



Drawing Conclusions

Learning Objectives

- Determine how key individuals, events, or ideas are introduced, elaborated, or expanded in a text.
- Identify key individuals, characters, events, or ideas in a text.
- Outline a given text to show how ideas build upon one another.
- Determine how the information in each section contributes to the whole or to the development of ideas.
- Use a variety of strategies to derive meaning from a variety of texts.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Use the specific details from the text to support inferences and explanations about plot development.
- Interpret figures of speech in context.
- Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.
- Analyze a character's interactions throughout a story as they relate to conflict and resolution.
- Select key details about a character and relate those details to a theme within the text.
- Use grade-appropriate general academic and domain-specific vocabulary accurately.
- Introduce a topic, story, or claim and support with relevant facts and details.

Materials

- Print the following worksheets and data sheets:
 - *Holes* Figurative Language Worksheet
 - *Holes* Vocabulary Flashcards Worksheet
 - *Holes* Vocabulary Response Cards 5 Worksheet (per Level 1 and 2 student)
 - *Holes* Story Grammar Response Cards Worksheet (per Level 1 and 2 student)
 - *Classroom Resources* Vocabulary Graphic Organizer Worksheet (two per student)
 - Constant Time Delay Group Data Sheet (per group)
 - System of Least Prompts Group Data Sheet (per group)
- Gather the following materials from the enCORE Manipulatives Kit and/or your classroom:
 - *Holes* Adapted Book or Adapted e-Reader
 - *Classroom Resources* Story Grammar Graphic Organizer Worksheets (used by students in previous segments)
 - *Holes* Writing 4 Worksheets (used by students in previous segment)
 - Magnetic Display Trays
 - Magnetic Whiteboard
 - Dry erase marker
 - Scissors, glue sticks, and pencils

Prior to Instruction

To prepare for teaching this lesson segment, follow these steps:

1. Gather, print, and prepare all materials listed above.
2. If you plan to program students' AAC devices, program the following words:
 - suitcase
 - lizard

Anchor Instruction for All Students

We are going to read the last chapter in *Holes* today. In this chapter, Zero and Stanley survive by eating onions. Onions are vegetables! Let's sort pictures into vegetables and things that are NOT vegetables. Alternatively, you can use the Teacher-Led Technology Lesson to assist with this anchor instruction.

Foundational Skills

Materials: *Holes* Figurative Language Worksheet and *Holes* Adapted Book or Adapted e-Reader

Prior to Instruction: Find the two phrases/sentences containing figurative language in the book: "She told him that Myra's head was as empty as a flowerpot." (Chapter 1) and "The city of Green Lake was considered heaven on Earth." (Chapter 3).

