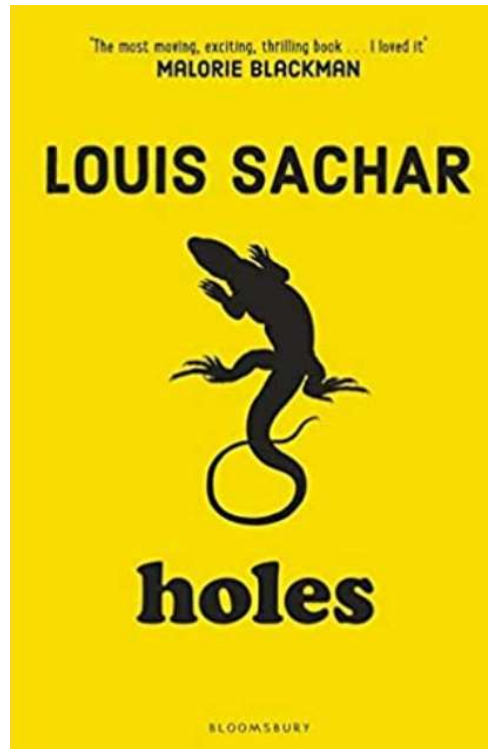


Reading for transition

Holes – Louis Sachar



These reading sessions will be split into 3 parts.

Part one: Read the named chapters.

Part Two: Complete the reading tasks for the chapters.

These might be questions, drama or even art based activities.

Part Three: Complete the transition activities for the chapters.

These activities are going to help you think about and prepare for your new secondary school.

You might want to do or talk about these with an adult.

Session #1

Part One: read Chapters 1, 2 and 3.

Part Two:

Chapter 1

- Draw 'Camp Green Lake' from the description.
- EXTRA: Draw what Camp Green Lake looked liked before the lake dried up.

Chapter 2

- Do you think Stanley's expectations of Camp Green Lake are accurate? Give evidence to back up your answer.

Chapter 3

- What background knowledge can you link to this chapter? Think about facts or information you already know.

Part Three:

- How is Stanley's transition to Camp Green Lake similar to your transition to secondary school?
- In what ways is the Warden like a Head Teacher?
- Stanley has lots of new things to learn if he wants to survive at Camp Green Lake. What new rules and routines will you need to learn for secondary school?



Session #2

Part One: read Chapters 4 & 5.

Part Two:

Chapter 4

- Create a rules poster from Camp Green Lake. Make sure it would fit with the 'feel' of the place (e.g. make it look cracked, dusty and dry or make sure the rules on it are to be taken **very** seriously)

Chapter 5

- Draw the faces of the inmates. Ask someone to read the chapter and then label your faces – if they get it right, you've done a good job!

Part Three:

- What will your new school uniform be like? How is this different to Stanley's new uniform?
- What kind of people are Mr Sir and Mr Pendanski? Would you like your new teachers to be like them? Why?
- Stanley meets his new peers (the other children) in these chapters. What sort of peers are you hoping to find in your next school?



Session #3

Part One: read Chapters 6 & 7.

Part Two:

Chapter 6

- Find two phrases that show Stanley feels uncomfortable as he has his first shower or meal at the Camp.

Chapter 7

- What does it suggest about his character, when Elya decides not to marry Myra?
- Explain why you think Madam Zeroni wanted to be carried up the mountain. Give evidence for your answer.

Part Three:

- Some secondary schools make children shower after P.E. lessons – how do you feel about this?
- Stanley's peers don't believe his story about why he is at the camp. Is there anything you've done or like to do that the new people you meet might not believe?
- Stanley finds his first hole very hard to dig, but is proud when he finishes it. What sort of things are going to be hard the first time you do them in secondary school? Why will they get easier.



Session #4

Part One: read Chapters 8 - 12.

Part Two:

Chapter 8

- Create a warning poster about the Yellow Spotted Lizard.
- What clues does this chapter give us about the future of the story?

Chapter 9

- Why is the name 'Wreck Room' appropriate? Is it funny?

Chapter 10

- The Warden wants 'interesting' things – but not the fossil. Write a description of one of the boys finding the 'interesting' thing the warden wants. What could it be? How would the adults react? How would the children react?

Chapter 11

- Does X-Ray have a good point? Explain.

Chapter 12

- Does this chapter change your opinion of Mr Pendanski? Why?

Part Three:

- The Yellow Spotted Lizards are real in the story, but they don't exist in real life. Think back to our work around 'The Red Tree' by Shaun Tan – he drew things that weren't really there as an analogy for emotions e.g. a giant floating fish to show despair. **What could the Yellow Spotted Lizards be an analogy for?**
- Caveman – do you think this is a positive or negative nickname? Explain.
- X-Ray – How did he become the leader? Could you use this in secondary school?



Session #5

Part One: read Chapters 13 - 16.

Part Two:

Chapter 13

- Create a piece of drama or writing about finding and opening the tube – can you entice the reader to keep going and find out what it contains?

Chapter 14

- Split a sheet of paper in two. Draw the Warden as you originally imagined them on one side, and as she is described on the other.
- How are they different? Why did you initially think the Warden has different to how she is described?

Chapter 15

- Do you think the Warden really has camera hidden around the camp? What evidence supports this?

Chapter 16

- Give an example of why Stanley might not want to share his letter with the other boys.
- What does Zero not knowing a common nursery rhyme or what *Sesame Street* is tell us about him?

Part Three:

- X-Ray controls the other boys with rewards e.g. moving Stanley up the line, defending his letter from home. What do you think of this? What does this tell you about him?
- Now you know more about the Warden;
 - How is she like a teacher?
 - How is she not like a teacher?



Session #6

Part One: read Chapters 17 - 19.

Part Two:

Chapter 17

- How is 'power' important for the characters in this chapter? Give examples to back up your answer.
- Which character has the most power? Which has the least? Why do you think this?

Chapter 18

- What clues were there that Zero can't read or write?

Chapter 19

- Why does Squid threaten violence towards Stanley? What evidence in the text supports your idea?
- Stanley takes the blame for a crime he didn't commit – how is that similar or different from the crime which caused him to be sent to Camp Green Lake in the first place?

Part Three:

- Are the other boys Stanley's friends? What evidence for or against this have we found?
- Would you want to be treated this way?
- Why is the way the Warden treating the boys changing?
- Teachers couldn't behave this way – why can the Warden?

