

Lesson 2

Chapters 4-6

❶ Vocabulary

1. barren
2. desolate
3. juvenile
4. burlap
5. sanitary
6. scarcity
7. testified
8. despicable
9. vacancies

❷ Vocabulary

1. retrieved
2. torment
3. mere
4. humiliating
5. autographs
6. auctioned
7. destiny
8. souvenir

❸ Vocabulary Expressions

1. excited about the prospect
2. too much of a coincidence

WORD LISTS

Open your Student Workbook to page 3.

DECODING WORD LISTS

Exercise 1: Initial Decoding

Touch under the first word in List 1. The first word is **barren**. What word? (Signal.) *Barren*. The next word is **desolate**. What word? (Signal.) *Desolate*. (Repeat process for each word in the list.)

Exercise 2: Firming It Up

Touch the first word in List 1. You're going to read the words in this list at a faster rate. First word. (Signal.) *Barren*. Next. (Signal.) *Desolate*. (Repeat process for each word in the list, making your pace a bit quicker than in Exercise 1. Refer to the correction procedure if students make an error.)

Exercise 3: Mastery Level

Touch the first word in List 1. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read. (Refer to the correction procedure if students make an error.)

Repeat procedure for each word list and for the vocabulary expressions.

CORRECTION PROCEDURE FOR WORD LISTS

(If the students misidentify a word, say:) **That word is testified. What word?** (Signal.) *Testified*. **Spell testified.** *T-e-s-t-i-f-i-e-d*. **What word did you spell?** *Testified*. **Go back to the top** (or the bottom, if that's where you've started) **of the list. What word?** (Signal.) *Barren*. **Next word.** *Desolate*. (Repeat process for each word in the list until students can read the list without making an error.)

If students make a pronunciation error, have them tap out the syllables with you.) **That word is juvenile. Put your hand on your desk. Tap out the parts in juvenile with me.** (You and the students tap out the parts of the word together.) **Ju•ven•ile. Say the word.** (Signal.) *Juvenile*.

UNDERSTANDING VOCABULARY WORDS

Touch List 1. Let's talk about what these words mean. The first word is *barren*. **Barren means empty and without life. What does barren mean?** *Empty and without life*.

If there's nothing growing in the desert, we say the desert is... *barren*.

Word 2 is *desolate*. Desolate means empty and alone. What word means empty and alone? *Desolate*.

I'll say it one way; you say it another way. Without her best friend, Alice felt empty and alone. *Without her best friend, Alice felt desolate.*

Word 3 is *juvenile*. A juvenile is a child or animal who's not yet full-grown. What do we call a child or animal who's not yet full-grown called? *A juvenile.* What does juvenile mean? *A child or animal who's not yet full-grown.*

Word 4 is *burlap*. Burlap is a coarse, roughly woven cloth used for bags or coverings. What's a coarse, roughly woven cloth used for bags or coverings called? *Burlap.*

Word 5 is *sanitary*. When we say something is sanitary, we mean it's very clean, without germs or bacteria. What does sanitary mean? *Very clean, without germs or bacteria.*

Word 6 is *scarcity*. If there's a scarcity, it means there isn't enough. What does scarcity mean? *There isn't enough.*

I'll say it one way; you say it another way. There isn't enough food. *There's a scarcity of food.*

Word 7 is *testified*. Testified means spoke the truth in a court of law. What does testified mean? *Spoke the truth in a court of law.*

Word 8 is *despicable*. Despicable means shamefully bad. What does despicable mean? *Shamefully bad.*

I'll say it one way; you say it another way. Stealing the poor man's coat was shamefully bad. *Stealing the poor man's coat was despicable.*

Word 9 is *vacancies*. Vacancies are empty places that can be filled. What are vacancies? *Empty places that can be filled.*

I'll say it one way; you say it another way. This apartment block has three empty places that can be filled. *This apartment block has three vacancies.*

Touch List 2. Let's talk about what these words mean. The first word is *retrieved*. When something is retrieved, it means it's brought back. What does retrieved mean? *Brought back.*

Word 2 is *torment*. Torment is painful suffering. What word means painful suffering? *Torment.* What does torment mean? *Painful suffering.*

