

Educator Information and Directions

This PDF provides the materials that accompany the lesson “Holes.” This PDF contains activities for students to complete before, during, and after they read the passage. Highlighted words within the passage indicate vocabulary words that will be referred to in assessment questions.

Student Reading Guide

Before Reading

- Read some information about today’s passage.
- Start thinking about the topics in the passage by answering the questions.

During Reading

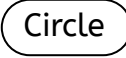
- Read the **Purpose for Reading**.
- Read the passage.
- Take notes and annotate what you are reading.

After Reading

- Reflect on what you have read by answering the questions.
- Complete the **Online Assessment** questions.

Taking Notes and Annotating

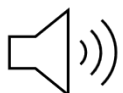
Here are some strategies for annotating and taking notes **in the text itself**:

- **Highlight** or underline important words or words you don’t know.
-  key concepts and ideas.
- Use abbreviations or symbols. For example:

?	To show confusion or questions
M.I.	To show the main idea
★	To show important details
❤	To show the main character’s feelings

Here are some strategies for annotating and taking notes **in the notes section** under the text:

- Summarize key points in your own words.
- Write brief comments and questions.

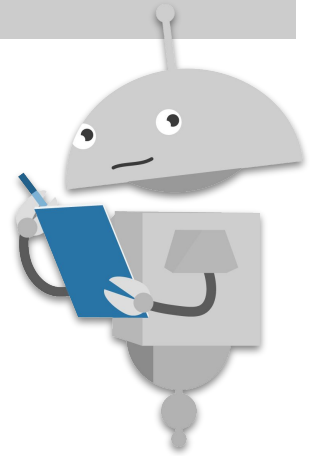


If you would prefer to listen to the passage, click the link to access an audio recording: [Link to Audio Recording of Passage](#)

Before Reading

Today's passage is an excerpt from the book *Holes*, written by Louis Sachar.

It is about a boy named Stanley Yelnats who has been falsely convicted of a crime. Before you read today's passage, think about how one's experiences can shape how they view different circumstances.



Think about a time when you felt out of place or different from everyone else. How did it make you feel? Draw a picture or symbol that represents that feeling.



What comes to mind when you think about a summer camp? Write or draw your response below.

During Reading



Purpose for Reading: While you are reading, pay attention to the main character's emotions as he describes his current situation and his past experiences. Consider the challenges and judgments he encounters. Ask yourself: What do these experiences tell me about the main character?

While you read, remember to annotate and take notes! You can review strategies for annotation on Page 1 of this PDF.

Excerpt from *Holes*, by Louis Sachar

(1) Stanley Yelnats was the only passenger on the bus, not counting the driver or the guard. The guard sat next to the driver with his seat turned around facing Stanley. A rifle lay across his lap.

(2) Stanley was sitting about ten rows back, handcuffed to his armrest. His backpack lay on the seat next to him. It contained his toothbrush, toothpaste, and a box of stationary his mother had given him. He'd promised to write to her at least once a week.

(3) He looked out the window, although there wasn't much to see—mostly fields of hay and cotton. He was on a long bus ride to nowhere. The bus wasn't air-conditioned, and the hot heavy air was almost as **stifling** as the handcuffs.

(4) Stanley and his parents had tried to pretend that he was just going away to camp for a while, just like rich kids do. When Stanley was younger he used to play with stuffed animals, and pretend the animals were at camp. Camp Fun and Games

(continued)

During Reading (continued)



Excerpt from *Holes*, by Louis Sachar (continued)

he called it. Sometimes he'd have them play soccer with a marble. Other times they'd run an obstacle course, or go bungee jumping off a table, tied to broken rubber bands. Now Stanley tried to pretend he was going to Camp Fun and Games. Maybe he'd make some friends, he thought. At least he'd get to swim in the lake.

(5) He didn't have any friends at home. He was overweight and the kids at his middle school often teased him about his size. Even his teachers sometimes made cruel comments without realizing it. On his last day of school, his math teacher, Mrs. Bell, taught ratios. As an example, she chose the heaviest kid in the class and the lightest kid in the class, and had them weigh themselves. Stanley weighed three times as much as the other boy. Mrs. Bell wrote the ratio on the board, 3:1, unaware of how much embarrassment she had caused both of them.

(6) Stanley was arrested later that day.

(7) He looked at the guard who sat slumped in his seat and wondered if he had fallen asleep. The guard was wearing sunglasses, so Stanley couldn't see his eyes.

(8) Stanley was not a bad kid. He was innocent of the crime for which he was convicted. He'd just been in the wrong place at the wrong time.

(continued)

During Reading (continued)



Excerpt from *Holes*, by Louis Sachar (continued)

(9) It was all because of his

no-good-dirty-rotten-pig-stealing-great-great-grandfather!

He smiled. It was a family joke. Whenever anything went wrong, they always blamed Stanley's no-good-dirty-rotten-pig-stealing-great-great-grandfather.

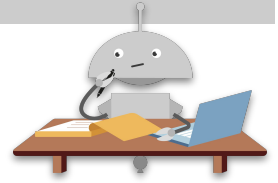
Sachar, Lous. *Holes*. Bloomsbury Children's Books, 2015.

Notes

After Reading



How do you think Stanley feels about his current situation? Use evidence from the text to support your answer.



Based on this excerpt, what do you think might happen next in Stanley's journey? Write or sketch your prediction below.

After you are done reading and answering these questions, you may want to ask yourself some more questions, like...

- What is the mood of the passage?
- What is the theme or main idea?

You may even want to read the passage a second or third time! When you feel ready, go ahead and take your assessment!