

# **pinpoint** **ENGLISH**

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## **whole class reading**

Flexible and Creative Lessons for

***Holes***




by Louis Sachar

## Positive thoughts

READ UP TO PAGE  
163



### • Children should be able to:

-  note and develop initial ideas, drawing on reading and research where necessary.
-  improve their mastery of art and design techniques, including drawing.
-  give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas.

- 1 Remind children that Zero and Stanley stay positive by making up what they might find at the top of Big Thumb.
- 2 Ask children to create drawings with labels to show what they personally would imagine being at the top of Big Thumb to help them keep going.
- 3 Ask children to share their drawings with a partner, if there is time, and describe what they see at the top of the mountain.

## Starter activity 25


## Expanded noun phrases


READ UP TO PAGE  
170



### Vocabulary builder

### • Children should be able to:

-  use expanded noun phrases to convey complicated information concisely; understand how hyphens can be used to avoid ambiguity.

- 1 Remind children what expanded noun phrases are by giving some examples from Chapter 38:
    - A worn-out body
    - A tangled patch of weeds
  - 2 Draw children's attention to the first example and how a hyphen is used to avoid confusion.
  - 3 Discuss how important expanded noun phrases are in helping readers visualise what is happening and make links to their own recent writing projects.
  - 4 Ask children, in pairs, to search Chapter 38 for expanded noun phrases, e.g. "a small muddy gully"; "the soggy soil"; "a tiny pool of water".
  - 5 Ask children to write their own expanded noun phrases about the things around them, using hyphens to avoid ambiguity, e.g. a sharp-pointed pencil.
-  Ask children to identify the word class of the words in each phrase, e.g. the (determiner) / soggy (adjective) / soil (noun).





## Starter activity 26



## WANTED! poster



**45** **Resources required:** photocopy master (PCM) 2 (**T** only); example wanted posters of western outlaws; teabags

• **Children should be able to:**

-  identify how language, structure and presentation contribute to meaning; explain understanding of what they have read.
-  identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as a model for their own.
-  use layout devices [for example, headings, sub-headings, columns, bullets, or tables] to structure text.
-  improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

- 1** Re-read the information about Kissin' Kate Barlow on page 115 and discuss why she was so angry and became an outlaw. Ask children whether they think she was treated fairly before becoming an outlaw.
  - 2** Show children *WANTED!* posters of other outlaws and discuss the language used, as well as the layout features. What text stands out the most? How are images used?
  - 3** Ask children to create their own *WANTED!* posters for Kissin' Kate Barlow.
  - 4** Once the posters are complete, show the class how to tea-stain them with a used teabag to make them look authentic.
-  Ask children to use PCM 2 to help them create their poster.
-  Ask children to research a different outlaw from this period for whom to create a *WANTED!* poster.




## Main activity 17


## Role model reflections

READ UP TO PAGE  
184

10

### • Children should be able to:

-  understand that families are important for children growing up because they can give love, security and stability.
-  use the colon to introduce a list and semi-colons within lists; use bullet points to list information.
-  participate in discussions.

- 1 Divide children into pairs. Remind children that Stanley and Zero are chatting about memories of their childhood and what they have learned from their parents.
  - 2 Ask each pair to make a list between them of things they have learned about how to behave from their families. Encourage the proper use of list punctuation. Can they recall how they learned these things? Did they learn from any mistakes?
  - 3 Choose several children to explain what they have learned and how they learned it.
-  Ask children to divide their lists into categories. They could be categorised in any way, such as moral and practical lessons.

## Plenary activity 23

## Happiness reflections

READ UP TO PAGE  
186

15

### • Children should be able to:

-  explain what positively and negatively affects their physical, mental and emotional health.

- 1 Ask children to re-read page 186, focusing on Stanley's feeling of happiness and why he feels so happy. Encourage them to think about how his circumstances have changed.
- 2 Ask children to draw a thought bubble into their books or on paper. Ask them to write / draw / doodle their ideas of happiness. What makes them happy? Who makes them happy?

*If there are no sensitivities in the class to avoid, children could add things around the outside of the bubble that stop them from being happy.*

## Plenary activity 24

Design your own wanted poster using the template below.

## WANTED:



Name: \_\_\_\_\_

Description:

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Wanted for:

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Last seen:

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Reward: \_\_\_\_\_