

Grade 5: Unit 7

Holes: Whole Class Novel Seminars

Seminar 2: Whole Class Novel

What Does Success Look Like?

Scholars envision the setting and characters that Sachar introduces. They analyze the power dynamics at Camp Green Lake as well as the role of fate in Stanley's life.

Seminar 2: *Holes*: Chapters 1–6 (pages 1–25)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Tell scholars that today they will begin reading *Holes*, an insightful and humorous novel about a boy sent to a detention camp for a crime he did not commit.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 1, 0:15–8:59):** Chapters 1–3, pages 1–10

Discuss:

- Scholars discuss the following question in pairs: What do readers learn about Stanley, his background, and his family? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Stanley's family blame his "no-good-dirty-rotten-pig-stealing-great-great-grandfather" whenever something goes wrong (page 7)?

Read:

- **Play Audiobook (Chapter 1, 9:00–21:01):** Chapters 4–5, pages 11–20

Discuss:

- Scholars discuss the following question in pairs: How does Sachar use dialogue to characterize the different personalities Stanley meets at camp? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Sachar use foreshadowing in Chapter 4 to hint at the experience Stanley will have at camp?

Write — 10 minutes**Write an essay of no more than 200 words:**

- Describe how Mr. Sir treats Stanley. What does this indicate about Camp Green Lake? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes**Independent Reading (10 minutes):**

- Chapter 6, pages 21–25

Discuss:

- Scholars discuss the following question in pairs: How did Stanley end up at Camp Green Lake? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why did Stanley feel "like he was holding destiny's shoes" (page 24)?

Exit Ticket — 8 minutes**Write an essay of no more than 200 words:**

- Based on Chapters 1–6, what role does fate play in Stanley's life? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Holes*: Chapters 7–11 (pages 26–54).

Seminar 3: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Sachar characterizes the Warden and establishes her authority over Camp Green Lake. Scholars articulate how Chapter 15 reveals the true reason why the boys at Camp Green Lake are required to dig holes.

Seminar 3: *Holes*: Chapters 12–17 (pages 55–79)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why is Stanley happy to be nicknamed Caveman? Then build excitement for today's reading and discussion.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 2, 19:39–35:37):** Chapters 12–14, pages 55–68

Discuss:

- Scholars discuss the following question in pairs: Why does Stanley think, “For once in his unlucky life, he was in the right place at the right time, and it still didn’t help him” (page 64)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does the Warden assert her authority on pages 66–68?

Read:

- **Play Audiobook (Chapter 2, 35:37–39:25):** Chapter 15, pages 69–71

Discuss:

- Scholars discuss the following question in pairs: Why does the Warden treat the boys well in Chapter 15? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: In Chapter 5, Mr. Pendanski tells Stanley, “The person you’ve got to worry about is the Warden. There’s really only one rule at Camp Green Lake: Don’t upset the Warden” (page 16). How do Chapters 14–15 develop this idea?

Write — 10 minutes

Write an essay of no more than 200 words:

- How does Sachar characterize the Warden? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Chapters 16–17, pages 72–79

Discuss:

- Scholars discuss the following question in pairs: What can the reader infer about Zero from his conversation with Stanley on pages 75–76? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Sachar indicate that the Warden is growing impatient?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Chapter 15 change the reader’s understanding of why the boys at Camp Green Lake dig holes? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 4: Whole Class Novel

What Does Success Look Like?

Scholars continue to examine the prevailing power structure at Camp Green Lake and explain the tactics used by the Warden to maintain control. Scholars also analyze how and why Sachar weaves the story of Kate Barlow into Stanley’s narrative.

Seminar 4: *Holes*: Chapters 18–23 (pages 80–103)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading and discussion by telling scholars that today’s reading will unveil the mystery behind the golden tube Stanley found in Chapter 13.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 3, 2:38–12:03):** Chapters 18–19, pages 80–87

Discuss:

- Scholars discuss the following questions in pairs: Why does Stanley lie about the sunflower seeds? What does this choice reveal about his character? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: Why are there “no racial problems” at Camp Green Lake (page 84)?

Read:

- **Play Audiobook (Chapter 3, 12:09–20:11):** Chapters 20–21, pages 88–94

Discuss:

- Scholars discuss the following question in pairs: How does Chapter 20 develop the Warden’s character? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Stanley compare himself to his great-grandfather on page 92?

Write — 10 minutes

Write an essay of no more than 200 words:

- How does the Warden maintain power at Camp Green Lake? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Chapters 22–23, pages 95–103

Discuss:

- Scholars discuss the following questions in pairs: How does Chapter 23 relate to the events of the novel thus far? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the effect of the image of Charles Walker’s boat “spew[ing] ugly black smoke over the beautiful lake” (page 103)? How does this image develop Charles Walker as a character?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Stanley’s impression of Zero shift in Chapter 22? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 5: Whole Class Novel

What Does Success Look Like?

Scholars analyze Sam and Katherine Barlow’s narrative. They articulate how Stanley’s life is beginning to intertwine with the stories of his family’s past.

Seminar 5: *Holes*: Chapters 24–28 (pages 104–123)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading and discussion by telling scholars that they will discover how Stanley’s life intertwines with the stories of his family’s past.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 3, 29:52–38:45):** Chapters 24–25, pages 104–111

Discuss:

- Scholars discuss the following question in pairs: Why does Sam call onions “nature’s magic vegetable” (page 108)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: Why does Hattie Parker say, “God will punish you!” (page 111)?

