

About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 1,029

Book Summary

The Hollow Kids series continues with Qynn and Sarah heading to the library to try to find some explanations for the strange events that keep happening. Qynn and Sarah will do whatever it takes to get answers! Students will enjoy reading about how far Qynn and Sarah will go and in the process learn about sequencing events and using commas to separate dialogue.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Sequence events in the text
- Identify and use commas to separate dialogue
- Recognize and use suffix *-ous*

Materials

Green text indicates resources are available on the website.

- Book—*Finding the Tome* (copy for each student)
- Chalkboard or dry-erase board
- Highlighters
- Make, revise, and confirm predictions; sequence events; commas to separate dialogue 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

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

Content words:

Story critical: **explanation** (n.), **gloomy** (adj.), **proactive** (adj.), **researching** (v.), **terrified** (adj.), **tome** (n.)

Enrichment: **assess** (v.), **meandering** (v.), **premises** (n.), **saunters** (v.), **tentative** (adj.), **thunderous** (adj.)

Before Reading

Build Background

- Ask students to raise their hand if they have been to a library before. Have students share with a partner the reasons they have for visiting a library. Invite volunteers to share their reasons with the rest of the class. Record a list on the board of reasons to visit a library.

- Review the previous adventures Qynn and Sarah shared in *The Hollows* and *The Cave of the Lost*. Write the title of the story, *Finding the Tome*, on the board. Discuss with students the meaning of the word *tome*. Have students make predictions with a partner about the adventure the children will encounter in this story. Invite volunteers to share predictions with the rest of the class.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

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

- Remind students that engaged readers make predictions, or educated guesses, about what events will happen next in a story and what the characters will say or do. Readers use information from the story and their own knowledge of related subjects to make predictions.
- Point out that the process of making predictions is more important than having predictions confirmed, or proved right. Remind students that they can also revise, or adjust, their predictions if they read new information that changes their idea of how events will unfold.
- Model making predictions.
Think-aloud: On the cover, I see two girls clutching a book. They have frightened faces and are looking over their shoulder as if they can hear or see someone. The title of the story is Finding the Tome. I know that a tome is a thick book that is usually old. Arranging this information in my mind, I can make some predictions for the story. I predict that the children are looking for a book, since the title suggests a search. I also predict that someone is going to try to take the book away from them because they are holding it tightly and have frightened looks on their faces. As I read, I might discover more information that will cause me to revise my predictions. I will also take note whether any of my predictions are confirmed.
- Write your predictions on the board. Remind students of the predictions they made during the Build Background portion of the lesson. Ask students to monitor these predictions as they read to see whether they are confirmed, and explain to students that they will continue to make new predictions as they read.
- Have students preview the cover, title page, and first page of the story. Ask students to work with a partner to make predictions on the basis of this information. Invite volunteers to share a prediction with the rest of the class. Record predictions on the board.
- Introduce and explain the [make-revise-and-confirm-predictions worksheet](#). Have students record at least one prediction in the first column of the worksheet. Encourage students to continue adding predictions to the worksheet as they read and to revise any predictions as necessary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain to students that stories follow a particular order from beginning to end. Remind students that a sequence of events is an explanation of the correct order of events in a story. Point out that knowing the order in which the events happen is important to understanding the story.
- Model sequencing events using the familiar tale *Goldilocks and the Three Bears*.
Think-aloud: If I want to tell someone the story Goldilocks and the Three Bears, I have to deliver the events in the correct sequence for listeners to understand. The first event that happens is young girl Goldilocks roaming the woods and discovering a house with an unlocked door. Next, she knocks on the door, and when she discovers no one is home, she decides to head inside!

When she is inside, she sees three chairs and tests them out. The first chair is too hard, the second chair is too soft, but the third chair is just right. Then Goldilocks accidentally breaks the chair. After the chair breaks, Goldilocks goes into the kitchen.

- Invite a volunteer to share the next event in the story, and have other students give a thumbs-up signal if the event is in the right place in the sequence. Continue this process until the class has retold the major events of the story.
- Explain that readers can look for certain words such as *first*, *then*, *when*, *later*, and *after* to help them understand the order of events. These transition words can also be used in retelling a sequence of events. Write the words on the board. Have students work with a partner to recall transition words they heard during the think-aloud.
- Ask students to think of a recent story they've read in which the events happened in a particular order. If necessary, prompt with a familiar story. Have students work in a group to describe the sequence of events. Encourage students to use appropriate transition words as they create their sequence. Invite volunteers to share with the rest of the class their sequence of events.
- Point out to students that a sequence of events frequently describes the most important events in the story, the events necessary for a listener to understand what happened. Have students discuss with a partner how a sequence of events differs from a retelling. Invite volunteers to share their thoughts with the rest of the class.

