



THE CRAZY ENGLISH TEACHER PRESENTS

Holes Literacy

Stations



Holes Literacy Stations

This is an engaging and entertaining formative assessment. With a little preparation and careful instructions, students can move through several novel based activities with simply a “rotate” from the teacher every 9-10 minutes.

This is a great way to culminate a study of your novel unit. It can also be used as a group of Common Formative Assessments. Students are organized into multiple "learning stations". I've used learning stations with high school and middle school students for fifteen years.

Using stations with older students adds interest and engagement to any lesson. A student that was disengaged becomes receptive and interested when asked to complete a tactile assignment and to work as a team to accomplish several tasks in a timely manner. The stations are fast moving and usually produce a product. Upper level students enjoy the fast pace and high interest of station work. This activity takes a little planning, but the educational component becomes a student driven learning experience.

Print out and laminate the instructions for each table. You may wish to affix the instructions to the table so that they don't get lost in the shuffle of station change. Read over the instructions for each station and supply each table with the needed working materials (markers, construction paper, tape, colored pencils, computer paper, etc.). I have found those baskets at the \$1 store are wonderful for keeping all the materials together at each table.

Before beginning a session of stations I ask the students to leave any personal items on the outside edges of the room. I tell them that they will move in a clockwise direction when I give the call to switch. Walk around to each station and give a brief synopsis of what will go on. Let students know that anything they make should be taken with them to the next station. They should straighten up their current station before moving on. This learning structure really lets the teachers become the facilitator and the student becomes the creator. It's that 80% vs. 20% relationship that we all strive for.

Students were grouped in threes or fours and students rotated between stations every 8-10 minutes. Students should take all their products with them.

Extension: Students that exhibit leadership characteristics within groups will take leadership roles in teaching mini lessons to the class. They will explore deeper translations of the text and annotation.

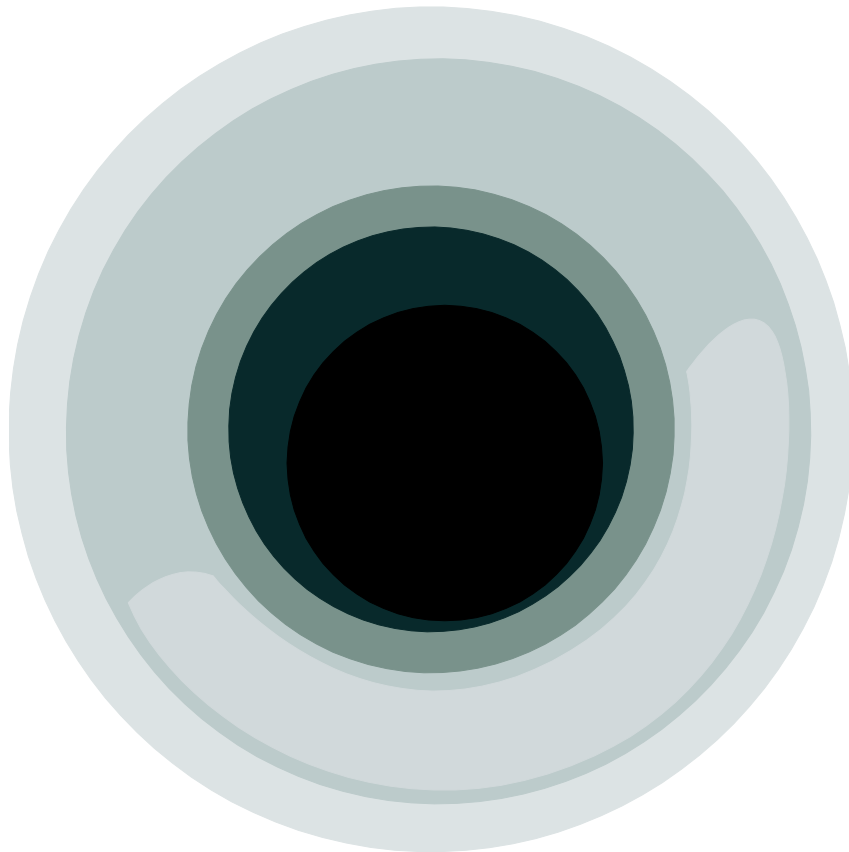
Remediation: The group settings allow extra time and discussion for students that require more time and help with a topic. Students will also have a couple of days to turn in final copies. This allows for more editing and one on one help.

