

About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 1,028

Book Summary

When their dog runs off, three children give chase and find themselves lost in the woods on Halloween night. Stories of ghosts spook these young trick-or-treaters as they search for the dog and the path home. Along the way, they meet an unusual little boy. Who is he, and will they ever make it out of the Hollow? Detailed illustrations support this entertaining and suspenseful text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Identify character point of view
- Identify question marks
- Identify suffix -ly

Materials

Green text indicates resources are available on the website.

- Book—*The Hollow* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Thesauri
- **Make, revise, and confirm predictions; quotation marks; suffix -ly worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **Content words:**
 Story critical: **expression** (n.), **freak** (v.), **ghost** (n.), **Halloween** (n.), **haunted** (adj.), **terrified** (adj.)
 Enrichment: **gnarled** (adj.), **tatters** (n.), **trudging** (v.)

Before Reading

Build Background

- Write the word *hollow* on the board and ask volunteers to suggest a definition. Explain that a *hollow* is a small valley between mountains and is often heavily wooded. Ask students if they have ever been hiking in the forest. Have students share their experiences. Ask students if they have ever been lost. Invite students to share their experiences of being lost and what it felt like to not know the way. Explain that it often feels scary to be lost. Point out that it is easy to get lost in the woods if you are hiking without a map or a compass, particularly at night. Explain to students that they will be reading a story about three children who become lost in a hollow, or a small valley in the woods, at night.

- Write the word *haunted* on the board. Invite students to suggest a definition. Explain that *haunted* means *occupied or visited by ghosts*. Ask students where they may have heard the word *haunted* before. Explain to students that the characters in the book become scared because they believe that the hollow where they are lost is haunted.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and have them view the illustrations. Have students discuss what they see in the illustrations. Ask students if they think this book is fiction or nonfiction and why. Explain to students that previewing a book is a helpful way to better understand the text and make predictions about the book.
- Show students the title page. Discuss the information on the page (title of book, author's name, and illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that engaged readers make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction that makes sense, on the basis of clues from the text and illustrations, is more important than getting the prediction right, or confirming it. Remind students that they can always change, or revise, a prediction as they read.
- Model making predictions using information from the cover.
Think-aloud: To make my first prediction, I think about the title of this book, The Hollow. From our previous discussion, I know that a hollow is a valley in the woods. When I look at the illustration on the cover, I see several kids and a dog. Two of the kids on the cover seem to look scared, and the other two kids seem to be walking or dancing into the woods. I also notice that the characters on the cover appear to be wearing costumes. Maybe it is Halloween, and the characters are lost in the woods.
- Introduce and explain the **make-revise-and-confirm-predictions worksheet**. Create a similar chart on the board. Model writing a prediction in the *Make* column on the chart: Say: *On the basis of information I gathered from the title and illustration on the cover, I will make a prediction. I will write my prediction in the Make column of the chart. I will write: It is Halloween, and the characters are lost in the woods.*
- Invite students to make a prediction on the basis of the cover and title and to record it in the *Make* column of their worksheet. Share and discuss students' predictions as a group. Remind students that making a prediction on the basis of the clues available is more important than making an accurate prediction.

Introduce the Comprehension Skill: **Story elements: Identify character point of view**

- Explain to students that one way to understand what happens in a story is to think about what *point of view* the story is being told from. *Point of view* is the perspective from which the story is told to the reader. In fiction, an author usually uses first-person point of view or third-person point of view. *The Hollow* is told in first-person point of view from the perspective of the narrator. Explain to students that when a story is told from a first-person point of view, words like *I*, *me*, *my*, and so on, can be found in the text.
- Ask students to turn to page 4. Read the first paragraph aloud as students follow along: *I'm just as terrified as Sarah. It's all I can do to not curl up and cover my face till morning, but I have to take care of Jake.*
- Model how to identify character point of view on the basis of the text. Underline each pronoun that indicates the book is being told from a first-person point of view (*I*, *my*).
Think-aloud: On page 4, the first paragraph begins with I'm just as terrified as Sarah. The remainder of the text in the first paragraph uses "I" and "my" references. From reading the first paragraph on page 4, I can identify that the story is told from the point of view of the main character. In this story, the main character is also the narrator, or the person telling the story. I will circle all the pronouns that show this book is being told from a first-person point of view.

Lesson Plan *(continued)*

The Hollow

- Discuss the first-person point of view with the class. Ask students which words indicate first person when reading a story (*I, my, I'm, we, our, us*, and so on). Encourage students to look for these words that indicate a first-person point of view as they read.