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>Today, we are going to learn about figurative language. Figurative language has a different meaning than what we would think. A common example is saying, "It's raining cats and dogs." It is not actually raining cats and dogs; it means it is raining heavily. Writers use figurative language to make their writing more interesting. Or they may use figurative language to create a picture in the reader's mind. Let's find some examples of figurative language from <i>Holes</i>.</p>		
MODEL	<p>Open the Adapted Book or the Adapted e-Reader to the figurative language example in Chapter 1. Listen to this sentence from Chapter 1. "She told him that Myra's head was as empty as a flowerpot." This sentence has figurative language! Can anyone tell me what the figurative language is? Remember, figurative language has a different meaning than what we would think. Listen again. "She told him that Myra's head was as empty as a flowerpot." Allow students to respond. This is an example of a simile. What do you think of when you hear, "She told him that Myra's head was as empty as a flowerpot"? Allow students to respond. Yes, Myra's head is not actually empty like a flower pot. Madame Zeroni is saying that Myra is not a critical thinker.</p>		
GUIDED PRACTICE	<p>Let's do another one together. Open the Adapted Book or the Adapted e-Reader to the figurative language example in Chapter 3. Listen to this sentence from Chapter 3. "The city of Green Lake was considered</p> <p>(continued)</p>	<p>Let's do another one together. Open the Adapted Book or the Adapted e-Reader to the figurative language example in Chapter 3. Listen to this sentence from Chapter 3. "The city of Green Lake was considered heaven on Earth." Does</p> <p>(continued)</p>	<p>Let's do another one together. Open the Adapted Book or the Adapted e-Reader to the figurative language example in Chapter 3. Listen to this sentence from Chapter 3. "The city of Green Lake was considered heaven on Earth." Tell</p> <p>(continued)</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>heaven on Earth.” Does this sentence have figurative language? Listen again. “The city of Green Lake was considered heaven on Earth.” Allow students to respond. “Heaven on Earth” is an example of figurative language! “Heaven on Earth” is an idiom. With an idiom, the words have something different than their literal meaning. “Heaven on Earth” means an enjoyable place or situation.</p>	<p>this sentence have figurative language? Listen again. “The city of Green Lake was considered heaven on Earth.” Allow students to respond. “Heaven on Earth” is an example of figurative language! “Heaven on Earth” is an idiom. With an idiom, the words have something different than their literal meaning. “Heaven on Earth” means an enjoyable place or situation. What do you think the author means by “heaven on Earth”? Allow students to respond.</p>	<p>me what the figurative language is. Listen again. “The city of Green Lake was considered heaven on Earth.” Allow students to respond. “Heaven on Earth” is an example of figurative language! “Heaven on Earth” is an idiom. With an idiom, the words have something different than their literal meaning. “Heaven on Earth” means an enjoyable place or situation. What do you think the author means by “heaven on Earth”? Allow students to respond.</p>
INDEPENDENT PRACTICE	<p>Your turn. Listen to this sentence. “The city of Green Lake was considered heaven on Earth.” Does this sentence contain figurative language? Allow students to respond. Then, show the students the response options [enjoyable] and [heaven on Earth] from the Figurative Language Worksheet. What does “Heaven on Earth” mean? Allow students to pick from the two response options. Repeat with “Empty as a flower pot.”</p>	<p>Your turn. Listen to this sentence. “The city of Green Lake was considered heaven on Earth.” Does this sentence contain figurative language? Allow students to respond. What does “heaven on Earth” mean? Does “heaven on Earth” mean an enjoyable place or situation? Allow students to respond. Use the response options as visuals, if needed. Repeat with “Empty as a flower pot.”</p>	<p>Your turn. Listen to this sentence. “The city of Green Lake was considered heaven on Earth.” Tell me the figurative language in this sentence. Allow students to respond. What does “heaven on Earth.” mean? Allow students to respond. Repeat with “Empty as a flower pot.”</p>
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: Tell me what “Heaven on Earth” means. Model Prompt: Point to the [enjoyable] response option and say, [Enjoyable]. Your turn!</p>	<p>Verbal Prompt: Tell me what “heaven on Earth” means. Model Prompt: “Heaven on Earth” means “enjoyable.” Your turn! Physical Prompt: Use hand-over-hand assistance to have the student point to the [enjoyable] response option. Say, [Enjoyable]. Your turn.</p>	

	LEVEL 1	LEVEL 2	LEVEL 3
	Physical Prompt: Use hand-over-hand assistance to have the student point to the [enjoyable] response option. Say, [Enjoyable] . Your turn.		
REINFORCE	Amazing! You learned about and identified figurative language in our story.		

Core Vocabulary and Concepts

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> • suitcase • lizard 	<ul style="list-style-type: none"> • suitcase • lizard 	<ul style="list-style-type: none"> • suitcase • lizard

Zero- and Four-Second Delay Rounds

Remember, in the Zero-Second Delay Round, provide the correct answer immediately. In the Four-Second Delay Round, wait for four seconds for the student to respond. Refer to the procedures outlined at the beginning of the Unit if needed.

