

Attainment's

ACCESS

LANGUAGE ARTS:

WRITE

INSTRUCTOR'S  
GUIDE

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EXTENSION

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**ACCESS**  
**LANGUAGE ARTS: WRITE**  
**INSTRUCTOR'S GUIDE**

**EXTENSION**

By René Zelt • Pam Mims • Angel Lee • Tracie-Lynn Zakas • Diane Browder  
Graphic Design by Josh Eacret

An Attainment Company Publication  
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Printed in the United States of America.

ISBN: 978-1-57861-341-0



P.O. Box 930160

Verona, Wisconsin 53593-0160 USA

1-800-327-4269

[www.AttainmentCompany.com](http://www.AttainmentCompany.com)



# CONTENTS

INTRODUCTION. . . . .	1
HOLES . . . . .	3
THE OUTSIDERS . . . . .	15
NUMBER THE STARS . . . . .	27
DRAGONWINGS . . . . .	37
WE BEAT THE STREET. . . . .	49
NEIGHBORS . . . . .	61
THE DIARY OF ANNE FRANK . . . . .	73
SADAKO AND THE THOUSAND PAPER CRANES . . . . .	85









## INTRODUCTION

Additional writing lessons and activities are included in the **Access Language Arts: Write Extension Instructor's Guide** for each of the eight books. Extension lessons provide students with instruction and exposure to additional forms of writing:

- Descriptive
- Expository
- Persuasive writing in the form of a letter
- Personal narratives

Most of the extension lessons include leveled graphic organizers or activity sheets available in the **Extension Student Workbook** to support students with the writing process.







# HOLES

WRITTEN BY

Louis  
Sachar



EXTENSION







Say, In the story *Holes*, Stanley Yelnats writes letters to his family. Stanley misses his family, and he does not want them to worry about him. He writes a letter to his mom that says Camp Green Lake is a lot of fun. Today, you are going to pretend to be Stanley and write a letter describing your time at Camp Green Lake. You can choose to write a letter, just as Stanley did, that describes the time at Camp Green Lake as fun, or you can write a letter that describes how terrible Camp Green Lake really is. When you describe something, you want to tell all about it; what it looks like, feels like, smells like, sounds like, and possibly how it tastes. Can you think of some words Stanley may have used to describe Camp Green Lake if he were describing it as a fun place to be? Can you think of some words Stanley may have used to describe Camp Green Lake if he were describing it as a terrible place to be? You may choose to write some of the words the students provide on the board for them to reference as they write their letters.

Before you start writing, let's talk about the parts of a letter:

### PARTS OF A LETTER

### DESCRIPTION

<b>Heading</b>	The date the letter is written (Example: September 5, 2017)
<b>Greeting</b>	A way to begin the letter. Often begins with the word <i>Dear</i> and is followed by the name of the person you are writing the letter to and a comma. (Example: Dear Mom,)
<b>Body</b>	The main message of the letter
<b>Closing</b>	A way to end the letter. Often, the words <i>Sincerely</i> , <i>Love</i> , <i>From</i> , or <i>Respectfully</i> are used followed by a comma. (Example: Love,)
<b>Signature</b>	The place where the writer signs their name

Show students an example of a letter, and help students identify the different parts.

September 6, 2017

Dear Sue,

I wanted to thank you for taking me to the movies this weekend. I had a great time, and I hope that you did too! The popcorn and candy were super delicious. I hope that we can get together again soon.

Love,

Mary



# DESCRIPTIVE WRITING: LETTER

...continued from previous page

Say, Now that we have talked about the different parts of a letter, I want you to start planning your letter. Think about what you are going to write about, who you are going to write to, what you are going to say, and how you are going to close your letter.

You may provide students with a graphic organizer to help them get started.

**DESCRIPTIVE WRITING: LETTER**

Plan out your letter by making a ☒ mark next to your answer choice or filling in the blank area with your choice.

<b>TOPIC</b>	My letter will describe Camp Green Lake as: <input type="checkbox"/> a fun place to be <input type="checkbox"/> a terrible place to be	
<b>HEADING</b>	Today's date is: _____	
<b>GREETING</b>	<input type="checkbox"/> Dear <input type="checkbox"/> Hello <input type="checkbox"/> Hi <input type="checkbox"/> Good morning	
<b>BODY</b>	<input type="checkbox"/> fun <input type="checkbox"/> friends <input type="checkbox"/> strong <input type="checkbox"/> learning <input type="checkbox"/> adventures <input type="checkbox"/> hot <input type="checkbox"/> bully <input type="checkbox"/> mean <input type="checkbox"/> blisters <input type="checkbox"/> scared <input type="checkbox"/> poison	
<b>CLOSING</b>	<input type="checkbox"/> Sincerely, <input type="checkbox"/> Love, <input type="checkbox"/> Best wishes, <input type="checkbox"/> Respectfully,	

2    Extension • HOLES    Access Language Arts: WRITE

**LETTER WRITING: CAMP GREEN LAKE**

Complete the graphic organizer by circling or writing your answers on the lines.