Read:

- **Play Audiobook (Chapter 3, 38:49–48:18):** Chapters 26–27, pages 112–119

Discuss:

- Scholars discuss the following question in pairs: What is the significance of Zero’s name? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Whom did God punish? Why does the narrator ask this question (page 115)?

Write — 10 minutes

Write an essay of no more than 200 words:

- Why did Kate Barlow become “one of the most feared outlaws in all the West” (page 115)? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Chapter 28, pages 120–123

Discuss:

- Scholars discuss the following question in pairs: Why does Kate Barlow die laughing? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the effect of telling multiple narratives at once?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How is Stanley’s life beginning to intertwine with the stories of his family’s past? Justify your argument with at least two concrete pieces of evidence from the text.

Seminar 6: Whole Class Novel

What Does Success Look Like?

Scholars interpret why the fist-shaped rock formation bears significance to Stanley. They also identify the true motives of the adults at Camp Green Lake and analyze how Sachar continues to develop the novel's supporting characters.

Seminar 6: *Holes*: Chapters 29–33 (pages 127–151)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading and discussion by telling scholars that Stanley will take drastic measures to change his circumstances.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 4, 5:08–15:18):** Chapters 29–30, pages 127–135

Discuss:

- Scholars discuss the following question in pairs: Why do the other boys turn on Stanley? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Sachar writes, “instead of lightning flashing behind the thumb, in Stanley’s mind, the lightning was coming out of the thumb, as if it were the thumb of God” (page 129). What is the effect of this image?

Read:

- **Play Audiobook (Chapter 4, 15:20–25:43):** Chapters 30–31, pages 136–144

Discuss:

- Scholars discuss the following questions in pairs: How does Sachar characterize Zero? How is he different from the other boys? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: How does Sachar develop Mr. Pendanski's character in Chapters 30–31?

Write — 10 minutes

Write an essay of no more than 200 words:

- What is the significance of the rock formation that Stanley sees? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Chapters 32–33, pages 145–151

Discuss:

- Scholars discuss the following question in pairs: How does Twitch impact the plot? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the mood of Chapter 33? What moves does Sachar make to establish this mood?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What is the main priority of the adults at Camp Green Lake? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *Holes*: Chapters 34–40 (pages 152–181).

Seminar 7: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Zero's story intertwines with the story of Stanley's family. They examine the role of destiny in Stanley's life as well as Sachar's use of language to heighten the drama of the boys' predicament.

Seminar 7: *Holes*: Chapters 41–45 (pages 182–206)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How was Zero involved in the events that brought Stanley to Camp Green Lake? Then build excitement for today’s reading and discussion.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 5, 26:29–35:35):** Chapters 41–42, pages 182–188

Discuss:

- Scholars discuss the following questions in pairs: What conclusions about destiny does Stanley begin to make? What inspires these thoughts? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: Why does Stanley feel “too happy to fall asleep” even though “he had no reason to be happy” (page 186)?

Read:

- **Play Audiobook (Chapter 5, 35:37–Chapter 6, 2:43):** Chapter 43, pages 189–197

Discuss:

- Scholars discuss the following questions in pairs: What does Chapter 43 reveal about Zero? How does Sachar develop Zero’s character in Chapter 43? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: Why is it significant that Zero’s mother used to sing him a lullaby similar to the one Stanley’s mother used to sing?

Write — 10 minutes

Write an essay of no more than 200 words:

- How is Zero’s story intertwined with the story of Stanley’s family? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Chapters 44–45, pages 198–206

Discuss:

- Scholars discuss the following question in pairs: Why does the Warden say, “It won’t be long now” (page 206)? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: How does the mood shift in Chapters 44–45?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Why might Chapter 45 be considered the climax of the novel thus far? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 8: Whole Class Novel

What Does Success Look Like?

Scholars evaluate whether or not Stanley's family truly has been cursed. They analyze the moves that Sachar makes to create a sense of closure at the end of *Holes*.

Seminar 8: *Holes*: Chapters 46–50 (pages 207–233)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous seminar. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's reading and discussion by telling scholars that they will find out how Stanley's story ends.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (Chapter 6, 13:00–25:30):** Chapters 46–47, pages 207–216

Discuss:

- Scholars discuss the following question in pairs: How does the Warden plan to outsmart the authorities? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How does Sachar build suspense in Chapter 46?

Read:

- **Play Audiobook (Chapter 6, 25:31–36:18):** Chapters 48–49, pages 217–225

Discuss:

- Scholars discuss the following question in pairs: How do the power dynamics at Camp Green Lake shift in Chapter 48? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do pages 223–224 relate to the events of Chapter 47?

Write — 10 minutes

Write an essay of no more than 200 words:

- Why does a drop of rain finally fall into Green Lake at the end of Chapter 49 (page 225)? Justify your argument with at least two concrete pieces of evidence from the text.

Wrap-up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (10 minutes):

- Chapter 50, pages 229–233

Discuss:

- Scholars discuss the following questions in pairs: What evidence is there that Stanley's family truly has been cursed? If the curse was real, how was it reversed? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous questions, ask: What is the effect of Sachar's choice to end the novel with the song?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Sachar create a sense of closure at the end of *Holes*? Justify your argument with at least **two** concrete pieces of evidence from the text.