students that they have been selected as members of elite research scientist teams whose mission is to investigate the Earth’s many deserts from all over the world to determine their given desert balance and health.

2) Explain that the teams are to plan presentations that communicate their findings at the *World’s Deserts Biome Summit.* The research, art work, and the presentation are expected to be equally divided among the team members. Their performance must be both informative and entertaining to the audience.

3) Give each team a copy of the desert backdrop scene, all the desert information in plants and animals, and the sample drawing to get them started. Take a trip to the library and computer resource area to do research. Allow students to use the materials provided or to draw all their own backdrop desert scenes; understanding that there are both hot and cold deserts, and living plants and animals. Allow time during science/social studies each day for teams to meet, study, plan, evaluate and practice performances.

4) Use the student page Environmental Study for guiding questions.
   - What features of the Earth are found in your environment.
• Identify the living things. How do they survive in their surroundings? (food, water, shelter, protection.)
• Describe the relationship between the living things. How do the plants and animals interact to make a food chain? ... A food web?

5) Choose a date for the World Ecology Summit. Share presentation ideas with teams during their preparation. Inform the teams that they can implement one of the following presentation ideas or make up one of their own.
   - Television news reporter interviewing the study team
   - Documentary styled after National Geographic
   - Performance of an adventure story play

6) Evaluate the teams during research and presentation time based on the following criteria. Grades could be determined by rubric or by using the points for a percentage grade.
(See Environmental Study Evaluation)
   - Communication of knowledge (40)
   - Evidence of cooperation of team members (15)
   - Evidence of research information (20)
   - Creativity and style of presentation (15)
   - Artistic design of display (10).
Deserts of the World Environmental Study

Names of Scientists: ____________________________
______________________________

desert
Environment: ____________________________

Use the following questions to organize your study:

1) What features of the Earth are found in your Desert?

2) Identify the living things. How do they survive in their surroundings? (food, water, shelter, protection)

3) Describe relationships between living things. How do the plants and animals interact to make a food chain? ... A food web

4) What physical features do the living things have that help them survive in this environment?
<table>
<thead>
<tr>
<th>Deserts</th>
<th>Geographic features</th>
<th>Location</th>
<th>Animal's Shelters</th>
<th>Other interesting facts</th>
<th>Plants</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonoran Desert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Basin Desert</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Gobi Desert</td>
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<td></td>
</tr>
<tr>
<td>Australia Desert</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(the Gibson, Great Sand, and Great Victoria)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sahara Desert</td>
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<tr>
<td>Arabian Desert</td>
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<td></td>
</tr>
<tr>
<td>Deserts</td>
<td>Location</td>
<td>Geographic features</td>
<td>Animals</td>
<td>Plants</td>
<td>Animal’s Shelters</td>
<td>Adaptations</td>
</tr>
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<tr>
<td>Sahara Desert</td>
<td></td>
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</tr>
<tr>
<td>Deserts</td>
<td>Location</td>
<td>Geographic features</td>
<td>Animals</td>
<td>Plants</td>
<td>Animal's Shelters</td>
<td>Adaptations</td>
</tr>
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<tr>
<td>Arabian Desert</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Deserts of the World Environmental Study: Evaluation

Environment: __________________________

Scientists' Names:
Responsibilities:


Evaluation of your research findings will take place both during your research and planning time and during your presentation session at the World Ecology Summit.

<table>
<thead>
<tr>
<th>Evaluation criteria</th>
<th>My</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor's Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication of knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of cooperation of team member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of information research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity and style of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artistic design of environment model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you learn?  ____________________________________________________________

____________________________________________________________________________

How could this experience be improved?  ________________________________________

____________________________________________________________________________
Application of Knowledge – Grade 5

1) On presentation day, have teams set up displays and take turns presenting to each other. As one team presents, the audience can take notes or each team can provide a completed data sheet on the page Research Notes.

2) After each presentation, allow time for questions, answers, suggestions, and comments. Give students a day to improve their performance and props.

3) Have your students share their knowledge with other classrooms. Set up the displays around the edges of your room, the cafeteria, or outdoors. Invite other grades-level classes to tour the Ecology Summit. Create a schedule and have interested teachers sign up for a time slot. Divide the visiting class into groups of four or five and, on a designated signal, have them move from desert to desert and participate in the presentations. (See the invitation to the World’s Deserts Biome Summit.)
Our scientists have taken discovery expeditions to study the world's deserts. Today you have been invited to visit them at the World Ecology Summit where they present their findings.

