

Plot, character and setting

SECTION

4

From page to screen

Objective: To respond imaginatively, using different strategies to engage with text; to compare presentation of ideas in prose and on screen.

What you need: Copies of *Holes* and the film version; interactive whiteboard or flipchart.

What to do

- These activities build on the work completed in the 'Lights, camera, action!' activity.
- Recap the opening sections of the book and list the main events and characters. Put these onto a basic narrative structure.
- Working in groups or pairs, ask the children to think about how the introduction, complication and beginning of the resolution might be represented in film. What is it important for the viewer to know quickly in order to understand the story, raise the tension and so on? Encourage them to discuss, debate and list conclusions.
- Watch the opening sequences of the film. Observe the following:
 - Setting – How is this conveyed? (Sun; baked earth; boys digging; repetitive song.) What

does the early use of the Barf Bag incident demonstrate? (Vacancy for Stanley; desperation of boys; raises tension.) Does putting 'if you don't bother them, they won't bother you' into the mouth of Mr. Sir work? How else might it have been done? Informing viewers of yellow-spotted lizard hazard – is this effective?

- Complication – How is this done? (Slow-motion sneakers falling through air; small vignettes advancing story from arrest to court appearance.)
- Different story strands – use of flashback mirroring that in book.
- Discuss the faithfulness of the film to the text.

Differentiation

For older/more confident learners: Ask the children to consider the portrayal of Zero on screen. Track the use of camera shots, significant action (picking up of pool ball embossed with 0) and dialogue to alert the viewer to Zero's importance. Report to the rest of the class.

For younger/less confident learners: Scaffold the activity by modelling note-taking while viewing and provide a segmented sheet with headings.

Filling in the holes

Objective: To evaluate writers' purposes and the overall effect of the text on the reader.

What you need: Copies of *Holes*, writing materials, list of questions created at outset using Extract 1.

What to do

- Revisit the questions raised when studying Extract 1. Are they all answered by the end of Chapter 49?
- Highlight any unanswered questions and ask the children if they have any new questions. Do they expect answers to all these in the last chapter?
- Read the first paragraph of Chapter 50. Do the children realise the significance and how this ties the story of Elya to Stanley IV?
- Read the remainder of the chapter. Ask the

children why key characters are present for the TV viewing. (Tying together of loose ends.)

- Who is sitting behind Hector? It implies that she is his mother. Why does Sachar not spell this out for us? (Continuing the technique of expecting the reader to 'fill in the holes'.)
- In pairs, ask the children to 'fill in this hole'. How might Hector have found his mother? Examine differences in interpretation.

Differentiation

For older/more confident learners: In pairs, consider what might be the message for Stanley and Zero in the verse that concludes the story.

For younger/less confident learners: How is Stanley's life different now from the beginning? Ask children to list those differences, with support if necessary.