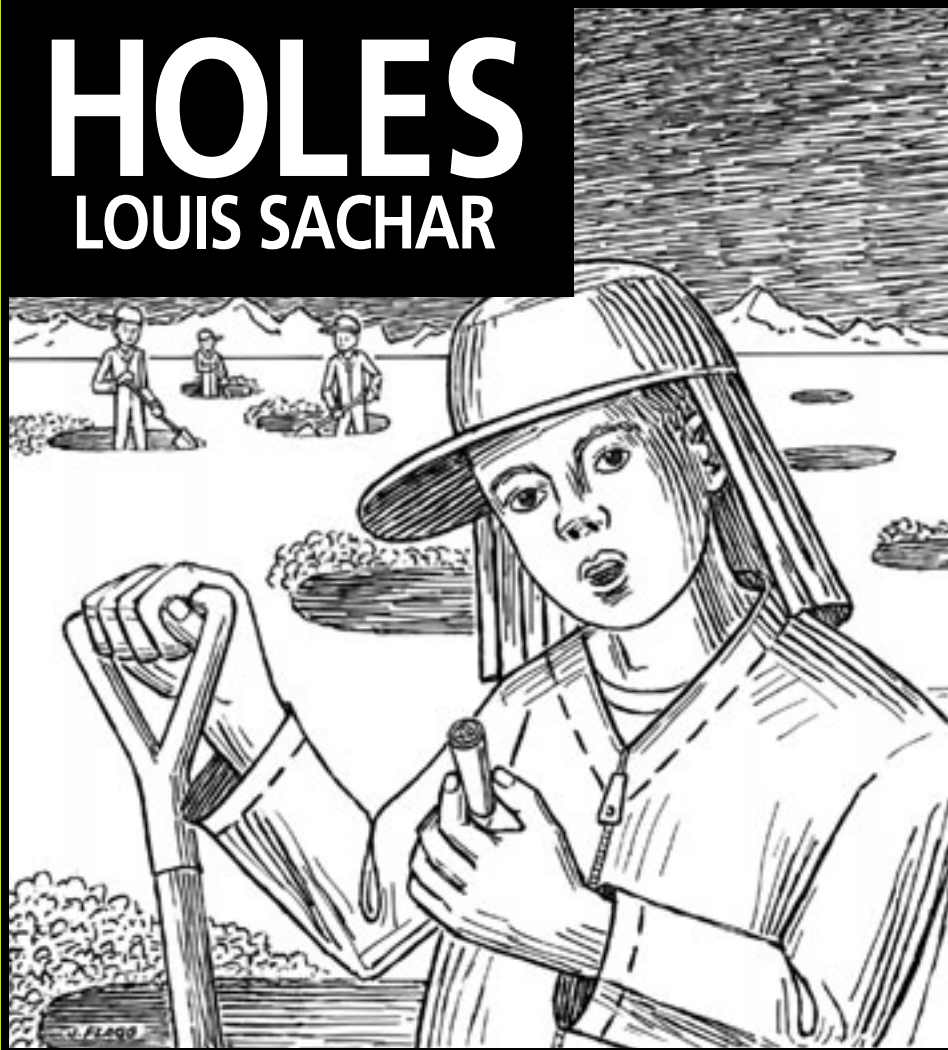


Novel·Ties

HOLES

LOUIS SACHAR



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis	1 - 2
Pre-Reading Activities	3 - 4
Chapters 1 - 5	5 - 6
Chapters 6 - 10	7 - 9
Chapters 11 - 15	10 - 11
Chapters 16 - 20	12 - 13
Chapters 21 - 25	14 - 16
Chapters 26 - 28	17 - 18
Chapters 29 - 35	19 - 20
Chapters 36 - 40	21 - 22
Chapters 41 - 45	23 - 24
Chapters 46 - 50	25 - 27
Cloze Activity	28
Post-Reading Activities	29
Suggestions For Further Reading	30
Answer Key	31 - 33

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For the Teacher

This reproducible study guide consists of lessons for guided reading to use in conjunction with a specific novel. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel on its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging student's love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits formed by practice in focusing on interpretive comprehension and literary techniques will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview the book by reading the title and the author's name and by looking at the illustration on the cover. What do you think this book is going to be about? Do you think it will be serious or humorous? Have you read any other books by the same author?
2. In the Anticipation Guide below, write "T" in the Before Reading column if you believe the statement is true. Write "F" if you feel the statement is false. After completing the book, read and mark your answers again to see if your opinion has changed.

Statements	Before Reading	After Reading
1. Inability to read and write indicates lack of intelligence.		
2. Stealing is wrong in any circumstance.		
3. Parents who abandon their children do not love them.		
4. All people are treated fairly in the justice system.		
5. A brave person is never afraid.		
6. A person who tells the truth will be treated fairly.		
7. All people in prison have committed crimes.		

3. Do some research to learn about the juvenile justice system in your locality. Investigate the purpose of juvenile detention centers and possible alternatives to these centers. What is a probation officer? When are juveniles tried as adults? Learn about the juvenile justice system in Texas. If you do not live in Texas, compare its laws to the laws in your own state.
4. Stanley Yelnats, the main character in the novel, frequently seems to be at the wrong place at the wrong time. Have you ever found yourself in this situation? Were you able to resolve the problem? If so, explain how the problem was resolved.
5. Stanley did not have friends at the school he attended. He attributed this to his being overweight. Have you experienced or witnessed cruelty due to a physical characteristic? Why do you think people make judgments about others based on physical appearances? Do you think a person's physical appearance is an indication of his or her personality? In an ideal society, how do you think a person's character should be judged?

CHAPTERS 1 – 5

Vocabulary: Draw a line from each word on the left to its definition on the right. Then use the numbered words to fill in the blanks in the sentences below.

- | | |
|-----------------|--|
| 1. warden | a. heirs; offspring |
| 2. descendants | b. governing officer of a prison |
| 3. vast | c. faucet |
| 4. perseverance | d. container for carrying drinking water |
| 5. barren | e. without inhabitants; empty |
| 6. desolate | f. not fertile or productive |
| 7. canteen | g. continued effort in spite of difficulty |
| 8. spigot | h. of very great area or extent |

.....

1. If you attach the hose to the _____, you will be able to water the plants.
2. After centuries of neglect, the castle seemed to be a _____ place, unfit for habitation.
3. Before beginning the hike I filled my _____ with drinking water.
4. The wealthy businessman left his estate to be divided among his _____.
5. Thinking I had inherited a small plot of land, I was amazed to view the _____ acres that stretched before me.
6. Our once fertile farmland became _____ after a year of harsh storms and floods.
7. Endurance and _____ enabled the tortoise to defeat the hare.
8. The _____ and the guards searched all the prisoners upon arrival.

Questions:

1. How did Camp Green Lake differ from Stanley’s idea of camp?
2. Why did some “campers” allow themselves to be bitten by scorpions or rattlesnakes?
3. How had Stanley been treated by his teacher and the students at his school?
4. How did Stanley’s family justify their bad luck?
5. How had Stanley’s great-grandfather lost his fortune?
6. Why weren’t there any fences around Camp Green Lake?