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3. One word, two meanings

Objective

To distinguish between and use homophones.

What you need

Copies of *Holes*, photocopiable page 22 'Same sounds'.

What to do

- Write the word HOLE on the board in capital letters. Ask the children if they can think of another word that sounds the same but has a different meaning. (whole) Challenge them to use each word in a short sentence about the novel (for example, 'Stanley has to dig a hole every day.'; 'Stanley works hard the whole time he is at camp.').
- Write some more examples of homophones on the board (bare, bear; taut, taught, and so on). Ask volunteers to use each homophone in a sentence to bring out its meaning. Extend the challenge by asking them to think up a sentence that uses both homophones (for example, 'The bear had lost its fur and its coat was looking bare.').
- Hand out the photocopiable page 22 'Same sounds' and ask the children to work in pairs to think of a homophone for the missing words in each sentence.
- Bring the class back together to review their sentences.

Differentiation

Support: Provide one answer for each pair of sentences on the photocopiable sheet and challenge children to find its homophone.

Extension: Challenge pairs of children to construct more sentences about characters or topics from the novel using homophones.

4. Perfect pronouns

Objective

To use relative clauses.
To use commas to clarify meaning.

What you need

Copies of *Holes*, photocopiable page 23 'Additions'.

What to do

- Choose a character or topic from the novel (for example, Sploosh). Ask volunteers to think up a factual statement about the person or topic (for example, 'Sploosh was made from spiced peaches.').
- As a class, think how the statement could be extended using a relative pronoun: who, which, when, and so on (for example, 'Sploosh, which Kate Barlow bottled every summer, was made from spiced peaches.').
- Now, challenge the children to use another pronoun to extend the sentence further (for example, 'Sploosh, which Kate Barlow, who was a teacher at Green Lake, bottled every summer, was made from spiced peaches.').
- Write the sentences on the board, asking the children where to insert commas to help convey meaning and sense.
- Hand out the photocopiable page 23 'Additions' and ask the children to work in pairs to fill it in. Remind them to use punctuation to help divide up their long sentences.

Differentiation

Support: Provide relevant facts to help the children extend the sentences on the photocopiable sheet. Alternatively, work through the page as a shared activity, writing suggestions on the board.

Extension: Children can work in pairs, writing more short factual statements about characters or topics in the novel and challenging their writing partner to use relative pronouns to extend them.

Additions

- Extend the following statements using relative pronouns (who, when, which). Remember to use commas to divide clauses. For example:

Green Lake, which is now a dry wasteland, was the largest lake in Texas.

1. Peach trees once bloomed in Green Lake.

2. Clyde Livingston was a famous baseball player.

3. Kate Barlow had robbed Stanley's great-grandfather.

4. The lipstick case bore the initials KB.

5. Zero was Madame Zeroni's grandson.

6. Trout Walker was the son of the richest man in the county.