Materials: Holes Vocabulary Flashcards Worksheet, Constant Time Delay Group Data Sheet, Magnetic Whiteboard, and Magnetic Display Trays

Prior to Instruction: Cut out the “suitcase” and “lizard” Vocabulary Flashcards from the Vocabulary Flashcards Worksheet. Set up a Magnetic Display Tray on the Magnetic Whiteboard.

TEACHER SAYS	STUDENT RESPONSE	FEEDBACK
Use the following instructions to target the concepts listed above: Zero-Second Delay Round: Display one Vocabulary Flashcard at a time in a Magnetic Display Tray on the Magnetic Whiteboard. Touch the Vocabulary Flashcard as you say, Touch [suitcase] .	<i>Zero-Second Delay Round:</i> Student provides the correct response. <i>Four-Second Delay Round:</i> Student provides the correct response within four seconds.	Great work! You found [suitcase].
Four-Second Delay Round: Display one Vocabulary Flashcard at a time in a Magnetic Display Tray on the Magnetic Whiteboard paired with one distractor (use the other Vocabulary Flashcard). Say, Touch [suitcase] . Wait four seconds for the student to respond.	Student does not respond. Student responds incorrectly.	Model the correct response. Your turn. Wait for students to respond. Provide additional prompts or physical guidance as needed.

Vocabulary Review

Materials: *Holes* Vocabulary Response Cards 5 Worksheet, *Classroom Resources* Vocabulary Graphic Organizer Worksheet, scissors, glue sticks, and pencils

Prior to Instruction: Make two copies of the Vocabulary Graphic Organizer Worksheet for each student. Make one copy of the Vocabulary Response Cards 5 Worksheet for each Level 1 and Level 2 student. Cut out the response options for students that need assistance. Provide scissors (as needed) and glue sticks to each Level 1 and 2 student. Provide a pencil to each student.

LEVEL 1

Today, we are going to learn more about our vocabulary words from *Holes*. Our vocabulary words are “suitcase” and “lizard.” First, let’s learn about the word “suitcase.”

Put the picture of “suitcase” in the middle of the Vocabulary Graphic Organizer Worksheet. **This is “suitcase.” I want you to draw a picture of “suitcase” in this box** (point). After the students have finished drawing the picture, say, **Now, we are going to put the definition of “suitcase” here** (point). **A definition is what the word means.** Read the definition of “suitcase” and show the picture of “reptile” as a distractor. **Which one is the definition?** Allow students to respond, providing assistance as needed. **Now, we are going to find the sentence with the word “suitcase” in it.** Read the “suitcase” sentence to the students and show the picture of “reptile” as a distractor. **Which sentence uses the word “suitcase”?** Allow students to respond. **Last, we need to find a synonym for “suitcase.” What’s another word that means the same thing as “suitcase”?** Show students the “luggage” and “reptile” response options. Allow students to choose.

Repeat with the Vocabulary Graphic Organizer Worksheet for “lizard.”

LEVEL 2

Show the students the pictures of “suitcase” and “lizard.” **Which one is “suitcase”?** Allow the students to choose the picture of “suitcase.” **Great! Put “suitcase” here.** Point to the circle in the center of the Vocabulary Graphic Organizer Worksheet. **Now, I want you to draw a picture of “suitcase” in this box** (point). After the students have finished drawing the picture, say, **Now, we are going to choose the definition of “suitcase.” We will put it here** (point). Read the definition of “suitcase” and the definition of “lizard.” **Which one is the correct definition?** Allow students to respond, providing assistance as needed. **Now, we are going to find the sentence with “suitcase” in it.** Read the two sentences (suitcase and lizard) to the students. **Which sentence uses the word “suitcase”?** Allow students to respond. **Last, we need to find a synonym for “suitcase.” What’s another word that means the same thing as “suitcase”?** Show students the “luggage” and “reptile” response options. Allow students to choose.