<b>TOPIC</b>	Camp Green Lake is _____ a fun place to be    a terrible place to be    a great water park	
<b>HEADING</b>	Date: _____, 20____	
<b>GREETING</b>	Dear _____	
<b>BODY</b>	I am writing to tell you about my time at Camp Green Lake. Camp Green Lake is _____, I cannot wait to _____ The _____ part of Camp Green Lake is _____, I hope _____ I leave _____ a fun place to be    return    a great water park my friends    full of water    best digging holes    a terrible place to be    worst to see you soon    I can come here again	
<b>CLOSING</b>	Love    November 23rd    Hello	
<b>SIGNATURE</b>	_____	

4    Extension • HOLES    Access Language Arts: WRITE



# PERSUASIVE WRITING: LETTER

## Student Workbook: Persuasive Letter

Have students write a persuasive letter using the tools they have learned to write an opinion paragraph. Ask students to write a persuasive letter about one of the following topics:

- Write a letter to the judge persuading him to shut down Camp Green Lake.
- Write a letter to your friend persuading them that Kate Barlow's spiced peaches are the best.
- Write a letter to your friend persuading them that onions are the secret to a long and healthy life.
- Write a letter to Stanley persuading him to teach Zero to read.
- Write a letter to Mr. Sir persuading him to give water to Stanley.
- Write a letter to Stanley persuading him to share his treasure with you.

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

I think \_\_\_\_\_  
\_\_\_\_\_.

One reason \_\_\_\_\_  
\_\_\_\_\_.

Also, \_\_\_\_\_  
\_\_\_\_\_.

In conclusion, \_\_\_\_\_  
\_\_\_\_\_.

Respectfully,  
\_\_\_\_\_



Say, Many of the characters in *Holes* made bad choices at some point in their lives and could have been wanted by the local sheriff. Today, you are going to create a wanted poster describing one of the following characters from the story:

- Kate Barlow
- Mr. Sir
- The Warden
- Trout Walker
- Stanley
- Zero

You will use adjectives or describing words on your poster. Think about the words you will use to describe your character and the crimes they committed. What are some of the describing words you are thinking of? Wait for students to respond, and guide their responses as necessary. You may choose to write the words on the board or on chart paper for students to reference as they create their wanted posters.

Complete the wanted poster by filling in the blanks.

# WANTED

CHARACTER'S NAME

**REWARD**

WHAT IS THE REWARD?

**PHYSICAL DESCRIPTION**

WHAT DO THEY LOOK LIKE?

GLUE OR DRAW A PICTURE OF THE CHARACTER HERE

**LAST SEEN**

WHERE WAS THE PERSON LAST SEEN?

**PERSONALITY TRAITS**

WHY SHOULD YOU BE CAREFUL AROUND THIS PERSON?

**CRIMES COMMITTED:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Access Language Arts: WRITE

HOLES • Extension 7



Students will need to create a shopping list of the items needed to make spiced peaches. Students will then write a how-to paragraph sequencing the steps of making spiced peaches. After making the spiced peaches, students will write descriptive sentences that detail the taste, smell, feel, sound, and look of spiced peaches.

### SHOPPING LIST: SPICED PEACHES

Say, Kate Barlow was well known for her delicious spiced peaches. We are going to find a recipe for spiced peaches so that we can make some and try them. After we find a recipe, you are going to make a list of the items we will need to make spiced peaches. When you are going to cook something, it is important to make sure you have all the ingredients. Have students find a recipe on the Internet for spiced peaches. After a recipe is decided upon, have each student make a shopping list of what will be needed to make spiced peaches using the recipe they selected.

Students may create their lists by:

- Generating and writing/typing their own lists
- Dictating their list for someone to write
- Using a word bank or pictures to create their list (possible images provided)

## HOW TO: MAKE SPICED PEACHES

Complete the shopping list below.