Stay within your group.
Listen, then ask questions.
Be polite.
Rotate when you hear the bell.
Thank you for your visit. Our scientists would enjoy hearing your comments. Please write or draw about the presentations you saw.

### You are invited

**To the World Ecology Summit**

<table>
<thead>
<tr>
<th>Desert</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonoran Desert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Basin Desert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gobi Desert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Deserts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sahara Desert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabian Desert</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Date:** __________

**Place:** __________

**Time:** __________
<table>
<thead>
<tr>
<th>Activity/Criteria</th>
<th>Your Points/Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From the Cover</strong></td>
<td></td>
</tr>
<tr>
<td>• All are components are complete.</td>
<td>/5</td>
</tr>
<tr>
<td>• Thought is apparent in predictions made about the book.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocab-O-Gram/Predict-O-Gram</strong></td>
<td></td>
</tr>
<tr>
<td>• All are components are complete.</td>
<td>/5</td>
</tr>
<tr>
<td>• Thought is apparent in predictions made about the book.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary Activities for Sections 1 through 5</strong></td>
<td>/60</td>
</tr>
<tr>
<td>• Definitions are “child-friendly”</td>
<td></td>
</tr>
<tr>
<td>• Activities are correct and complete</td>
<td>(12 points per Section)</td>
</tr>
<tr>
<td><strong>Discussion Director</strong></td>
<td></td>
</tr>
<tr>
<td>• Appropriate amount of questions are listed.</td>
<td>/15</td>
</tr>
<tr>
<td>• Page numbers and paragraphs are included for each question listed.</td>
<td></td>
</tr>
<tr>
<td>• Questions are “EOG” quality questions.</td>
<td></td>
</tr>
<tr>
<td>• Questions show considerable effort in creating.</td>
<td></td>
</tr>
<tr>
<td><strong>Double Entry Diaries</strong></td>
<td></td>
</tr>
<tr>
<td>• Appropriate amount of journal entries are included.</td>
<td>/5</td>
</tr>
<tr>
<td>• Journal entries show thoughts and ideas.</td>
<td></td>
</tr>
<tr>
<td>• Specific quotes from book are listed for all entries</td>
<td></td>
</tr>
<tr>
<td><strong>A Desert Habitat activities</strong></td>
<td></td>
</tr>
<tr>
<td>• All questions are answered</td>
<td>/5</td>
</tr>
<tr>
<td>• Students correctly use the book to find information</td>
<td></td>
</tr>
<tr>
<td>Flashbacks</td>
<td>/5</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>• Flashbacks are correctly identified from the text</td>
<td></td>
</tr>
<tr>
<td>• Students make predictions based off each flashback</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fact or Fiction</th>
<th>/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 2 questions are created for each character</td>
<td></td>
</tr>
<tr>
<td>• Questions show thought and creativity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ABC Book</th>
<th>/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Artistic representation is thoughtful and creative.</td>
<td></td>
</tr>
<tr>
<td>• Information presented is accurate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I poem</th>
<th>/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Poem follows the appropriate style and format of writing.</td>
<td></td>
</tr>
<tr>
<td>• Carefully planned word choice is apparent. Factual information is included within poem.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary Assessment</th>
<th>/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All answers are complete and correct.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL</th>
<th>/140</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Activity</td>
<td>NC Language Arts - Grade 5</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Our reading speed and the organization of our sections was based on what is appropriate for 5th-grade learners.</td>
<td><strong>1.05</strong> Read independently daily from self-selected materials (consistent with the student's independent reading level) to:</td>
</tr>
<tr>
<td></td>
<td>- increase fluency.</td>
</tr>
<tr>
<td></td>
<td>- build background knowledge.</td>
</tr>
<tr>
<td></td>
<td>expand and refine vocabulary</td>
</tr>
<tr>
<td>The vocabulary activities ask students to create their own meaning for Tier 2 vocabulary words. This is followed by related vocabulary activities. This word knowledge is assessed at the end of the unit using a variety of activities. Students are asked to complete analogies, match words to their definitions, write sentences, and find synonyms for words. They also create an “I poem” using the author’s craft.</td>
<td><strong>1.01</strong> Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.</td>
</tr>
<tr>
<td></td>
<td><strong>1.02</strong> Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.</td>
</tr>
<tr>
<td></td>
<td><strong>1.03</strong> Increase reading and writing vocabulary through:</td>
</tr>
<tr>
<td></td>
<td>- wide reading.</td>
</tr>
<tr>
<td></td>
<td>- word study.</td>
</tr>
<tr>
<td></td>
<td>- word reference materials.</td>
</tr>
<tr>
<td></td>
<td>- content area study.</td>
</tr>
<tr>
<td></td>
<td>- writing process elements.</td>
</tr>
<tr>
<td></td>
<td>- writing as a tool.</td>
</tr>
<tr>
<td></td>
<td>- debate.</td>
</tr>
<tr>
<td></td>
<td>- discussions.</td>
</tr>
<tr>
<td></td>
<td>- seminars.</td>
</tr>
<tr>
<td></td>
<td>- examining the author’s craft.</td>
</tr>
<tr>
<td>Students were asked questions at the beginning of reading based on the front and back covers of the novel. They were also given some vocabulary words found within the novel to use to make predictions about what they thought would happen in the</td>
<td><strong>1.04</strong> Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.</td>
</tr>
<tr>
<td></td>
<td><strong>2.02</strong> Interact with the text before, during, and after reading, listening, and viewing by:</td>
</tr>
<tr>
<td></td>
<td>- making predictions.</td>
</tr>
<tr>
<td></td>
<td>- formulating questions.</td>
</tr>
<tr>
<td></td>
<td>- supporting answers from textual information, previous experience,</td>
</tr>
</tbody>
</table>
During the novel, students were given a variety of activities, such as Fact or Fiction and Double Entry Diary, in which they were to make predictions and use text to support and explain their reasoning.