LEVEL 3

What was one of our vocabulary words? Allow students to respond. **That’s right! “Suitcase” is one of our vocabulary words. Write “suitcase” here.** Point to the circle in the center of the Vocabulary Graphic Organizer Worksheet. Assist students with spelling as needed. **Now, I want you to draw a picture of “suitcase” in this box** (point). After the students have finished drawing the picture, say, **Now, we are going to write the definition. What does the word “suitcase” mean?** Allow students to respond, providing assistance as needed. Students can write the definition in the box. You can also provide the response option for them to copy. **Now, let’s use the word “suitcase” in a sentence. Tell me a sentence with the word “suitcase” in it.** Allow students to respond. Assist them with writing their sentence as needed. **Last, we need to think of a synonym for “suitcase.” What’s another word that means the same thing as “suitcase”?** Allow students to respond. If assistance is needed, provide them with choices.

LEVEL 1	LEVEL 2	LEVEL 3
	Repeat with the Vocabulary Graphic Organizer Worksheet for “lizard.”	Is “luggage” or “clothes” a synonym for “suitcase”? Repeat with the Vocabulary Graphic Organizer Worksheet for “lizard.”



Instructional Tip! Refer to *Holes* Ch. 5 and find the contexts for the vocabulary words (suitcase and lizard). Read the sentences in which the vocabulary words occur to give the students context, prior to the exercise.

Read/Review the Text

The Adapted Book or Adapted e-Reader may be used. Read the chapter to the student. The Adapted e-Reader can be used to have the chapter read to the student by accessing the audio. If the Adapted e-Reader is used, a chapter retell sequencing task is at the end of the chapter. If using the Adapted Book, the events for the chapter retell sequencing task are listed here. The visuals that go along with this task are found in *Holes* Ch. 5 Sequencing Technology Lessons.

Materials: *Holes* Adapted Book and/or Adapted e-Reader, *Holes* Ch. 5 Sequencing Technology Lessons

Prior to Instruction: Utilize the technology lessons to model this task first for Level 1 and 2 students. Allow Level 3 students to sequence the events without an initial model.

LEVEL 1	LEVEL 2	LEVEL 3
<p>We are going to retell what happened in <i>Holes</i>. First, Stanley and Zero head back to Camp Green Lake. Point to the picture. Then, Stanley and Zero find a suitcase. Point to the picture. Finally, Stanley and Zero go home and they both end up with a million dollars. Point to the picture. Your turn. Show me what happened first in the story. Allow students to move the correct picture into the first box. Repeat with the other two pictures to complete the sequence.</p>	<p>We are going to retell what happened in <i>Holes</i>. First, Stanley and Zero head back to Camp Green Lake. Point to the picture. Then, Stanley and Zero find a suitcase. Point to the picture. Next, lizards cover the boys but they would not bite them. Point to the picture. Finally, Stanley and Zero go home and they both end up with a million dollars. Point to the picture. Your turn. Put these pictures in the correct order. Allow students to move the correct picture into the first box. Repeat with the other three pictures to complete the sequence.</p>	<p>We are going to retell what happened in <i>Holes</i>. Put these pictures in the correct order. Then, tell me what happened in the chapter.</p>

Comprehension

Materials: *Holes* Ch. 5 Comprehension Technology Lessons

Prior to Instruction: Utilize the technology lessons to have students answer questions about the chapter.

LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> Where did Stanley hide? (In a hole) Who was standing at the hole? (The Warden) What did Stanley and Zero find in the suitcase? (Jewels) What did Stanley do with his money? (He bought a house for his family.) 	<ul style="list-style-type: none"> What did Stanley find in the hole? (A suitcase) Who was standing at the hole? (The Warden) What did Stanley and Zero find in the suitcase? (Jewels) What did Stanley do with his money? (He bought a house for his family.) 	<ul style="list-style-type: none"> Who was standing at the hole? (The Warden) Why wouldn't the yellow-spotted lizards bite Stanley and Zero? (Because of all the onions they ate) What happened as Stanley and Zero left Camp Green Lake? (It started raining.) What did Stanley and Zero find in the suitcase? (Jewels)

Comprehension Review

Materials: *Holes* Story Grammar Response Cards Worksheet, students' Story Grammar Graphic Organizer Worksheets (from previous segments), scissors, glue sticks, and pencils

Prior to Instruction: Give students their Story Grammar Graphic Organizer Worksheet. Make one copy of the Story Grammar Response Cards Worksheet for each Level 1 and 2 student. Cut out the response options for students needing assistance. Provide each Level 3 student with a pencil.

LEVEL 1	LEVEL 2	LEVEL 3
<p>Today, we are going to review what we read in <i>Holes</i>. We are going to discuss how the book ends. This is called the resolution. We will also talk about the theme of <i>Holes</i>. A theme is the main subject of a book; a theme occurs throughout the book. We will talk about how the theme is included in <i>Holes</i>.</p>		
<p>First, let's talk about how the book ends. Zero and Stanley find the treasure. Which picture shows Zero and Stanley finding treasure? Allow students to choose between the correct picture and a distractor (i.e., another picture from the Story Grammar Response Cards Worksheet). Let's put the ending on your worksheet. Provide assistance as needed. One theme of <i>Holes</i> is justice. Justice means to be treated fairly. At the end of the book,</p>	<p>First, let's talk about how the book ends. Zero and Stanley find the treasure. Which picture shows the ending? Allow students to choose between the correct picture and a distractor (i.e., another picture from the Story Grammar Response Cards Worksheet). Let's put the ending on your worksheet. Provide assistance as needed. One theme of <i>Holes</i> is justice. Justice means to be treated fairly. At the end of the book, Stanley receives</p>	<p>First, let's talk about how the book ends. The ending is called the resolution. How does <i>Holes</i> end? Allow the students to respond, providing assistance as needed. That's right! Zero and Stanley find the treasure. Let's write this on your Graphic Organizer Worksheet. Students can write the sentence(s) on the worksheet. Provide assistance as needed. A theme is the main subject of a book. It is usually repeated throughout the book. What do you think</p>

LEVEL 1	LEVEL 2	LEVEL 3
<p>Stanley receives justice when he is no longer accused of stealing the shoes and Camp Green Lake is shut down. Find the picture of justice. Allow students to choose. Let’s put the picture here (point to the Theme box).</p>	<p>justice when he is no longer accused of stealing the shoes and Camp Green Lake is shut down. Find the picture of justice. Allow students to choose. Let’s put the picture here (point to the Theme box).</p>	<p>is the theme of <i>Holes</i>? Allow the students time to respond, providing assistance as needed. That’s right. One theme of <i>Holes</i> is justice. Justice means to be treated fairly. How do you see the theme of justice throughout the story? Allow the students time to respond. That’s right! At the end of the book, Stanley receives justice when he is no longer accused of stealing the shoes and Camp Green Lake is shut down. Let’s write “justice” on your Graphic Organizer Worksheet. Students can write the word on the worksheet. Provide assistance as needed.</p>

Writing

Materials: *Holes* Writing 4 Worksheets (used by student in previous segment), System of Least Prompts Group Data Sheet, Magnetic Whiteboard, dry erase marker, scissors, glue sticks, and pencils

Prior to Instruction: Make sure each student has completed the introduction sentence on the Writing 4 Worksheet. Provide each Level 1 and 2 student with glue sticks. Provide each Level 3 student with a pencil.