Stanley Yelnats

A palindrome is a word or phrase that reads the same forwards as it does backwards. Check this one out: Yo, banana boy.

Name your first born child by turning your name into a palindrome (the way Stanley's great-great-grandmother did). Feel free to use your first name, middle name or last name. That might sound a little silly, but share them with your team.

After that, try to create a palindrome that makes sense with your team. Write your palindromes down on the construction paper provided.

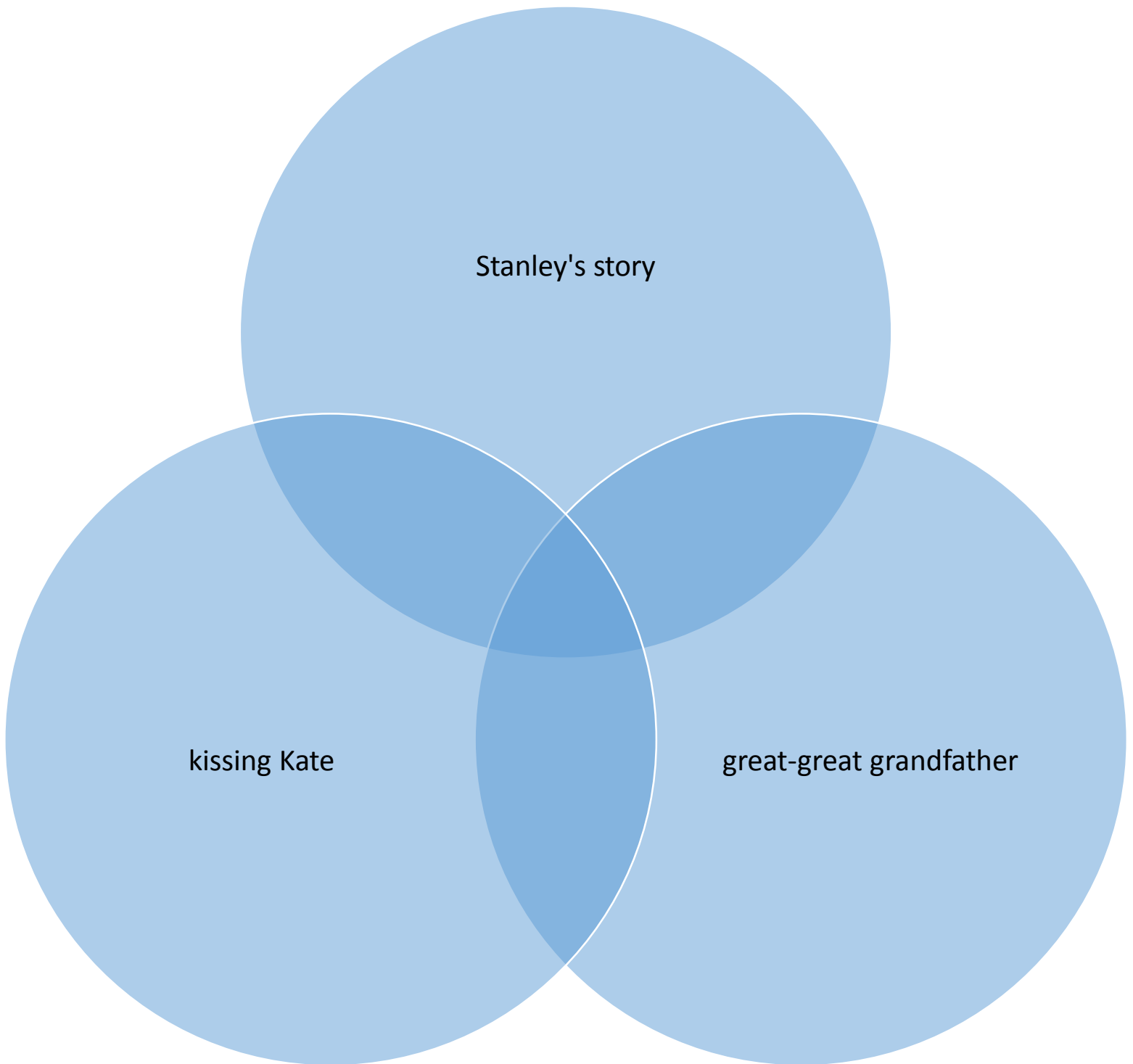


Three Stories-One Novel

This novel is unique because it contains three separate stories that all come together into one outcome. Look back at the details given for the two stories told in flashback, and add that to the information about the main story to the triple bubble graphic organizer. Add information to the overlapping parts of the circle where the stories are similar. Add information on the non-overlapping parts where the stories are different. The center triangle is where all three stories overlap. This space is very small, so draw arrows from this area and write your details for this area on the outside sections.