And/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information, and ideas.

While reading the main text, *Holes*, students complete activities such as Double Entry Diaries (DED), Discussion Directors, and Character Sketchers. For the Double Entry Diaries (DED), students noted important quotes, reactions, and connections made within the book. The Discussion Director activity asked students to plan five critical thinking questions to discuss within small groups. The Character Sketcher activity had students look at implicit character traits that were not explicitly stated within the novel. Therefore, students analyzed the characters and studied their importance in the novel.

2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).

2.08 Explain and evaluate relationships that are:
- causal.
- hierarchical.
- temporal.
- problem-solution.

2.09 Listen actively and critically by:
- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- 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 perspectives.
<table>
<thead>
<tr>
<th>Activities such as Character Sketcher, the “I poem,” the Wanted Poster, and the Trading Cards all let students create artistic representations. Students are provided with the opportunity to express their feelings and opinions about the book through artistic ways. Literature is often incorporated through composing poetry, summaries, and creative writing.</th>
<th>3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td>By reading the supporting text, <em>A Desert Habitat</em>, and completing the internet workshop activities on desert habitats, students can make real world connections with the main novel, <em>Holes</em>, as well as get information about habitats and ecosystems.</td>
<td>4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).</td>
</tr>
</tbody>
</table>

- evaluating the differences among genres.
- examining relationships among characters.
- making and evaluating inferences and conclusions about characters, events, and themes.

3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).
Why Holes?

Holes:

Grade level: 5.2

We chose Holes because it not only contains plenty of literary connections, but it also connects students to the science curriculum. The fifth grade science curriculum directly relates to habitats and ecosystems, and reading the novel Holes helps students be completely immersed in the habitat, from the animals to the environment and the heat. Holes is a realistic fiction novel which we felt that students could easily get involved in. The main character, Stanley, believes his family is cursed because of his “no-good-dirty-rotten-pig-stealing great-great-grandfather,” and gets falsely accused of stealing. He gets sent to a detention center in the middle of the desert, where he finds out the truth about what happened in the past with his family, Kissin’ Kate Barlow, and the truth behind the holes. 5th grade students will be absolutely captivated by this story. It has many interwoven themes that 5th grade students can connect to, such as friendship, courage, and justice.