### SHOPPING LIST

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

INGREDIENTS



8 Extension • HOLES

Access Language Arts: WRITE



Say, After you create your shopping list, you are going to write a how-to paper explaining how to make spiced peaches. First, I want each of you to share the shopping list you created. Have the recipe for spiced peaches projected on the board or printed out for students to reference. Have students share the lists they created. How are some of the lists the same, and how are some of the lists different? Did anyone include how much of each item was needed? Did any of the lists leave ingredients off? You may choose to discuss the importance of knowing how much of an item will be needed when you are shopping for ingredients to make a recipe. After discussing the different lists, you will begin the second part of the lesson.

Say, Procedural text tells us how to do something or how to get somewhere and the order we should do it in. We use procedural text all the time. Recipes, science experiments, instructions for playing games or participating in activities, driving directions, and rules are just a few examples of procedural text. When you write procedural text, it is sometimes called a how-to paper.

Today, you are going to write a how-to paper explaining how to make spiced peaches. When you write a how-to paper, you are telling someone how to do something and what they will need to do it.

The title of your paper will tell the reader your purpose and what they are going to do. The title usually includes the words how to. What will the title of your paper be? Remember, you are writing about how to make spiced peaches. Wait for students to respond, and guide their responses as necessary. You may choose to write the title *How to Make Spiced Peaches* on the board or on chart paper for students to reference as they write. After you write the title, you will need to write a list of the materials the reader will need to make spiced peaches. Look at the shopping list you made. Will you need to include these items? Yes, you will! It is important that the reader knows the ingredients they will need to make spiced peaches. What else will the reader need to know? Wait for students to respond, and guide their responses as necessary. For example, how much of an ingredient is needed and what additional tools will be needed. Encourage students to reference the recipe you will be using to make sure they

### HOW TO: MAKE SPICED PEACHES

Complete the graphic organizer by making a ☒ mark next to your answer choice.

TITLE	<input type="checkbox"/> How to Make Brownies	<input type="checkbox"/> How to Make Spiced Peaches
MATERIALS	<input type="checkbox"/> 1 can opener	<input type="checkbox"/> 1 medium-sized pot
	<input type="checkbox"/> canned peaches (29 oz.)	<input type="checkbox"/> 6 cloves
	<input type="checkbox"/> Hershey's chocolate	<input type="checkbox"/> ¼ teaspoon salt
	<input type="checkbox"/> 1 cinnamon stick	<input type="checkbox"/> ¾ cup of brown sugar
	<input type="checkbox"/> ½ cup apple cider vinegar	<input type="checkbox"/> ¼ teaspoon allspice
	<input type="checkbox"/> 1 large bowl	<input type="checkbox"/> 1 spoon
STEP 1	<input type="checkbox"/> First, drain and save the syrup from the canned peaches. Put the peaches in a bowl to use later.	<input type="checkbox"/> First, open the box of brownie mix and pour it into a bowl.
	<input type="checkbox"/> First, use a can opener to open a can of chicken soup.	<input type="checkbox"/> Next, mix together flour and eggs.
STEP 2	<input type="checkbox"/> Next, put the soup in the microwave for two minutes.	<input type="checkbox"/> Next, mix the syrup from the canned peaches, brown sugar, apple cider vinegar, cloves, salt, allspice, and 1 cinnamon stick in a medium-sized pot.
	<input type="checkbox"/> Next, mix the syrup from the canned peaches, brown sugar, apple cider vinegar, cloves, salt, allspice, and 1 cinnamon stick in a medium-sized pot.	<input type="checkbox"/> Then, place the medium-sized pot with the syrup mixture on the stove and cook uncovered for 15 minutes.
STEP 3	<input type="checkbox"/> Then, place the medium-sized pot with the syrup mixture on the stove and cook uncovered for 15 minutes.	<input type="checkbox"/> Then, heat the oven to 350 degrees.
	<input type="checkbox"/> Then, heat the oven to 350 degrees.	<input type="checkbox"/> Then, take the soup out of the microwave and stir.
STEP 4	<input type="checkbox"/> Then, take the soup out of the microwave and stir.	<input type="checkbox"/> Last, put the brownie mix in the oven for 20 minutes.
	<input type="checkbox"/> Last, put the brownie mix in the oven for 20 minutes.	<input type="checkbox"/> Last, pour the syrup mixture over the bowl of peaches. Allow the mixture to cool before eating. Serve warm or cold.
		<input type="checkbox"/> Last, eat the soup!

