| *Holes*: Cause and Effect (Treasure of Green Lake) | |
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| ***Grade:*** 6th-7th | ***Subject Area:*** Language Arts/Creative Writing |
| ***Time Frame:*** 3-4 Days | ***Classroom Organization:***  Whole Class, Partner, Small Group |
| ***Resources and Materials:***  1. *Holes* Flash Reader Activity (<http://www.scholastic.com/holes/>)  2. Computers: Whole computer lab  3. Cause-and-Effect Organizer  4. 10+ dominoes or similar blocks  5. Holes by Louis Sachar  6. Art supplies (paper, glue, markers, etc.) for extension activity | |

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| *Central Focus or “Big Idea” of Learning Segment:* For students to understand and be able to identify cause-and-effect and chain reaction relationships that exist across the story lines in *Holes.* |
| ***California Content Standard(s):***  ***Grade 6:***  3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.  3.3 Analyze the influence of setting on the problem and its resolution.  3.6 Identify and analyze features of themes conveyed through characters, actions, and images.  ***Grade 7:***  2.3 Analyze text that uses the cause-and-effect organizational pattern.  3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s). |
| ***Specific Learning Objectives:***  1. Be able to answer questions about the story's plot, demonstrating an understanding of the novel  2. Make decisions during game play that will demonstrate their understanding of the cause-and-effect relationships that exist across the story lines  3. Use problem-solving skills and hand-eye coordination to navigate through a maze using arrow keys  4. Practice important vocabulary words from the story  5. Demonstrate an understanding of chain reactions in the story in which one event directly leads to another  6. Find similarities with major characters from the novel |
| ***Prerequisites:***   * Must have completed reading *Holes* by Louis Sachar * Understand the meanings of cause and effect * Basic understanding how cause and effect correlate * Grade appropriate reading and writing skills   To determine whether the students have these prerequisites, two reviews will be conducted. Once the students have completed the book, a brief review will be done to highlight key characters, plots, and their connections in order to transition into the beginning of this lesson. The introduction to this lesson plan will start with a review of cause and effect to get a grasp on the students prior knowledge. Remind students that an effect is what happens and a cause is why it happens.  A connection will be made to the students’ interests, backgrounds, strengths, and needs in a few ways. First, by letting the students apply cause and effect in their own lives and giving those who want a chance to share their personal experiences with the class. Secondly, the students will be provided with an extension activity for them to display what they have learned in a way that best suits them. |

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| *Key ELD Standard(s):*  • Understands complex elements of plot development (e.g., cause-and-effect relationships; use of subplots, parallel episodes, and climax; development of conflict and resolution)  • Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues) |

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| ***Access to the Curriculum / Modifications:***In order to make the lesson accessible to English learners and to students with special needs, appropriate worksheets and activity guides will be given out so students can participate while still conforming to their learning needs. Also, partner and group work will open students ideas up to another way of thinking while finding similarities between each other. |

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| ***Assessment:***  Evidence of student learning will be collected through the cause-and-effect organizer, group chain reaction activity, brainstorming effects, predictions of the game, follow up questions and the extension activity. The results of this assessment will inform the next steps in my teaching as to whether more time needs to be spent on this lesson, taking a different approach or if its time to move on to new material. |