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *Halloween, freak, expression, and terrified*.
- Point out that these four words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students a blank piece of paper. Have students divide the paper into four sections and label each section with one vocabulary word. Invite them to draw and write what they know about each word and to create a definition using their own prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *freak* in the dictionary. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have students locate the word *freak* in the glossary. Point out that the dictionary has multiple definitions for the word *freak*, depending on the usage. Have students compare the dictionary definition with the glossary definition, and ask them which dictionary definition is the most similar. Ask them to compare this definition with their prior knowledge of the word.
- Ask students to locate the word *freak* on page 9, and read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words. Have students compare and contrast the three sources: the dictionary, the glossary, and the text.


Set the Purpose

- Have students read to understand the point of view from which the story is being told.

During Reading

Student Reading

- Have students read pages 3 through 5. Encourage those who finish early to go back and reread. Ask students to stop and think about the events that have happened so far in the story.
- Model making, revising, and confirming a prediction.
Think-aloud: *Before reading, I predicted that it is Halloween and that the characters in the book are lost in the woods. My prediction is partially correct. On page 4, I learned that it is Halloween, and I also learned that the Hollow is a place in the woods that the characters walk past everyday. I will write the following in the Revise column of my chart: The characters are in a hollow that they pass every day. In the Actual column, I will write: It is Halloween night, and the characters are scared because they think the Hollow is haunted.*
- Have students review the prediction they made before reading. Have them write a revised prediction next to the first prediction on their worksheet or place a check mark in the *Confirm* box if their prediction was correct.
- Model making a prediction on the basis of information from the text.
Think-aloud: *After reading pages 3 through 5, I have more information from which I can create a new prediction. I know that the characters in the book have lost their dog in the Hollow. This information makes me think that they will not leave until they find Odie. The characters in the story, however, are worried that the Hollow is haunted and that they will encounter ghosts. On the basis of this information, I think that the characters will walk deeper into the woods and find Odie but then not know where they are in the woods. I will record this information in the Make column of the chart. I will write: The characters get lost in the woods trying to find Odie.*
- Invite students to make a new prediction on their worksheets on the basis of information in the text. Have them record their prediction in the *Make* column of their worksheet.


 Review with students that this story is told from the first-person point of view. Have students circle words on page 5 that show that this book is written from the first-person point of view (*me, we, I, us, our*). Explain that because this story is told from the point of view of the narrator, we do not know the name of this character. Ask students how this book would be different if it were told in the third person.

- Have students read pages 6 through 8. Review and confirm the prediction that the characters get lost in the woods looking for Odie. Invite students to review their own predictions and either place a check mark in the *Confirm* column on the worksheet or write a revised prediction in the *Revise* column.

- Model making a prediction on the basis of information in the text.

Think-aloud: *After reading pages 6 through 8, I have learned that the characters are lost in the woods but that they have found Odie. I also learned that the characters have been hearing laughter in the woods, which makes them think the Hollow is haunted. As the characters are walking through the woods, they meet a strange boy. When Sarah asks him what his costume is, he tells the characters that he is a ghost. The mysterious boy asks the kids to stay and play with him. I know that Sarah believes that the ghosts in the Hollow are children and that if they stay to play, they will never be able to leave the woods. On the basis of this information, I think that the characters will not stay and play. I predict that the characters will run away from the boy and become more lost in the woods.*

- Invite students to make their own predictions about the text. Have them record their predictions on their make-revise-and-confirm-predictions worksheet.


 Invite students to work with a partner to circle all of the pronouns on pages 6 through 8 that indicate that the book is told from the first-person point of view (*we, I*).

- Have students read pages 9 through 12. Model revising or confirming predictions from the previous section.

Think-aloud: *After reading pages 9 through 12, I know that my last prediction that the characters would run away from the little boy was incorrect. I was correct, however, in guessing that they would not agree to stay in the Hollow and play with the boy. I learned that the strange boy has agreed to help them find their way out of the woods. I will revise my prediction and record this in the *Revise* column of my worksheet. I will write: The characters will not play with the boy in the woods, but he has agreed to show them the way home.*

- Invite students to confirm or revise their predictions from pages 9 through 12.
- Model making a prediction for the remainder of the book. Say: *I think that the little boy will show the characters how to get out of the woods. I also predict that the little boy will not be a ghost and will turn out to be a little boy dressed up as a ghost. Maybe he will tell them this when they get out of the woods and then go trick-or-treating with them. I will write the prediction on my chart.*
- Invite students to make a prediction for the remainder of the book. Have them record their predictions in the *Make* column of the worksheet.

 Have students circle all of the pronouns on pages 9 through 12 that indicate that the book is written from a first-person point of view.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.