Access Language Arts: WRITE

HOLES • Extension 11



# EXPOSITORY WRITING: HOW TO MAKE SPICED PEACHES

...continued from previous page

include all the items. You may choose to write the items students dictate on the board or on chart paper for students to reference as they write. Next, you will need to provide the reader with step-by-step directions on how to make spiced peaches. I want you to think about the recipe we found for spiced peaches and the steps included for making spiced peaches. What order do the steps need to be completed in? When writing, you will use transition words such as *first*, *next*, *then*, and *last* to help the reader know what order they should do things in. What are the steps to making spiced peaches? Remember, you can reference the recipe we will be using. Wait for students to respond, and guide their responses as necessary. You may choose to write the steps they dictate on the board or on chart paper for students to reference as they write. When you start writing your step-by-step directions, make sure they are in order and clear to the reader. It can also be helpful to use pictures or illustrations when writing a how-to paper. Images can help the reader have a better understanding of how to do something. Think about pictures or images you want to include when you write your how-to paper.

Provide students with a graphic organizer to guide them in writing their how-to paper.  
Students can write by:

- Generating and writing/typing their how-to paper
- Dictating their title, materials, and steps for someone to write
- Using a word bank or pre-written sentence choices
- Touching/selecting pictures or sentences to write their how-to paper





After students have written their *How to Make Spiced Peaches* paper, use one of the student's how-to papers to make spiced peaches. Explain to students that as they make and eat the spiced peaches, they should pay close attention to how the spiced peaches look, taste, smell, and feel because they will be participating in a descriptive writing task next!

After making the spiced peaches, students will write descriptive sentences that detail the taste, smell, feel, sound, and look of the spiced peaches.

Say, I want you to think about the spiced peaches we made. Think about how they smelled, what they looked like, how they tasted, and how they felt. When we talk about how something sounds, how it tastes, what it feels like, what it looks like, and how something smells, we are using our five senses to describe an experience in detail. Describing words are called adjectives, and we will be using a lot of adjectives when we write about the spiced peaches we made.

Today we are going to use our five senses to write about the spiced peaches we made. We are going to write descriptive sentences. Descriptive writing helps the reader experience or imagine what you are sharing through your writing.

Have students complete a graphic organizer listing words that describe the spiced peaches. After each student has completed their graphic organizer, they will create descriptive sentences using the descriptive sentence template to help them.

Students can write by:

- Generating and writing/typing their own describing words
- Dictating their descriptions for someone to write for them
- Using a word bank
- Touching/selecting pictures, words, or sentences that describe the spiced peaches

DESCRIPTIVE WRITING
SPICED PEACHES

Write your observations of the spiced peaches in the spaces below.



FEELS LIKE:

TASTES LIKE:

SMELLS LIKE:

LOOKS LIKE:

SOUNDS LIKE:

