

Holes Scope and Sequence

NOTE: The lessons for this unit give page references for the 1998 paperback edition of *Holes* published by Scholastic.

Unit of Study: *Holes*

Genre: Realistic Fiction (Complex Story Structure)

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALoud
1	Blurb	Vocabulary: <i>dark humor</i> Use sticky notes to mark each quadrant of the text.	Identify key story elements (character, setting and plot) in the blurb. <ul style="list-style-type: none"> • Complete story elements handout together • Identify genre • Make a prediction
2		Vocabulary: <i>generations</i> Use the genre chart to help students understand what to expect from realistic fiction.	
3	Chapters 1–2 pp. 3–5	Vocabulary: <i>unjust</i>	Focus on the author’s craft while reading, and consider its purpose. <ul style="list-style-type: none"> • Dark humor • Author’s perspective
4	Chapter 1 pp. 3–4	Vocabulary: <i>wasteland</i>	Visualize the setting in order to understand the story better. <ul style="list-style-type: none"> • Co-create a setting map
5	Chapter 3 pp. 6–10	Vocabulary: <i>perseverance</i>	Determine important characters and the relationships between them. <ul style="list-style-type: none"> • Co-create a family tree
6	Chapter 4 pp. 11–15	Vocabulary: <i>character improvement</i>	Focus on the setting (characters’ circumstances). <ul style="list-style-type: none"> • Camp Green Lake is “unjust”
7	Outside Text: “The Juvenile Boot Camp Debate”		Use an outside text to evaluate the use of juvenile boot camps to reform troubled youth.

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8		Problem/solution/opinion writing and share-out. Are boot camps a good solution to the problem of criminal behavior in youth?	
9	Chapter 5 pp 16–20	Vocabulary: <i>guilty vs. innocent</i>	Determine important characters and infer character traits. <ul style="list-style-type: none"> • Co-create a Camp Green Lake character list • Sketch the Warden
10	Chapter 6 pp. 21–25	Vocabulary: <i>destiny vs. coincidence</i>	Focus on important events. <ul style="list-style-type: none"> • Co-create an important events list for Stanley’s plot
11		Retell summary writing and share-out <ul style="list-style-type: none"> • Stanley’s story 	
12	Chapter 7 pp. 26–28	Vocabulary: <i>curse</i>	Focus on the main character when reading realistic fiction. <ul style="list-style-type: none"> • Co-create a list of words that describe Stanley at the beginning of <i>Holes</i>

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13	Chapter 7 pp. 28–40		Recognize when the story moves from one plot to another (flag pages). <ul style="list-style-type: none"> Track problem/solution/results in Elya Yelnats’s story
14		Problem/solution/results writing <ul style="list-style-type: none"> Elya’s story 	
15	Chapters 8–9 pp. 41–47	Vocabulary: <i>defective</i>	Recognize author’s craft. <ul style="list-style-type: none"> Metaphor
16		Discuss parallel plot—one plot informs another. Write a prediction about how the story will go based on the parallel plot.	
17	Chapters 10–11 pp. 48–54	Vocabulary: <i>pessimistic</i>	Infer character traits.

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18	Chapter 12 pp. 55–58	Vocabulary: <i>stereotype</i>	Focus on the author’s writing style in order to infer the author’s perspective. <ul style="list-style-type: none"> Co-create a “Boys of Camp Green Lake” stereotype chart
19	Chapter 13 pp. 59–63	Vocabulary: <i>respect</i>	Notice how the main character changes over time. <ul style="list-style-type: none"> Start a list of words that describe how Stanley is changing
20	Chapter 14 pp. 64–68	Vocabulary: <i>miracle vs. curse</i>	Revise visual images as new information is presented. <ul style="list-style-type: none"> Revise setting map Resketch the Warden
21	Chapters 15–16 pp. 69–76		Recognize author’s craft. <ul style="list-style-type: none"> Foreshadowing <p>Make predictions based on text evidence.</p>
22	Chapters 17–18 pp. 77–82	Vocabulary: <i>strength</i>	Notice how the main character changes over time. <ul style="list-style-type: none"> Add to the “Stanley is changing” list
23	Chapters 19–21 pp. 83–94	Vocabulary: <i>appreciate</i>	Predict while reading based on genre and on text evidence.
24	Chapter 22 pp. 95–100	Vocabulary: <i>blame</i>	Infer character traits and notice how the main character changes over time. <ul style="list-style-type: none"> Add to the “Stanley is changing” list
25	Chapters 23–26 pp. 101–115		Recognize when a story shifts from one plot to another (flag pages). <ul style="list-style-type: none"> Track Katherine Barlow’s story
26		Focus on naming a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box 	
27	Chapters 27–28 pp. 116–123		Infer connections across plots. <ul style="list-style-type: none"> Add to evidence collection box

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28	Outside Text: “Belle Starr— The Bandit Queen”		Compare and contrast a real-life character (Belle Starr) with a fictional one (Kissin’ Kate Barlow).
29		Comparison writing: Katherine Barlow and Belle Starr	
30	Chapter 29 pp. 127–129	Vocabulary: <i>refuge</i>	Recognize author’s craft and make a prediction. <ul style="list-style-type: none"> • Mood • Write a prediction
31	Chapter 30 pp. 130–140		Notice how the main character changes over time. <ul style="list-style-type: none"> • Continue to add to evidence collection box
32	Chapter 31 pp. 141–144	Vocabulary: <i>remorse</i>	Show empathy for characters.
33	Chapters 32–34 pp. 145–154		Connect all the plots in order to revise a prediction. <ul style="list-style-type: none"> • Revise setting map • Write a revised prediction

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34	Chapters 35–36 pp. 155–166	Vocabulary: <i>pessimistic vs. optimistic</i>	Focus on connections across plots in order to think about the author’s message. <ul style="list-style-type: none"> Continue to add to evidence collection box
35	Chapters 37–39 pp. 167–176	Vocabulary: <i>hope vs. false hope</i>	Identify the turning point and think about how the event will dramatically change the plot. <ul style="list-style-type: none"> Continue to add to evidence collection box
36		Turning point writing and share-out	
37	Chapters 40–42 pp. 177–188	Vocabulary: <i>redemption</i>	Use the turning point to predict how the story will end. <ul style="list-style-type: none"> Write a prediction
38	Chapters 43–50 pp. 189–233		Read-In
39		Vocabulary: <i>perspective</i> Reflection writing: Analyze Stanley’s song (p. 176) and Zero’s song (p. 233). What is the author’s message?	
40– 45		Formal writing: Letter to Louis Sachar	