



Running words: 50

## Book Summary

This book shows all kinds of animals that live in holes. The last page breaks the repeated sentence pattern and provides a surprise ending.

## Building Basic Skills

**High-frequency words** – This, in, a  
**Content words** – hole, owl, fish, crab, spider, wasp, meerkat, bear, baby

**Repeated phrase** – This \_\_\_\_ lives in a hole.

**Phonics and phonemic awareness** – H, h (Holes, hole), b (baby, bear)

**Punctuation** – fullstop, exclamation mark

## Special feature

This informational text shows a wide selection of living things with one feature in common.

## Skills and Strategies

*Holes* can be used to introduce and reinforce:

- recognising the relationship between words and images
- pointing one-to-one at each word to ensure an appropriate match
- reading a variety of simple high-frequency words in context.

## Materials

- copies of words and punctuation from the Word Cards reproducible for this book, cut and ready for use
- copies of the BM, scissors, glue, felt-tip pens, pencils

# Holes

by Stan Jackson

## Introducing the Text

Encourage discussion by talking about the different places that animals live. Ask questions such as:

- *What other animals live in the sea?*
- *What other animals live in the snow?*
- *Do all birds live in nests?*

## Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *In this book, we're going to read about animals that live in holes.*

**Page 3** – *What kind of animal is this? Where does it live?*

**Page 5** – *What kind of animal is this? How can you tell?*

**Page 7** – *Where would you go to find an animal like this? What is it called? What might happen if you pick this animal up?*

**Page 9** – *This animal lives in a hole, too. What does it use to make the hole?*

**Pages 11 and 15** – *Discuss the animals that appear in the photographs, and where they make their homes.*

**Page 12** – *Why do you think the bears live in a hole? How do you think they make the hole?*

## Reading the Text

Hand one book to each child. Together, read the title and the name of the author on both the cover and the title page.

**Page 2** – Clarify where to begin reading and ask the students to point to each word as you read the sentence aloud together.

**Page 4** – Read this sentence aloud together and observe the accuracy of the students' one-to-one matching.

**Pages 6 to 12** – Ask the students to read these pages quietly to themselves. If a student has difficulties, encourage the use of reading strategies such as attempting the initial sound of a word. Note the exclamation mark at the end of the final sentence and encourage expressive reading of this sentence.

## Revisiting the Text

• Discuss each animal and what kind of hole it lives in. Ask the students to discuss how each animal might make the hole.

- *How does the meerkat make a hole like that?*
- *What about this wasp?*

As the students to identify the high-frequency words "This", "in", and "a" from a variety of pages in the book.

• Using the Words Cards for this book, reassemble the sentences with the students.

## Following Up

- Using the BM for this story, the students can cut and paste the names for the animals on to the page and then write the names of the animals in the space.
- Each student can choose their own animal. They can write the name of the animal to complete the sentence "This \_\_\_\_ lives in a hole", and then draw the animal in its hole.
- In pairs, students can take turns to read pages of the story to each other.