I'll say it one way; you say it another way. The medicine ended his painful suffering? *The medicine ended his torment.*

Word 3 is *mere*. Mere means small and not important. What does mere mean? *Small and not important.*

I'll say it one way; you say it another way. It was a small and not important scratch. *It was a mere scratch.*

Word 4 is *humiliating*. Humiliating is another way of saying deeply embarrassing. What word means deeply embarrassing? *Humiliating.*

Word 5 is *autographs*. Autographs are signatures of important or famous people. If we got the signature of the president of the United States, we would be getting his... *autograph.*

Word 6 is *auctioned*. If an item is auctioned, it means it is sold to the person who will pay the most money for it. What's it called if an item is sold to the person who will pay the most for it? *Auctioned.*

Word 7 is *destiny*. Destiny means what's meant to happen. What does destiny mean? *What's meant to happen.*

Word 8 is *souvenir*. Souvenir is a French word that means to remember. A souvenir is something that helps you remember a trip or important event. What's something that helps you remember a trip or important event called? *A souvenir.*

Tell your partner about some souvenirs that you have bought from trips or important events. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds, call stop. Call on 2-3 students to share their ideas.)

UNDERSTANDING VOCABULARY EXPRESSIONS

Touch List 3. Let's talk about what these expressions mean. The first expression is *excited about the prospect*. To be excited about the prospect means to be eager about the idea of doing something. What expression means eager about the idea of doing something? *Excited about the prospect*.

Expression 2 is *too much of a coincidence*. If something is too much of a coincidence, it means that things couldn't have happened by simple chance or accident. What expression means things couldn't have happened by simple chance or accident? *Too much of a coincidence*.

BUILDING BACKGROUND KNOWLEDGE

Reading Informational Text

The novel *Holes* is contemporary fiction. That means that it's a make-believe story about things that happened during modern times. Contemporary fiction tells about the everyday lives of modern people.

Sometimes we'll read an expository passage that will help us better understand what's happening in the story. Expository passages are nonfiction. They tell us true facts about a subject.

Are expository passages fiction or nonfiction? *Nonfiction*.

What does nonfiction tell us? *True facts about a subject*.

Fiction books are make-believe. In fiction books, authors made up the stories from their imaginations. What is the difference between fiction and nonfiction? Ideas: *Books and stories that are fiction are make-believe—the authors made up the stories from their imaginations: nonfiction books are about true facts.*

An expository passage can also be called an article. What else can we call an expository passage? *An article*.

(Give each student a copy of BLMs 2A and 2B.)

The title of this article is "*Desert Climate*." What is the title of this article? *Desert Climate*.

The author's purpose tells why the author wrote the article. What does the author's purpose do? *Tells why the author wrote the article*.

The author's purpose for writing this nonfiction passage is to give you information about a desert climate. We say the author's purpose is to inform. What is the author's purpose for writing this passage? *To inform*. Knowing something about a desert climate will help you better understand what is happening in the story.

(Have the students quickly scan the passage and underline any words that they do not know.) **When we scan a passage, we read it quickly. Scan the passage. If you find a word you don't know, underline it. As I walk around, I will make a list of words that you need to know how to read.**

(As you circulate, record underlined words to write on the board or on a Smart Board in vertical lists. Each list should contain no more than 6 words. Limit your choice to no more than 12 words. After you write each word say:) **This word is __. What word?**

(Once you have the words listed on the board, firm each list to mastery using the procedures specified at the beginning of this lesson.)

Next, discuss the meaning of each word in the context of the passage. You may wish to have a Co-Build or Language Learners dictionary available to assist you with providing students with easy to understand definitions. Two good dictionaries are the Collins COBUILD Advanced Learners English Dictionary or Merriam-Webster's Advanced Learner's English Dictionary (available in print and on-line).

Some vocabulary words are best illustrated with a picture. Pictures can easily be found on the Internet.

Have individual students take turns reading aloud part of the passage. At the end of the passage discuss the illustrations and questions found on BLM 2B. Give students the opportunity to ask questions about the information in the passage.)