	LEVEL 1	LEVEL 2	LEVEL 3
INTRODUCE	<p>We are going to write details about what makes Stanley Yelnats a good friend.</p>		
MODEL	<p>Before we write details, let’s review the introduction sentence we wrote on our Writing 4 Worksheet. We wrote, “In Chapter Four, Stanley Yelnats shows he is a good friend.” Point to the sentence on the Writing 4 Worksheet. Now, we are going to write details about Stanley to add to our paragraph.</p>		
GUIDED PRACTICE	<p>Give students their Writing 4 Worksheet. Now, let’s think about sentences we can write about Stanley Yelnats. Read the first (continued)</p>	<p>Give students their Writing 4 Worksheet. Now, let’s think about sentences we can write about Stanley Yelnats. Read the four (continued)</p>	<p>Give students their Writing 4 Worksheet. Now, let’s think about sentences we can write about Stanley Yelnats. What does Stanley (continued)</p>

	LEVEL 1	LEVEL 2	LEVEL 3
	<p>response option from the Writing 4 Worksheet to the students. “Stanley teaches Zero to read.” Is this an example of good friendship? Allow students to respond, providing support as needed. Yes! Let’s put this sentence on our worksheet. Put the sentence on Line 2 of the Writing 4 Worksheet, without gluing it down. Repeat with the other three response options on the Writing 4 Worksheet (one correct detail and two distractors).</p>	<p>sentence response options from the Writing 4 Worksheet. Which two sentences are details that support our introduction that Stanley is a good friend? Allow students to pick the two correct response options, providing support as needed.</p>	<p>do to show that he is a good friend? Encourage students to come up with actions that show good friendship. Examples include: “Stanley teaches Zero to read,” and “Stanley nurtures Zero back to health.” If needed, write sentences on the Magnetic Whiteboard for students to copy.</p>
INDEPENDENT PRACTICE	<p>Your turn. Finish this paragraph about Stanley Yelnats. Support students in putting the sentences onto the Writing 4 Worksheet, encouraging as much independence as possible.</p>	<p>Your turn. Finish this paragraph about Stanley Yelnats. Support students in putting the sentences onto the Writing 4 Worksheet, encouraging as much independence as possible.</p>	<p>Your turn. You will write two sentences about how Stanley Yelnats is a good friend. Allow students to reference the Magnetic Whiteboard as needed for spelling support. After students are finished with their first drafts, support them in editing for capitalization and punctuation.</p>
PROMPTING AND ERROR CORRECTION	<p>Verbal Prompt: Find the detail sentences. Model Prompt: Point to a correct response option and then say, [Response option] goes here. Your turn. Physical Prompt: Use hand-over-hand assistance to point to the correct response option.</p>	<p>Verbal Prompt: Write two detail sentences about Stanley Yelnats. Model Prompt: Point to a model sentence on the Magnetic Whiteboard for support. Physical Prompt: Use hand-over-hand assistance to help the student write their detail sentence.</p>	
REINFORCE	<p>Great job! You wrote a paragraph about how Stanley Yelnats is a good friend.</p>		

Generalization and Extension Activities

To provide your students with extended practice and to help them generalize learned skills, complete the following activities at times that work with your schedule.

ACTIVITY	DESCRIPTION
Watch <i>Holes</i>	Have students watch <i>Holes</i> . Discuss the similarities and differences between the movie and the Adapted Book. Use a Venn diagram to chart students' responses.
Character Map	Have students complete a character map of their favorite character in the book. For Level 1 and 2 students, create premade response options for them to use.
Desert Research	Have students research deserts (e.g., climate, wildlife, and interesting facts). Help the students pick resources to find information (e.g., books from the library, websites, etc.). Work together to ask a question and then use the resources to gather information. Students can share what they learned with the class.
Metaphor and Idioms	Place examples of common metaphors and idioms on the board. Have students identify which are metaphors and which are idioms. Then discuss their meanings as a class.
<i>Holes</i> Epilogue	Have your students come up with ideas on how Stanley's and Zero's lives have changed now that the curse is broken and they found the treasure. They can write sentences to describe what they will do with the treasure, and what their future will be like, etc. Provide response options and writing support as needed.