Each team should complete one graphic organizer. Some of the information you use will be what you infer after reading the novel, and some of the information will be direct quotes from the novel. Use the novel to fill in details from the text. Include an internal citation for each detail that you use from the text {author's last name page # Ex: (Sachar 42)}.

Three Stories-One Novel



Create Character Cards

Select your character from the drama to record on one of the character cards on the table. Each person in your team must select a different character. You may use markers or magazine cut-outs for your visual. Details from the text must include internal citations (author's last name and page number).



Character Card

Character _____

Visual



Direct characterization

Indirect characterization

Tragic flaw

Primary conflict (internal or external) explain

--

Fearless Frieze

In architecture or sculpture a frieze is a panel or series of panels that depict an event with sculpture or decoration. We have the ability to use this medium to represent important scenes in the text.

Create a frieze of one pivotal scene in the novel. Your team should pose in a position that depicts the scene. Use the speech bubbles to create two quotes for two of the characters to hold in the frieze. If available, have your teacher or nearby student snap a picture of the frieze to present to the class later.

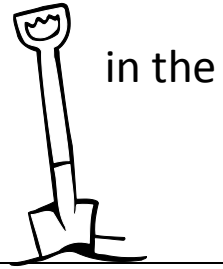


*a camera is needed

<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the text:</p> <p>Idea for a new station or improvement:</p>	<p>Ticket out the door: Learning stations</p> <p>Enjoyed the most:</p> <p>Learned about the text::</p> <p>Idea for a new station or improvement:</p>
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They called him Barf Bag

Trace and record the nicknames the author used in the novel. Each team member should fill out a sheet.



Nickname	real name (if given)	character trait

Sploosh

*collaborative

“To be a successful inventor you need three things: intelligence, perseverance, and just a little bit of luck (Sachar 8).” Your team will create an original invention with the random objects in the plastic sandwich bag. Each team will be given the same random materials: 10 cotton swabs, 3 rubber bands, 2 plastic forks, 2 pencils, 2 rubber balloons 10 paperclips, a magic marker, an a toilet paper tube. Your team must create an object that “does”something. It can make a noise, help you do something, or preform a task- but it must have a purpose. You do not have to use all of the objects, but you may only use the objects (tape will be provided too). Use the construction paper to name your invention and describe what its purpose is. The inventions will be displayed on the construction paper for a gallery walk tomorrow.



Timeline of Adventure

*collaborative

Your mission is to add to the timeline of events that make up the plot of *Holes*. Each entry on the timeline should include evidence from the text, an internal citation (author's last name-page number), and a visual. Your team is responsible for two entries on the timeline. Remember that some of the events in the novel occur as a flashback, so make sure they are recorded in the proper place.



Map of Mayhem

*Collaborative

Map out the events of this novel on the large piece of bulletin board paper that I have provided. This novel is very exciting and has many different locations to map out. Use the descriptions of the different locations in the setting. Include at least 10 landmarks from the text in your map. Each landmark should include textual evidence (with internal citation –author's last name and page number). Your team is responsible for at least one location on the map. Use the collaboration log to document your team's contribution to the task.