12 Extension • HOLES

Access Language Arts: WRITE

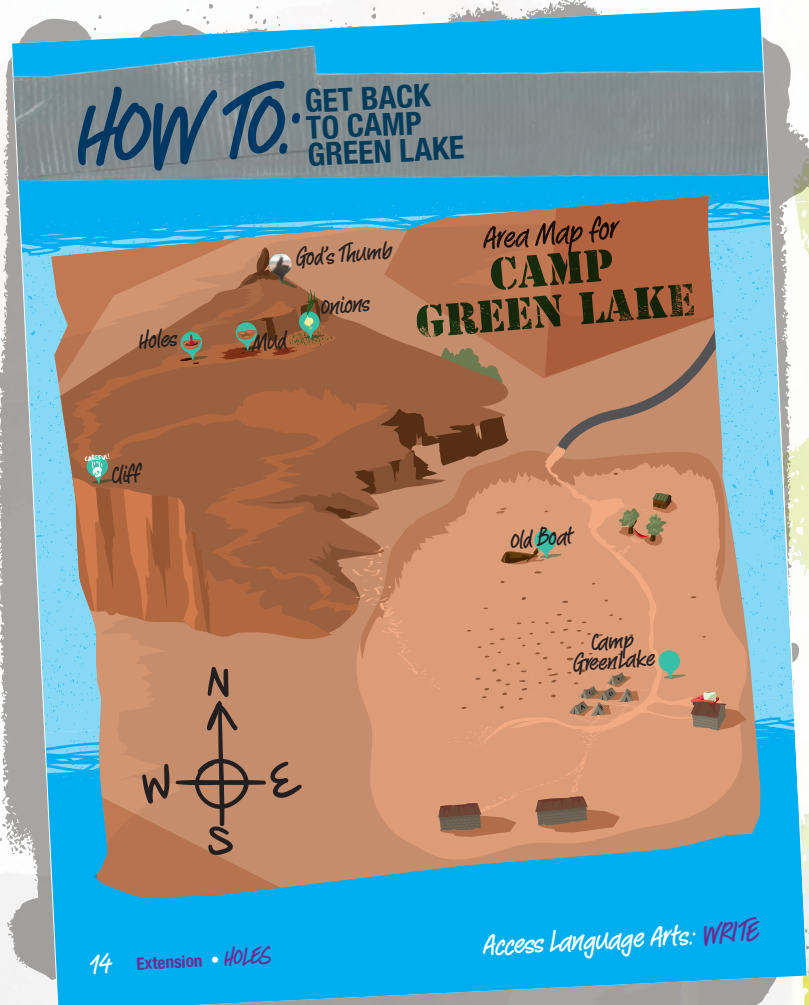


Provide students with a map for Camp Green Lake. Have students write directions on how Stanley and Zero can get back to Camp Green Lake.

Say, Zero and Stanley decided in the story to return to Camp Green Lake after they had run away. Use the map to write directions telling Zero and Stanley how to get back to Camp Green Lake. Remember that procedural text tells us how to do something or how to get somewhere and the order we should do it in. We use procedural text all the time. Recipes, science experiments, instructions for playing games or participating in activities, driving directions, and rules are just a few examples of procedural text. When you write procedural text, it is sometimes called a how-to paper.

Today, you are going to write a how-to paper telling Zero and Stanley how to get back to Camp Green Lake. When you write a how-to paper, you are telling someone how to do something.

The title of your paper will tell the reader your purpose and what they are going to do. The title usually includes the words how to. What will the title of your paper be? Remember, you are writing about how to get back to Camp Green Lake. Wait for students to respond, and guide their responses as necessary. You may choose to write the title *How to Get Back to Camp Green Lake* or *How to Get to Camp Green Lake* on the board or on chart paper for students to reference as they write. Now that you have a title, you will need to provide the reader with step-by-step directions on how to get back to Camp Green Lake. I want you to look carefully at your map and pay attention to the landmarks on the map that could help Zero and Stanley know where to go. Think about the steps someone would need to follow to get back to Camp Green Lake. What order do the steps need to be completed in? When writing, you will use transition words such as *first*, *next*, *then*, and *last* to help the reader know what order they should do things in. Wait for students to respond, and guide their responses as necessary. You may choose to write the steps they dictate on the board





or on chart paper for students to reference as they write. When you start writing your step-by-step directions, make sure they are in order and clear to the reader. It can also be helpful to use pictures or illustrations when writing a how-to paper. Images can help the reader have a better understanding of how to do something. Think about pictures or images you want to include when you write your how-to paper.

Provide students with a graphic organizer to guide them in writing their how-to paper.

Students can write by:

- Generating and writing/typing their own how-to paper
- Dictating their title and steps for someone to write
- Using a word bank
- Touching/selecting pictures or sentences to write their how-to paper
- Glue pre-written sentences in the correct order to complete their how-to paper

The graphic organizer is a vertical sheet of paper with a blue header. The title 'HOW TO: GET BACK TO CAMP GREEN LAKE' is written in a stylized font. To the right of the title, it says 'Complete the graphic organizer by writing your answers on the lines.' The organizer is divided into five horizontal sections, each with a colored background and a label on the left. The sections are: 1. A blue section labeled 'TITLE' with a line for 'How to \_\_\_\_\_'. 2. A yellow section labeled 'STEP 1' with a line for 'First, \_\_\_\_\_'. 3. A purple section labeled 'STEP 2' with a line for 'Next, \_\_\_\_\_'. 4. A green section labeled 'STEP 3' with a line for 'Then, \_\_\_\_\_'. 5. A blue section labeled 'STEP 4' with a line for 'Last, \_\_\_\_\_'. At the bottom left, it says '16 Extension • HOLES'. At the bottom right, it says 'Access Language Arts: WRITE'.

**HOW TO: GET BACK TO CAMP GREEN LAKE**

Complete the graphic organizer by writing your answers on the lines.

**TITLE** How to \_\_\_\_\_

**STEP 1** First, \_\_\_\_\_

**STEP 2** Next, \_\_\_\_\_

**STEP 3** Then, \_\_\_\_\_

**STEP 4** Last, \_\_\_\_\_

16 Extension • HOLES

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