Holes

By: Louis Sachar Chapters 1-3

Vocabulary Definitions

warden: a person in charge of persons or animals

hammock: a hanging seat made of rope that hangs between two trees or poles

descendants: people born after someone in a family
 lake: a body of water surrounded by land
 judge: a person who makes decisions in court
 cruel: causing pain or hurt to others on purpose

inventor: someone who makes something that no one has ever made before

pretend: to make believe

slumped: to slouch or appear bent in posture curse: express a wish of misfortune or evil perseverance: steady persistence, to not give up

Repeated Sentence

Ch. 1-2 Camp Green Lake is not a normal lake.

Ch. 3 Stanley's family is very unlucky.

Pre-Lesson Questions

What will we learn today? What is camp green lake? Who is this story about? Purpose for today's lesson Learn about camp green lake and Stanley's unlucky

background

<u>Journal Entry Ideas</u>

Tell me about going to a lake.

Have you been to a lake? What do you do at a lake?

• Describe riding on a bus with no air conditioning for many hours.

Extension Activity

Practice singing the woodpecker song (visual support attached if needed)

"If only, if only," the woodpecker sighs,

"The bark on the tree was just a little bit softer."

While the wolf waits below, hungry and lonely,

he cries to the moo-oo-oon,

"If only, if only."

















Repeated sentence:







Winn-Dixie is a dirty dog without a home.







NO

Step	Grade Level Story Based Literacy						
1	Title	-					
	Author						
	Chapter						
	Select 5-10 vocabulary words (core, story). Create visual/switch/device support as needed. Pre-						
	teach vocabulary as needed						
2	Understanding	Right to Know	Communication				
	Create a repeated a	v prodictoble line or contense (II	lee core vecchulem)				
3	Create a repeated or predictable line or sentence. (Use core vocabulary)						
	Create 5-10 Comp	rehension Questions with visual s	support as needed.				
	Find Examples & Non-Examples						
4	Substitute familiar words as you r	read					
	Define within text-state word, giv	e student friendly definition, com	prehension questions				
	SEE QUESTION FORM						
5	Create a prediction question. Create visual support as needed						
	During Charles	Review					
6	Previous Chapter						
	Video Segment						
	2nd read chapter and purpose Preview/Attention Getter						
	What we will learn today?	Treview/Attention detter					
7	Purpose for reading today						
′	Attention grabber						
	Activate prior knowledge						
	Lesson Delivery						
	Ask prediction question						
	Encourage text awareness Find title, Author, Open Book						
	Read story aloud. For longer texts, switch readers every 10 minutes.						
	State antecedents of pronouns						
8	Define/replace unfamiliar words						
	Ask comprehension questions						
	Have students point to/say/read vocabulary words						
	Model use of core vocabulary frequently Give students the apportunity to anticipate/finish repeated or predictable line or sentence						
	Give students the opportunity to anticipate/finish repeated or predictable line or sentence Scaffold understanding with						
	Visuals, Video Clips, Objects, Re-Enactment						
	Review						
9	Review predication question						
	Ask students what they think may happen next						
10		Extension activity for this chapte	r				
10							

Bloom's Taxonomy for Students with Moderate and Severe Disabilities

K-KNOWLEDGE	K-1	K-2	К-3			
(Literal) Title, Author, Characters, Setting, Action, Descriptors	Point to title, author. Point to picture of Immmediate recall: "Jill went up the hill. Who went up the hill?" "The boy sat in the wagon. What did the boy do?"	Who is the story about? What did they put in the soup? Where idd they find the puppy? What did Wilber do?	Who else is in the story? (Supporting Characters) What was the barn like? (descriptors such as color, size)			
C-COMPREHENSION	C-1	C-2	C-3			
Prediction, Sequencing, Identify Conflict/Problem, Identify Ending	"What happened last?" What is this story going to be about?" "I see a cave. I feel furWhat is tin the cave?"	Put these events in order as first, second, last. "Why was the girl afraid?" (conflict) "What do you think will happen next?" Why did the man get arrested?"	Put more than three pictures in order. "What problem did Carlos face as a child?" (from a biography). "How did the story end?"			
AP-APPLICATION	AP-1	AP-2	AP-3			
Requires background knowledge, Make connections, Use material in a new way	"The bear is eating. Are you eating? "Sara is a girl. Are you a girl?" Point to a picture on the page of something we have in the classroom.	"Buck loved his home. How do you feel about your home?" "The children had a scavengar hunt. What did you find on our scavenger hunt?" Draw a picture of this story.	"This story is about whales. Where do whales live? What else do you know about whales?" Act out the story.			
AN-Analysis	AN-1	AN-2	AN-3			
Breaking the information into parts Classify, Compare, Contrast, and Categorize	Put pictures into two categories	Make a picture diagram for what we know about each person in our story. Compare what is the same and different about two people or things.	"When the girls laughed at Renee, how did the girls feel? How did Renee feel?" How was life different in the story than it is today? (give example)			
E-EVALUATION	E-1	E-2	E-3			
Making a judgement according to some standard, Real/not real, Nonfiction/fiction, Fact/opinion, Author's point of view	"Do Pigs talk?" "What do you think about this story?" (Opinion) "Which of these is a story/not a story?"	"Did this really happen or is it fiction?" "what is a fact in this article?" "What is the author's opinion about this movie?" (Movie review)	"Why did the author write this?" (to persuade, entertain) "Lets list the facts versus opinions in this article."			

From <u>Teaching Students with Moderate and Severe Disabilites</u> by Diane Browder and Fred Spooner

Book: Chapter:

K-KNOWLEDGE	K-1	K-2	К-3
(Literal) Title, Author, Characters,			
Setting, Action, Descriptors			
C-COMPREHENSION	C-1	C-2	C-3
Prediction, Sequencing, Identify Conflict/Problem, Identify Ending			
AP-APPLICATION	AP-1	AP-2	AP-3
Requires background knowledge, Make connections, Use material in a new way			
AN-ANALYSIS	AN-1	AN-2	AN-3
Breaking the information into parts: classify, compare, contrast, and categorize			
E-EVALUATION	E-1	E-2	E-3
Making a judgement according to some standard, Real/not real, Nonfiction/fiction, Fact/opinion, Author's point of view			

Book:		CHAPTER:		CHAPTER:			CHAPTER:			
		EASY	MEDIUM	HARD	EASY	MEDIUM	HARD	EASY	MEDIUM	HARD
K-KNOWLEDGE	STUDENT	K-1	K-2	K-3	K-1	K-2	K-3	K-1	K-2	K-3
(Literal) Title, Author, Characters, Setting, Action, Descriptors										
C-COMPREHENSION	STUDENT	C-1	C-2	C-3	C-1	C-2	C-3	C-1	C-2	C-3
Prediction, Sequencing, Identify Conflict/Problem, Identify Ending										
AP-APPLICATION	STUDENT	AP-1	AP-2	AP-3	AP-1	AP-2	AP-3	AP-1	AP-2	AP-3
Requires background knowledge, Make connections, Use material in a new way										
S-SYNTHESIS	STUDENT	S-1	S-2	S-3	S-1	S-2	S-3	S-1	S-2	S-3
Combining parts of the whole, Infer, Determine main idea, Find cause and effect										
E-EVALUATION	STUDENT	E-1	E-2	E-3	E-1	E-2	E-3	E-1	E-2	E-3
Making a judgement according to some standard, Real/not real, Nonfiction/fiction, Fact/opinion, Author's point of view										