STORY READING

What's Happened So Far

The main events in a story are the most important things that happened. What are the main events in a story? *The most important things that happened.*

When we summarize the main events that happened in part of a story, we tell only about the most important things that happened. What do we do when we summarize the main events that happened in part of a story? *We tell only about the most important things that happened.*

Let's summarize the main events that happened in Chapters 1-3

What were some of the main events that happened in Chapters 1-3? *Ideas: Stanley, the main character, was sent off to Camp Green Lake instead of given jail time for committing a crime. Stanley arrived at the camp after a long, hot bus ride. We learned about a family curse set on Stanley's great-great grandfather and an outlaw named Kissin' Kate Barlow.*

Let's keep reading and see how Stanley is doing at camp.

CHAPTER 4:

Pages 11-12

How do you know it's hot where Stanley is? *Ideas: Stanley's mouth is dry; the ground is hard, dry dirt; there's a band of sweat where Stanley's handcuffs were; the land is barren and desolate, with only two trees and no weeds growing; the office is air-conditioned.*

Pages 13-15

What did Mr. Sir mean when he said, "You're not in the Girl Scouts anymore?" *Idea: Life at Camp Green Lake will be harder than what Stanley is used to.*

Why are Stanley's cap and jumpsuit orange? *Idea: The color can be easily seen and noticed away from the camp if he escapes.*

Do you think Stanley will try to run away? Why or why not? Tell your partner what you think and why. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 30 seconds, call stop. Call on 2-3 students to share their ideas.)

Why do you think Stanley will be digging holes? *Ideas: So that he stays out of trouble and has something to do with his time; the people running the camp are looking for something buried.*

CHAPTER 5:

Pages 16-17

Do you agree with anything that the counselor said to Stanley? Why or why not? *Idea: Yes. Just because a person did something bad doesn't mean that they're a bad person.*

When you justify an answer, you give details from the story that prove your answer is correct. What do you do when you justify your answer? *I give details from the story that prove my answer is correct.*

What do you think happened to Lewis, a.k.a. “Barf Bag?” Justify your answer with clues from the book. *Ideas: The Warden was angry with him; he was bitten by a rattlesnake or a scorpion; he fainted from the heat; the other boys were tough and hurt him; he was sick because his nickname was Barf Bag.*

Page 18

What is “Rec Hall” an abbreviation for? *Recreation Hall.*

Pages 19-20

Why do you think the boys take their nicknames so seriously? *Ideas: Nicknames show respect for each other and a sense of belonging between camp members; the nickname tells more about a boy than his given name; being given a nickname shows that you’re an accepted part of the group.*

CHAPTER 6:

Page 21

What did Stanley mean when he said, “if you could call it that” about his shower, dinner, and bed? *Ideas: There wasn’t enough to call it a proper shower; the food was tasteless; the cot was smelly and scratchy.*

Page 22

There’s a saying that truth is often stranger than fiction. What does this saying mean? *Idea: Real life can be stranger than anything a person can imagine.*

With this saying in mind, explain why the boys at camp didn’t believe Stanley when he told the truth. *Ideas: The reason he gave for being arrested was too ridiculous to be true; they don’t believe that he stole shoes from somebody as famous as Clyde Livingston.*

Why would a poster of Clyde Livingston be used as evidence against Stanley? *Ideas: It gives a motive for Stanley stealing the shoes; if he liked Clyde Livingston so much, he could have stolen the shoes as a souvenir of his hero.*

Page 23

Why were the teachers wrong to think that because Derrick was smaller it was okay for him to pick on Stanley? *Ideas: Bullies don’t have to be big to be cruel; it doesn’t take size to hurt someone’s feelings or to make fun of them.*

Think of a time when you were bullied like Stanley. What did you do to stop the bullying? (Accept individual responses.)

Pages 24-25

What reasons did Stanley give for keeping the shoes? *Ideas: His father was working with sneakers, so he thought they might help his father; he felt that they were special sneakers; he thought that the sneakers falling on his head was a sign from God.*

THEME

The theme of a story is a special message from the author. Often the theme is a lesson the author wants the reader to think about or to learn. What is the theme? *A lesson the author wants the reader to think about or to learn.*

What did Stanley do when he stepped off the bus? Check back on page 11. *Ideas: Thanked the bus driver; said thank you.*

What did he think about the bus driver and guard having to drive nine hours back? *Ideas: He felt a little sorry for them.*

Stanley's supposed actions were called despicable by the judge, he was at a camp for bad boys, and still he was able to have kind thoughts for others.