***Instructional Sequence***

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| ***Set or Introduction:***Students will know the purpose and objectives of the lesson by having the objectives displayed on the board, discussing instructions to each activity/assignment, and discussing expectations in behavior and performance. To get the students involved in the content of the lesson, we will start by discussing the role cause-and-effect has in the story's plot. In order to lead into the whole class activity, it will be pointed out that Stanley actually believes that the reason, or cause, of his being sent to Camp Green Lake was the result (effect) of the curse on his great-great grandfather. The cause-and-effect organizer will then be passed out while a cause-and-effect table will be displayed on the board.    We will do a couple together and then the students will form small groups in order to come up with their own ideas to share with the whole class. |
| ***Developing Content: (Teacher Directed Instruction) TDI:***  To develop new concepts, skills, and strategies, the concept of chain reaction will be introduced. Students will be asked to discuss what they think a chain retain is and how it might be similar to cause-and-effect. After, I will explain that even though both seem similar, a chain reaction is a series of incidents where one directly leads to the next. We will then move into the domino demonstration. When placing the first domino, an example of something that happened in *Holes* will be givenand then the class will be asked what happened next as a direct result. As each student answers, they will come up to place a domino in the line. Here is the class domino demonstration:  • Zero can't read (first domino)  • Zero steals the sneakers,not knowing they belong to Clyde Livingston because he can't read the sign (second domino)  • Zero realizes the shoes are a big deal because people are really upset that they're missing (third domino)  • Zero quickly walks out of the shelter and leaves the shoes on a car parked on a freeway overpass (fourth domino)  • The shoes fall off the car and hit Stanley (fifth domino)  • Stanley picks up the shoes and runs (sixth domino)  • A patrol car stops Stanley (seventh domino)  • Stanley is arrested (eighth domino)  • Stanley is sentenced to Camp Green Lake (ninth domino)  • Stanley meets Zero (tenth domino)  Once the series of dominoes have been placed in a line, a volunteer will be asked to tip the first domino, causing the entire line to fall over, thus demonstrating a chain reaction. Students will then be asked to break into small groups to come up with their own chain reaction from the story. Blocks will be supplied in order to create their own chain reaction effect. After the group activity, we will come back together as a class and groups will be able to share their chain reactions while demonstrating with their dominos. |
| ***Student Learning Tasks:***  ***Guided Practice:***  The Treasure of Green Lake game will be introduced. This game will test students knowledge of cause and effect, chain reactions, and familiarity with the story of *Holes.* Before playing, we will review the object of the game and read the instructions together. I will point out the many effects, both positive and negative, that could result from Stanley's decision to run away from Camp Green Lake. Students will then brainstorm what some of the effects might be, such as running out of water, getting bitten by a yellow-spotted lizard, or finding the buried treasure. Students will be told that as they move through the game, two challenges will be presented. One challenge will be the Gold Question Coins, which will test either the understanding of chain reactions within the book or comprehension of the story. The other challenge will be Time Warps which will flash the students into the stories past (ex: Kate Barlow’s time) and the decisions they make in the Time Warp could influence their success in the main game. Students will then be asked to think and discuss on the idea that what happens in the past affects the future (cause and effect). As the collectible items located throughout the desert are found, we will discuss how each item is related to the book in some way and that collecting them affects a player's journey. Students will then be asked what they know about the items and how they can use the information they have to predict how each item will affect the game. Students' predictions will be recorded on the board. Once everyone has finished, the class will review their predictions about how each object would affect the game. The students will be asked: Which predictions proved correct? Which didn't? What other collectibles could you add to this game? What effect would they have?  ***Independent Practice:***  Students will be given time to play The Treasure of Green Lake independently and will be encouraged to try again if they do not succeed in finding the treasure.Once students have had a chance to play The Treasure of Green Lake a few times, they will be asked to check out the other games and options provided. |
| ***Checks for Understanding / On-going Informal Assessment:***  • Ask students to recount instances of cause and effect or chain reaction from their own lives. Observe if students are comfortable with these concepts and are able to think of additional accurate examples  • Informally assess students' comprehension of the book by observing students as they play the game. Follow up with students who are unable to answer questions: have them review or re-read sections of the book related to questions they couldn't answer  • After playing the game, ask students to explain how knowledge of cause and effect and chain reaction affected their experience. What choices were they able to make because they understood these concepts? |
| *Closure:*  The final part of the lesson will be a creative assignment. Students will be given time in class and will be expected to work on the assignment at home as well. Students will be able to choose from the following questions:   1. Write a Camp Green Lake rulebook or guide for new campers about what they need to know to survive. Consider what kind of "effect" breaking these rules might cause. What chain reactions could disobedience set in motion? 2. Like Stanley's father's invention for getting rid of foot odor, brainstorm inventions you think would have a positive effect on our world. Make a diagram of your invention and label its parts. Write a brief description of the invention and explain what problem it solves and how. 3. Adopt the persona of a camper at Camp Green Lake. The camper could be a completely made-up character or character in the book, but it may not be Stanley or Zero. Write a journal entry from that camper's perspective explaining how they ended up at Camp Green Lake, due to events in the previous couple of generations of his family (similarly to the way that Stanley ended up there because of his great-great-grandfather).   The students will be asked to do written piece that will be handed in as well as a visual piece to be displayed during presentations. The presentations will not be formal but will show what they learned while displaying their creativity. |