Introduce the Vocabulary

- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meaning of unfamiliar words.
- Write the story-critical vocabulary words on the board and read them aloud with students. Invite volunteers to share the strategy they used to decode a word.
- Break students into groups, and assign one word to each group. Have groups look through the book to find the word. Ask students to read the sentence containing the word and observe the picture on the accompanying page. Have groups determine the meaning of their word on the basis of its context. Call on groups to share their word and the page where it is located. Have groups share with the rest of the class the definition they inferred for their word.
- Ask students to turn to the glossary on page 16. Have groups find their word in the glossary and point to it. Ask one student from the group to read aloud a definition for their word. Discuss with students the meaning and how the glossary definition compares with the definition the group composed. Repeat this process with all groups.
- Have students write each word in a sentence that accurately reflects the meaning of the word. Invite volunteers to share a sentence with the rest of the class.

Set the Purpose


- Have students read to find out whether Qynn and Sarah find the missing tome. Remind students to revise any predictions and continue making new ones while they read.

During Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread.
- **Model making and revising predictions.**
Think-aloud: *Before I began reading, I made a couple of predictions for the story. I predicted the children would be looking for a book, and having read this far in the story, I can confirm my prediction. Qynn and Sarah want to find a book that explains the mysterious happenings in Porter's Mill. I also predicted someone would try to take the book away from them. At this point in the story, the book they want is missing, and they don't know where to find it. I'm not sure whether someone will try to take the book, so I can't confirm the prediction. I would like to*

revise it. After reading the first few pages, I know that spooky things have been happening. The cover shows the kids in a dark and creepy room. Maybe it's not someone who is trying to take the book, but something. I will change my prediction to something is trying to take the book from the children. I also have a new prediction on the basis of what I read. I predict the children will try to get in the attic to find the book.

- Write the letter C beside your first prediction on the board to indicate its status as confirmed. Rewrite the second prediction to reflect the revisions made.
- Ask students to review the predictions they wrote on their worksheet. Have them write a check mark beside any confirmed predictions. Have them discuss with a partner any predictions they want to revise, and ask them to record the revision on the worksheet.
- Review the predictions on the board. Have students point to confirmed predictions, and invite volunteers to come to the board and write the letter C beside them. Ask students if they believe they should revise any of the other predictions on the board, and have them share how they want to change them. Make the necessary alterations on the board.
- Have students write new predictions on their make-revise-and-confirm-predictions worksheet, and invite volunteers to share a new prediction with the rest of the class. Record new predictions on the board.
- Write six events from these pages on the board in an incorrect order. Include several events that are necessary to understand the story and some that are not. Have students discuss with a partner which events are required for an understandable sequence of events. Discuss with students which events should be included and which can be left out. Invite volunteers to come to the board and circle the necessary events.
- Review the transition words recorded on the board. Have students work in a group to sequence the circled events, using transition words to link them together. Call on groups to share their sequence with the rest of the class.
- **Check for understanding:** Have students read pages 7 through 11. Have them record new predictions on their worksheet, and write any revisions they made. Ask students to share their work with a partner.
- Ask students to work with a partner to choose the important events from these pages, the ones that are necessary for a listener to understand what is happening. Invite volunteers to share an event with the rest of the class, and record it on the board. Then, discuss with students whether all of the events are necessary to understand the sequence. Cross out those that are minor details, and add any missing major events.
- Have students work with a partner to sequence the events on the board. Call on a random student to identify the first event in the sequence, and record it as the first item in a list. Continue calling on students to share subsequent events, and record them in order on the board. Then, have students discuss with their partner what transition word would best accompany each event. Invite volunteers to come to the board and write the chosen transition word above the corresponding event.
- Discuss with students how the sequence of events builds suspense in the story. Ask students to consider questions such as the following: Why do the kids hide after they hear footsteps? Why do they stay still and listen to the footsteps before they check the landing? Point out to students that in an adventure story, the author carefully chooses an order of events that creates rising excitement and tension.
- Have students read the remainder of the book. Remind them to continue making and revising predictions as they read and to record predictions on their worksheet. Encourage students to pay attention to the sequence of events and how it adds suspense to the story.