Has Stanley let the bad things happening to him affect his own behavior? Ideas: *No, he is still a good kid; he's still a polite boy.*

A theme for this part of the story is to not let bad situations change who you are.

DEVELOPING FLUENCY AND READING CHECKOUT:

(Students should read at least a 150-200 word passage from Chapter 4, beginning with the first word of the chapter.)

Assign each student a partner with approximately the same skill level in reading. Identify one student as Partner A and the other student as Partner B.)

Open your book to page 11. Touch the first word of the chapter. Listen while I read this part of the story to you. (Read accurately and fluently for one minute, with a variety of expression, remembering to use appropriate phrasing.) **This is how it should sound when you read aloud.**

It's your turn. Read silently from the beginning of the chapter until I say stop. (Circulate around the classroom. Monitor students' silent reading by doing a whisper check. [See introduction page ix for instructions for doing a whisper check.] Once the student with the slowest reading rate has read at least 150 words, call stop for the whole class. It is best to walk past the student and then call stop so other students do not target one student as being the slowest reader.)

Now you'll each have a chance to read to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say "Stop. That word is..." and tell your partner the word. You'll read until I say, "Stop." Ready. Read. (Allow one minute for Partner A to read aloud as far as they can in the chapter.)

Reverse roles, with Partner B reading to Partner A.

Each student should record their reading rate and accuracy on the chart found on the inside back cover of the Student Workbook. There is also a copy in the Blackline Masters Packet and at the end of this Teacher Presentation Book.)

Today I'll continue to listen to people read aloud from Chapter 1 of *Holes*.

(Listen to the second half of your students read individually. Allow students to read for 1 minute. Count the number of words read correctly. Record the reading rate and accuracy on the student's reading rate and accuracy chart found on the inside back cover of the Student Workbook. There is also a copy in the Blackline Masters Packet and at the back of this Teacher Presentation Book.)

Record each student's checkout data on the class summary chart found in the Blackline Masters Packet and at the back of this Teacher Presentation Book.)

DEVELOPING VOCABULARY:

Preparation:

You will need the overhead transparency or Smart Board file of BLM 1B.

Write the following words on the board in a column: desolate, sanitary, mere, despicable, humiliating, juvenile.

(Explain to students that they are going to develop a Vocabulary Notebook that will help them increase their vocabulary and help them prepare for the vocabulary test that will be given at the end of the novel study. Give students their Vocabulary Notebooks.)

Each day we will practice some of the vocabulary words and their definitions. Later you will write them in your Vocabulary Notebooks.

(Point to the list of words on the board.)
These are the words that you will be writing in your Vocabulary Notebook today.

Let's practice these words and their meanings. We are also going to review the words you learned in Lesson 1.

Desolate means alone and empty. What word means alone and empty? (Signal.) *Desolate.* **What does desolate mean?** (Signal.) *Alone and empty.*

Sanitary means very clean, without germs or bacteria. What does sanitary mean? (Signal.) *Very clean, without germs or bacteria.* **What do we call something that is very clean, without germs or bacteria?** (Signal.) *Sanitary.*

Mere means small and not important. What does mere mean? (Signal.) *Small and not important.* **What word means small and not important?** (Signal.) *Mere.*

Despicable means shamefully bad. What does despicable mean? (Signal.) *Shamefully bad.* **What word means shamefully bad?** (Signal.) *Despicable.*

Humiliating is another way of saying deeply embarrassing. What word means deeply embarrassing? (Signal.) *Humiliating.* **What does humiliating mean?** (Signal.) *Deeply embarrassing.*

A juvenile is a child or animal who's not yet full-grown. What do we call a child or animal who's not yet full-grown? (Signal.) *A juvenile.* **What does juvenile mean?** (Signal.) *A child or animal who's not yet full-grown.*

Forbidden means not allowed. What word means not allowed? (Signal.) *Forbidden.* **What does forbidden mean?** (Signal.) *Not allowed.*