Holes also includes tall tales, which is part of the 5th grade curriculum, as well as includes flashbacks. This novel was awarded the John Newberry Medal for the most distinguished contribution to American Literature for Children. This novel includes challenging vocabulary for children to work with, as well as dynamic characters to analyze and many elements of author’s craft.
A Desert Habitat

Grade level: 2.8

We chose this non-fiction text to accompany our novel because it is on a level that most readers should be comfortable with. It has large pictures and highlights vocabulary words. Information is easy for students to read and comprehend. We wanted students to really get a sense of the environment that *Holes* takes place in, and this book was the perfect length to introduce the habitat to students at the beginning of the unit.
**Additional References for *Holes* Multi – Text Unit**


The reason we would want students to use this book is because it explores what it takes for plants and animals to live in the desert. This resource would allow students to evaluate what they learned, which help them develop an understanding about how life is like in a desert habitat. Also, as it relates to the book ‘*Holes*’, this book demonstrate the adaptations and struggles desert plants and animals must endure.


This book would be a great resource because it provides information on the basic elements of the desert: where they are, what they are, what plants and animals live in deserts, and what type of people live in the deserts. This relates to the books by providing additional information about the environment which Camp Green Lake is in. By using this additional resource, students will then be able to associate what they have read to what they learned in this book about living in the desert.

The reason that this book would be useful is because it breaks down the desert animals regions and identifies which live in each; North and South America as well as other parts of the world. What this allows students to do is identify the place in which “Holes” takes place, as well as learning about the animals which exist in each area. This will also expose students to all desert habitats and be able to compare animals between different regions.


*This Place is Dry*, is a book that would allow students to observe how people interact within a desert and what some of the dangers/obstacles they face while living in a desert habitat. This resource will help students to understand the dangers of Camp Green Lake and understand how hard living in a desert habitat actually is. As far as expanding the students’ knowledge, this informational non-fiction gives them insight into a different culture and demonstrates how their day-to-day lives are different to their own.

This resource would help students to begin understanding what a food chain is and how it relates to desert life. This is a useful resource because it first provides further exploration to how organisms rely on each other to live in a certain environment. This informational nonfiction book exemplifies how desert plants and animals depend on each other in order to survive. By using this book, students will build a better understanding of desert life and thereby be able to relate it to their text, ‘*Holes*’.


This book is a perfect resource for this unit because it not only examines the desert habitat but it also looks into all the other biomes on planet Earth. By using this, students will then be able to identify the similarities and differences of the desert compared to other habitats. This will also help the students to see why in ‘*Holes*’, their environment played such a significant role in the story. Another important aspect of this book is that is allows students to be exposed to every type of biome on our plant and therefore expanding their knowledge base for future learning.

*World Book of Ecology: Deserts and Dry Lands*, is a book that examines some of the most uninhabitable environments in the world. It also explains how these habitats were created and how plants and animals have evolved to living in places with little to no water. This resource therefore demonstrates to the students why plants and animals must adapt to their environment in order to survive. This book also identifies animals that are either carnivores or herbivores, while also exposing students to the eating patterns of animals and would also allow them to compare animals found in a desert to those found in other habitats.


This book provides information regarding all aspects of desert life. It looks into what deserts are, where they can be found, the food and water problems that exist, as well as ways to identify whether a region is a desert or not. By using this book as a resource, students would be able to identify regions of the world that might be considered deserts but are not actually deserts. This would also allow students to look at the environment in ‘Holes’, and decided what the key characteristics of Camp Green Lake are making it a true desert habitat.
As an additional resource, *World Book Ecology: Life in the Deserts* provides a strong foundation to what a desert is and some of the characteristics that make them so unique. This book looks into how life flourishes in deserts even though it is hidden. What makes this book such an important resource for this unit is how it examines ways humans interact with the desert, either by traveling across a desert or by co-existing with it. Also there is a part that explores the perception people have about deserts by using a ‘True or False’ chapter towards the end. This is a useful resource is because it helps students to put into perspective and discover the differences between life in a desert versus life in their own environment. This would therefore allow the students to compare the life of the characters in ‘*Holes*’ and better connect with the characters’ struggles. In addition to being informational nonfiction text, at the end of the book is a folk tale, *Jealous Goomble-Gubbon*. This is a tale told by the Aboriginal people of Australia, about how the world began. This provides insight for students about other cultures and how they learned, by telling stories.