Collaboration Log

Team members	Description of contribution to this task

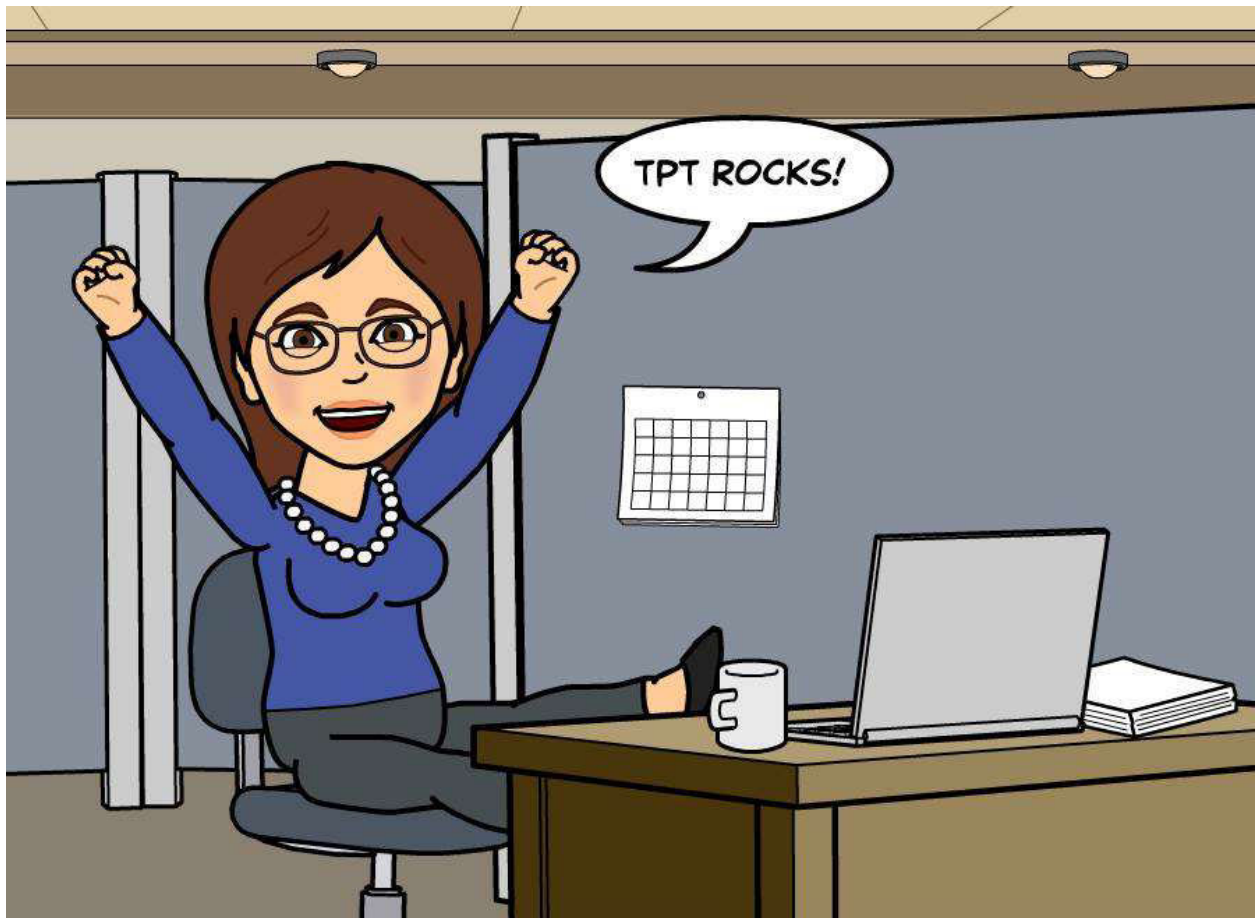
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9 Analyze how
an author draws on
and transforms
source material in a
specific work

RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

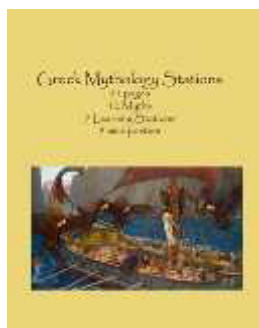
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



The Crazy English Teacher is busy posting new lessons. Check them out!

If you like this learning station, check out what else I have to offer:



Greek Mythology Stations

<http://www.teacherspayteachers.com/Product/Greek-Mythology-Stations-1088380>

I have included 7 learning stations, 12 Greek Myths, mini-posters with Essential Questions and Common Core Standards.



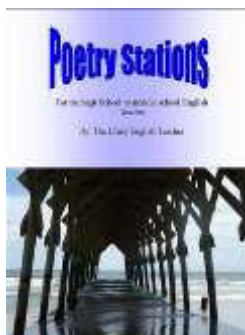
Lord of the Flies Novel Stations

<http://www.teacherspayteachers.com/Product/Lord-of-the-Flies-Novel-Stations-931634>



Animal Farm Novel Stations

<http://www.teacherspayteachers.com/Product/Animal-Farm-Novel-Stations-1070914>



Poetry Stations

<http://www.teacherspayteachers.com/Product/Poetry-Stations-For-High-School-and-Middle-School-English-976855>

Princess Bride Novel Stations

<http://www.teacherspayteachers.com/Product/The-Princess-Bride-Novel-Stations-351656>