Stationery is special paper used to write letters. What is stationery? (Signal.) *Special paper used to write letters.* **What do we call special paper used to write letters?** (Signal.) *Stationery.*

Perseverance means continuing to work even though there are difficulties. What word means continuing to work even though there are difficulties? (Signal.) *Perseverance.* **What does perseverance mean?** (Signal.) *Continuing to work even though there are difficulties.*

A wasteland is a large place with few plants and animals. What do you call a large place with few plants and animals? (Signal.) *A wasteland.* **What is a wasteland?** (Signal.) *A large place with few plants and animals.*

When something hovers, it hangs in the air or around something. What word means hangs in the air or around something? (Signal.) *Hovers.* **What does hovers mean?** (Signal.) *Hangs in the air or around something.*

Neglected means ignored or not done because of carelessness. What does neglected mean? (Signal.) *Ignored or not done because of carelessness.* **What word means ignored or not done because of carelessness?** (Signal.) *Neglected.*

(Ask students to open their Vocabulary Notebooks to the next page that has blank boxes. Display BLM 1B. Model the setup of the Vocabulary Notebook.) **We are going to work together today to learn how to set up a page in your Vocabulary Notebook.**

(Point to the words on the board.) **Copy each of these words into one box under the title "Vocabulary Word."** (Demonstrate.)

Touch the heading in the second column. Read the heading. (Signal.) *Definition.* **In the box under this heading, you will copy the definition from the glossary for each word.** (Demonstrate writing the definition for desolate.)

Touch the heading in the third column. Read the heading. (Signal.) *Sentence.* In the box under this heading, you will write a sentence of your own. When you write your sentence, you will write a meaningful sentence. A meaningful sentence is one that makes it clear you know what all the words in the sentence mean.

For example, if you said: The mountain was treacherous because it was so steep and rocky, we can tell you know what treacherous means. Steep and rocky mountains are treacherous.

If you said: The mountain was treacherous, we can't tell you know what treacherous means because there are no other words to help with the meaning. The mountain could have been anything.

What kind of sentence will I write in this column? A meaningful sentence.
(Demonstrate writing a meaningful sentence for the word desolate.)

Touch the heading in the fourth column. Read the heading. (Signal.) *Representation.* In this box, you will draw a small sketch or symbol that will help you remember the word. (Demonstrate drawing a simple sketch or symbol that will represent the word desolate.)

You will complete the rest of the words on your own. You can look at my model if you need help remembering what to do.

WRITTEN FOLLOW-UP ACTIVITIES:

(Have students complete the vocabulary and story items for Lesson 2 in the Student Workbook.

Review answers with the group.)

ENRICHMENT AND EXTENSION ACTIVITIES:

Students may complete one or more of the following activities:

❶ MEMORY TRICKS

Mr. Pendanski told Stanley a trick for remembering his name: Pen, dance, key. Are there any other difficult names that could be remembered with this trick? Make a list of difficult names. Write a strategy for remembering each name. Check a list of last names on the internet if you need ideas.

❷ ATHLETE NICKNAMES

Athletes often have nicknames. Use the Internet to research the nicknames of ten different athletes. Where did the nicknames come from? Why were they given?

❸ BASEBALL STATISTICS

Do any real baseball players have the same, or similar, statistics as Clyde Livingston? Use the Internet to help you find out. Make a chart comparing the statistics of different ball players to Clyde.

❹ BULLYING INTERVIEW OR POSTER

What could the teachers have done to help Stanley when he was being bullied by Derrick Dunne? What are the policies against bullying at your school?

- a) Interview some teachers to find out what they would have done if a student at your school was being bullied like Stanley.

OR

- b) Design a poster that speaks out against bullying at your school. Use words to make a strong statement, and include an illustration to make your poster eye-catching and interesting.

**5 COMPARE AND CONTRAST:
CAMP VS. HOME**

Using a piece of lined paper, draw a line down the center from top to bottom (vertically). At the top, put the following two headings: Camp Green Lake, Home.

Write a few sentences to examine the difference between the following items at camp and at home: bed, meals, clothing, chores, entertainment, and rules.