 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

- **Think-aloud:** *Earlier, I revised my prediction to say that I thought something was going to try to take the book from the children. I also predicted the children would try to go to the attic. Having finished the book, I can check my predictions. Qynn and Sarah did sneak into the attic room, so that prediction is confirmed. However, while they were spooked by someone on the stairs, no one and nothing tried to take the book from them. In fact, it seemed something helped them find the book, instead. My revised prediction was not confirmed, which is fine with me, because making and revising predictions kept me interested in the story and eager to read more.*
- Ask students to point to confirmed predictions on the board, and invite volunteers to come to the board and write the letter C beside them. Remind students that the act of making and revising predictions is more important than having predictions confirmed.
- **Independent practice:** Have students complete their make-revise-and-confirm-predictions worksheet. Invite students to share with the rest of the class predictions they made that they revised and predictions they made that were confirmed.
- Have students discuss with a partner how making and revising predictions helped them understand and remember the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events already recorded on the board and the transition words used to describe the sequence. Discuss with students the final important details that are needed to complete the sequence of events for this story. Emphasize that events are sequenced to create suspense and mystery.
- Ask students to discuss with a partner the sequence of events for the entire book. Remind them to choose the most important events and to use transition words. Invite volunteers to share their sequence with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, have students share with a partner the events they chose to include and make any desired corrections.
- **Enduring understanding:** In this story, Qynn and Sarah finally find the book that may explain the mysterious happenings in their town. Can you explain the strange things that happened in the library? What do you think Qynn and Sarah will do next?

Build Skills

Grammar and Mechanics: **Commas to separate dialogue**

- Write the following sentence on the board and read it aloud with students: *"I don't know what happened," she says.* Ask students to identify the words that are being spoken in the story, and have them share with a partner how they know which words a character is saying and which words a narrator is saying.
- Invite a volunteer to come to the board and circle the quotation marks. Remind students that quotation marks enclose the words being spoken. Point to the comma at the end of the dialogue and ask students to call out the name of the punctuation mark. Have students repeat the word *comma* aloud.
- Explain to students that dialogue is often contained within a longer sentence. Explain that the characters are speaking a sentence, which is a part of the larger sentence of the story. In the example on the board, draw a line beneath the words *I don't know what happened*, and draw a longer line beneath the entire sentence. Point out that dialogue is sometimes like sentences within sentences.

- Have students point to the comma in the sentence on the board. Explain to students that this comma separates the words being spoken from the rest of the sentence. Ask students to call out the name of the punctuation mark at the end of the sentence. Point out that we never use two periods in the same sentence; instead, we use commas to separate the spoken sentence from the sentence containing it.
- Rewrite the sentence so it reads as follows: *"I don't know what happened."* Have students read the sentence aloud. Explain to students that if the dialogue does not have a larger sentence around it, they end it with a period like other sentences. Point out that in this case, they don't need to separate dialogue from the rest of the sentence because the whole sentence is dialogue.
- Rewrite the following sentence: *"What happened?" she said.* Explain that if the sentence in the dialogue ends with a question mark or an exclamation mark, they keep those punctuation marks in place, instead of using a comma to separate the dialogue from the rest of the sentence.
- Have students read the first sentence on page 10. Ask them to point to the speaker of this dialogue. Point out that the words *I say* interrupt the dialogue in the middle. Remind students that while most dialogue identifies the speaker with the word *said* or *say* at the end of the sentence, sometimes the speaker is inserted in the middle of the sentence. Have students point to the commas. Point out that a comma is placed before the interruption, inside the quotation marks, and then another comma is used before the dialogue starts again. Explain to students that the comma comes right after each piece of the sentence that is separated by dialogue. Have students discuss with a partner the shorter sentences they see in this long sentence and how the commas are connected to these smaller pieces of the sentence.
- Write several lines of dialogue on the board, using quotation marks but no other punctuation marks. Have students work in groups to determine where to place the commas and other punctuation marks such as periods and question marks. Invite volunteers to come to the board and add punctuation marks to the sentence. Discuss with students whether each mark is in the correct spot, and move the punctuation as necessary.



