

Template for Designing a Text Assignment

Text name: Holes by Louis Sachar

Objectives for this text: Students will

read a novel as part of a group activity.

learn the three main types of literature and the distinction between prose fiction and non-fiction; between a novel and a short story.

apply strategies to analyze the main character of a novel; its interactions with other characters.

learn a simple strategy to discern how characters' responses to conflicts result in thematic statements and apply the graphic device to several characters in several novels and stories.

participate in class discussions politely, contribute to discussion questions, and maintain a record of class discussions [notes!].

read aloud effectively.

relate character and theme from this novel to follow-up novels and short stories on a similar topic.

Stage of Reading	What I'll have students do to support their reading and learning at this stage (i.e. Strategies I'll use).
<p style="text-align: center;">INTO</p> <ul style="list-style-type: none"> • get students "into" the text • build/tap into prior knowledge • predict/preread • develop vocabulary • look at text structure • generate questions • anticipate assumptions 	<p>Discuss the different types of literature and the differences between prose, poetry, and drama. Chart is developed and expanded upon. Differentiate fiction and non-fiction, novel and short story. Kids discuss noteworthy characters from past readings/viewings. Why were they memorable? Explain types of characters. Introduce concept of <u>process</u>, the character's change from beginning of work to end of work. Relate to plot. [For this novel, setting is also worth discussing early on.]</p>
<p style="text-align: center;">THROUGH</p> <ul style="list-style-type: none"> • help students process their reading as they move "through" it • monitor understanding • determine main and sub ideas • make connections to prior learning and experience • summarize/paraphrase 	<p>Book will be read mostly aloud in the classroom, with a bit of independent reading of selected short chapters. Teacher will work at the board as students provide responses to questions which focus on plot and character. Students then record this information and maintain notes throughout the study. These notes are collected for a grade twice, but are also used for review purposes. Characterization discussion will focus on Stanley's ascension from loner to accepted "digger" to hero and The Warden, "Mom," and Mr. Sir as they slide down into evil.</p>

(Reference to Into/Through/Beyond strategies page 12 *Write Path*)

BEYOND

- help students clarify, reinforce, and build on their understanding as they move "beyond" the text
- graphically organize the text's ideas
- evaluate a text's or author's argument
- compare/contrast ideas
- connect to other texts
- apply the information

For Stanley, luck - both good and bad! - is a major part of life. **How do we make our own luck?** Stanley also has problems with friendship. **What does Stanley learn about friendship while at Camp Green Lake?**

Stanley will be linked with Cole in *Touching Spirit Bear*, our follow-up novel. Y Notes can be used during this process. The parallel plot device in this book will also be compared to the parallel Minneapolis/Alaska split in *TSB*.

We will learn how to use a **theme tree** and apply it to show how Stanley's actions to resolve his conflicts lead to the story's main lessons.

Standards this lesson addresses:

E1 Reading a; b.3; b.4

E3 Speaking, Listening, and Viewing b.1, b.3, b.4, b.5, b.6 b.7

E5 Literature a.3, a.6, a.7,

The Theme Tree

MC

MC's mc

MC's R of mc

=

T

MC = Main Character

mc = main conflict

R = resolution of main conflict [how, to what degree]

T = theme

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