**6 HERO MULTI-PARAGRAPH
PASSAGE**

Stanley looks up to Clyde Livingston as his hero. Is there someone in your life you look up to or would consider to be a hero? It can be a famous athlete or actor whom you admire, or it can be somebody in your community or someone in your family who's special to you. Think about what they've done or what do they do that you admire.

- a) First, make a list of reasons why you admire this person. What personal qualities do they have that make them special or important to you?
- b) Next, make a second list that tells how you would like to be more like this person.
- c) Finally, use the lists that you've made to help you write a 2-3 paragraph passage about this person and how they've influenced your life.

Word process your multi-paragraph passage.

ANSWER KEY FOR LESSON 2

1

1. excited about the prospect
2. humiliating, sanitary, a scarcity of
3. despicable
4. souvenir
5. juvenile
6. retrieved
7. vacancies

2 Answers will vary.

3

- 1) Stanley's great-grandfather
- 2) Stanley's father
- 3) one-legged Gypsy
- 4) the Warden
- 5) Stanley's mother
- 6) Kissin' Kate Barlow

4

1. Squid
2. Mr. Sir
3. Mr. Pendanski
4. Mr. Sir
5. X-Ray
6. Zero
7. Mr. Pendanski
8. Mr. Sir
9. Stanley

GLOSSARY

A

absorbed your attention is fully occupied by something
access you are able to get in
adjacent next to
adjusting making small corrections
afflict affect in a bad way
amid in the middle of
anchored held in one place
appreciate enjoy something's qualities
arthritis a painful swelling of the joints
asthma a disease of the lungs that makes it difficult to breathe
astonishment extreme surprise
at random without any organized plan—by chance only
attorney a lawyer
auctioned sold to the person who will pay the most money for it
authenticated proven to be real or genuine
autographs signatures of important or famous people

B

barren empty and without life
bungee jumping the act of jumping off a high place with a strong elastic cord attached to the ankles to stop the jumper from hitting the ground
burlap a coarse, roughly woven cloth used for bags or coverings
bushel a measurement that's roughly a large basketful

C

callused skin made thick and rough by rubbing
caviar pickled fish eggs, usually from a fish called a sturgeon
champagne a light, sparkling, almost colorless wine
claim of authority the right to direct the actions of others
cloves a sweet, powerful spice used in baking
coincidence two or more unrelated things happen at about the same time
collapsed fallen down from faintness or weakness
compacted packed down and made smaller

comprehend understand
concentrate pay extremely close, careful attention
concoctions mixes of several things
condemned doomed or meant to be destroyed
condition how you are at a particular time
confession admit to something
confined indefinitely you're held for an unspecified amount of time
considerably very much
contaminate spoil something by putting something bad in it
contritely done in a way that shows you are sorry for what you did.
convicted found guilty
convince persuade
cross-reference check for something in two places
cyberspace a network of computers that share information

D

dedicated faithful and devoted
deeds of trust mortgages
defective not working properly
defiance disobedient refusal to do something
deftly done quickly and cleverly
defy resist authority
degrees measurements of temperature
delirious one's state of mind is confused and rambling because of fever, illness, or cold
departed gone
depriving keeping away something that is necessary
descendants all the people who come from that person
desolate empty and alone
despicable shamefully bad.
despite even though
destiny what's meant to happen
detainees those who are held back
distinctive easy to identify
distracted not able to focus or pay attention
dread afraid of something bad that will happen in the future
drenched soaking wet

Vocabulary Word	Definition	Sentence	Representation
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Vocabulary Word	Definition	Sentence	Representation
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Desert Climate

What is a Desert?

Deserts cover about one-fifth of Earth's surface and are the driest areas on our planet. They receive less than ten inches of rain per year.

Many people think of deserts as extremely hot places. Some deserts are hot, but some are cold. Even in a hot desert, the nights are chilly and sometimes frigid. Clouds do not usually form in the dry atmosphere of a desert. The clear skies at night allow the daytime heat to escape into space after the sun sets.



Hot Desert Climate

The extreme temperature ranges in the desert make it a difficult place for plants and animals to survive.