After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Model revising or confirming a prediction.
Think-aloud: I predicted that the story would end with the mysterious boy admitting that he is not a ghost but was just trying to scare the kids. I predicted that he would show them the way out of the woods and then go trick-or-treating. My prediction is only partially correct: the little boy did help them out of the woods, but then he disappeared back into the woods. In the Actual column of my chart, I will write: The boy helped the kids find their way but then disappeared back into the woods.
- **Independent practice:** Have students review their prediction for the last section of the book and complete the *Revise*, *Confirm*, and *Actual* columns of their worksheet. Then, have students work with a partner to review their predictions throughout the book. Have students explain to their partner why it is more important to learn to make predictions on the basis of clues in the book than to make accurate predictions.

Reflect on the Comprehension Skill

- Discuss with students how works of fiction are told from a point of view. Remind students that this book is being told from a first-person point of view.
 Have students circle all the pronouns on pages 12 through 15 that indicate a first-person point of view (*us, I, we, I've, me*). Invite students to work with a partner to confirm that they have identified all the first-person pronouns.
- Discuss with students how this book would be different if it had been told from a third-person point of view.
- **Enduring understanding:** How would you have responded to being lost in the Hollow if you were a character in this book? Would you stay and play with the mysterious boy in the woods? Why or why not?

Build Skills

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"Thank you for finding our dog," I say to the boy.* Read the sentence, and ask students who is speaking and what he is saying. Circle the quotation marks and explain that these are placed before and after the words a speaker says. Point to the comma and explain that the comma is placed inside the second set of quotation marks.
- Write the following sentence on the board: *I said to the boy, "Thank you for finding our dog."* Have students explain how this sentence is different from the other sentence on the board. Point out that the quotation marks are still around the speaker's words but that the comma is placed before the spoken words, and the period at the end of the sentence is placed inside the quotation marks.
- **Check for understanding:** Write the following sentences on the board. Have individual students come to the board to place quotation marks and commas, as needed, in each sentence.
I'm not alone he says with a laugh.
No! Sarah yells. That's how ghosts get you.
Sarah says I'm scared.
I just go there—I don't know why says the boy.
- **Independent practice:** Introduce, explain, and have students complete the **quotation marks worksheet**. If time allows, discuss their answers aloud.

Word Work: Suffix -ly

- Have students turn to page 7 and read the second sentence. Ask which word tells how Jake hugged Odie (*tightly*). Write the word *tightly* on the board and underline the suffix *-ly*. Review or explain that a suffix is an ending added to a word that changes the meaning of the word. Explain that *-ly* is a suffix that has been added to the root word *tight* to explain how Jake hugged Odie.
- Refer to the word *tightly* on the board. Explain that the suffix *-ly* can be used to change an adjective into an adverb. Write the phrase *a tight hug* on the board. Point out that the word *tight* is an adjective that describes the hug. Remind students that adjectives describe nouns.
- Explain that by adding the suffix *-ly* to the word *tight*, it has been changed into an adverb. Write the following sentence on the board: *Jake hugged Odie tightly*. Point out that now the word tells how Jake hugged Odie.
- Have students find the adverb with the suffix *-ly* on page 10 (*quickly*). Ask students what the word *quickly* describes. Have them identify the root word (*quick*).
- **Check for understanding:** Have students find the adverb with the suffix *-ly* on page 12 (*happily*). Ask students what the word *happily* describes. Have them identify the root word (*happy*). Explain to students that when adding the suffix *-ly* to a word ending in the letter *y*, the *y* is dropped and the letter *i* is added, followed by the suffix. Provide additional examples if necessary.
- **Independent practice:** Introduce, explain, and have students complete the [suffix -ly worksheet](#). If time allows, discuss answers aloud.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

Extend the Reading
Informational Writing Connection

Invite students to consider what may have happened to the characters if they had decided to stay with the boy in the Hollow. Remind students that this book is written in the first-person point of view. Have students brainstorm to generate ideas for an alternate ending. Then, have students create a rough draft written from the narrator's point of view. Give students the opportunity to peer edit and then create a final copy. Provide time for students to share their writing aloud with the class. Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies and Art Connection

Discuss with students how maps are useful and important tools to avoid becoming lost like the characters in the book. Explain that even though the characters in the book walk through the Hollow everyday, at night they became disoriented and lost. Invite students to think of somewhere they walk regularly, such as to school or to a relative's house. Have students close their eyes and visualize the path that they walk, including important landmarks. Provide students with a large piece of paper and invite them to draw a detailed map of their path. Encourage students to create a key and label their maps with street names, landmarks, and so on.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of making, revising, and confirming predictions to comprehend the text during discussion and on a worksheet
- correctly identify the character point of view
- correctly identify quotation marks in the text, during discussion, and on a worksheet
- consistently identify and correctly use suffix *-ly* in the text, during discussion, and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**