Check for understanding: Have students highlight all of the dialogue in the book, only highlighting the words that are spoken. Then, have them circle the commas that come at the end of each set of quotation marks. Have them underline the dialogue that does not end in a comma. Discuss with students why some dialogue ends in a comma and some does not.

- **Independent practice:** Introduce, explain, and have students complete the [commas-to-separate-dialogue worksheet](#). If time allows, discuss their answers aloud.

Word Work: **Suffix -ous**

- Write the following sentence on the board: *Suddenly, we hear the thunderous sounds of many feet rushing up the stairs.* Circle the word *thunderous* and have students read it aloud. Have them discuss with a partner the meaning of the word using the context of sentence.
- Explain to students that the word *thunderous* means full of the sound of thunder. Write the word *thunder* on the board and invite a volunteer to explain its meaning to the rest of the class. Have students discuss with a partner the difference between the words *thunderous* and *thunder*.
- Write the words *wonder* and *wondrous* on the board, and explain to students that *wondrous* means full of wonder.
- Remind students that a *suffix* is a *word ending that alters the meaning of the original word*. On the basis of the examples above, have students work in groups to discuss the meaning of the suffix *-ous*. Invite a volunteer to share with the rest of the class how the suffix *-ous* alters a word, and confirm with students that the suffix *-ous* changes a noun to an adjective that means full of the original noun word.
- Write the word *danger* on the board and read it aloud with students. Have students write the word on a separate sheet of paper and add the suffix *-ous*. Have students work with a partner to define the new word and use it in a sentence. Invite volunteers to share a sentence with the rest of the class. Emphasize to students that *danger* is a noun and *dangerous* is an adjective meaning full of danger.

- **Check for understanding:** Write the words *hazard*, *marvel*, and *humor* on the board. Have students read the words aloud and discuss their meanings with a partner. Then, have students add the suffix *-ous* to each word and write it on a separate sheet of paper. Have students discuss the meanings of the suffix words with their partner, and write a sentence for each word that accurately reflects the meaning of the word. Call on students to share a sentence with the rest of the class, and have other students give a thumbs-up signal if the word makes sense in the sentence.

Build Fluency

- 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 students demonstrate to someone at home how a reader makes and revises predictions while reading, and confirms them afterward.

Extend the Reading

Adventure Writing and Art Connection

Discuss with students the aspects of the story that make it adventurous. In particular, focus on the rising action of the plot, the unknowns and mysteries, and the actions the characters take to solve the mysteries. Discuss with students other adventure stories, from books and movies, and determine key features in each one that contribute to an adventure story. Have students work with a partner to create an adventure story. Have them choose and describe two characters, create a setting, and think of scenarios where their characters would go on an adventure. Then, have each student write a story using their chosen characters, setting, and one of the scenarios. Ask students to draw a picture to accompany their story. Have students share their story with their partner, and ask them to discuss the differences between two stories that are based on the same characters and setting but written by different people. Invite volunteers to share their story with the rest of the class.

Visit WritingA-Z.com for a lesson and leveled materials on adventure writing.

Social Studies Connection

Remind students that the fictional city in the story, Porter's Mill, is a place where odd occurrences often happen. Share with students some actual locations across the country where strange events have taken place. This could be a collection of haunted locations connected with ghost stories, Area 51 and other extraterrestrial spots, or places where strange natural phenomena have occurred. Place pictures on the board of the locations and their unusual traits. If possible, read books about the locations or play videos about the unusual occurrences. Discuss with students why people are so fascinated with eerie spectacles. Pass out a blank map of the United States to each student, and have students work in groups to locate the places discussed. Have students mark the location on their map, with the name of the city, and draw a symbol to indicate its special feature. Ask students to label every state with its name and capital. Invite volunteers to share their map with the rest of the class and discuss the best route a traveler could take if he or she wanted to visit all of these special spots in one trip.

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.
- Conduct a class discussion as a review before the book quiz.

Assessment

- consistently use the strategy of making, revising, and confirming predictions to comprehend the text during discussion and on a worksheet;
- accurately identify a sequence of events in text, during discussion, and on a worksheet;
- correctly use commas to separate dialogue during discussion and on a worksheet;
- accurately use the suffix *-ous* during discussion and in written sentences.

Comprehension Checks

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