Major Deserts of the World

The largest deserts in the world are the Antarctic and the Arctic. These are cold deserts covered with ice and snow. Antarctica is the coldest place on Earth and has recorded a temperature of -129°F .

The third largest desert is the Sahara located in northern Africa. Covering over 3,500,000 square miles, the Sahara is the hottest desert on Earth. The average temperature in the Sahara is 86°F , but

the highest temperature ever recorded was 136°F .

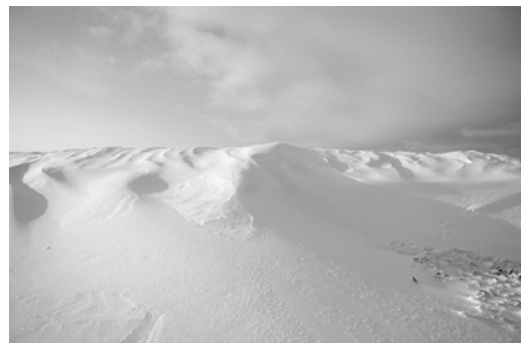
The Arabian Desert is the fourth largest and is located on the Arabian Peninsula. In summer, the daytime temperature in the Arabian Desert can reach 122°F . Winter daytime temperatures can be as low as 41°F . Both the Sahara and the Arabian Deserts are known for their vast regions of sand dunes.

Other large deserts are located in China, Africa, Australia, South America, and the United States.

Precipitation in the Desert

Hot deserts have very long periods in which no precipitation falls. When it does rain, the water may come in an intense burst that causes flooding. Many times rain evaporates in the hot, dry desert air before it ever hits the ground.

Cold deserts receive some snow during the winter months. About 10 inches of snow is equal to 1 inch of rain. In the Antarctic and Arctic Deserts, the snowcaps are an accumulation of snowfall that has melted very little over thousands of years.



Cold Desert Climate

Name: _____ **Date:** _____

Read the article about Desert Climate, and respond to the items below.

❶ Write a sentence to answer each question.

1. What makes an area a desert?

2. How could an area that gets 70 inches of snow each year be considered a desert?

3. Why are nights so cold in desert areas?

❷ Choose a word from the word box to complete each sentence below.

precipitation	burst	sand	accumulation	extreme
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1. The _____ temperatures make it difficult for animals to survive in a desert.
2. The Sahara desert is known for its enormous areas of _____.
3. In the Arctic, an _____ of ice and snow has built up over centuries.
4. The amount of _____ in a desert area is under 10 inches per year.
5. An intense _____ of rain could cause a flood in the desert.

❸ Use the graphic organizer to compare and contrast a hot desert climate and a cold desert climate. Use the middle column to show how they are alike. Then use a separate sheet of paper to write a paragraph that presents this information. You may choose to word process your paragraph.

Hot Desert Climate	Both	Cold Desert Climate



Lesson 2

Chapters 4-6

❶ Vocabulary	❷ Vocabulary	❸ Vocabulary Expressions
1. barren	1. retrieved	1. excited about the prospect
2. desolate	2. torment	2. too much of a coincidence
3. juvenile	3. mere	
4. burlap	4. humiliating	
5. sanitary	5. autographs	
6. scarcity	6. auctioned	
7. testified	7. destiny	
8. despicable	8. souvenir	
9. vacancies		

❶ Vocabulary Practice

Fill in the blanks or replace the underlined words with vocabulary from the word box below.

despicable	juvenile	souvenir	mere	a scarcity of
retrieved	humiliating	vacancies	sanitary	excited about the prospect

- Jennifer was _____ of staying with her cousin in Mexico over the holidays.
- How (deeply embarrassing) _____ ! Our bathrooms are not (very clean and healthy) _____ ; there's (not enough) _____ soap or warm water.
- Hiding the man's wheelchair was a _____ action. You should be ashamed!
- Bring me back a (remembrance) _____ of your trip to Mexico.
- That horse is a (young, immature one) _____. He cannot carry heavy loads!
- The dog _____ the stick the boy threw into the pond.
- That hotel is full; there are no _____. We'll have to find another place to stay.

❷ Make a list of 10 comforts of home you would find it difficult doing without.

Items I would find it difficult to do without:
