

### About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 1,193

### Book Summary

In this book from The Hollow Kids Series, Qynn and Sarah are trying to find out more information about the mysterious items they found when Sarah's Aunt Terra comes in and takes the items away! What new secrets will the girls learn when they follow Aunt Terra to retrieve the items? As students join Qynn and Sarah in their adventure, they will also have the opportunity to learn how to analyze a plot and use commas to separate dialogue.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions

#### Objectives

- Make, revise, and confirm predictions to understand text
- Analyze plot
- Understand and use commas to separate dialogue
- Place words in alphabetical order

#### Materials

Green text indicates resources that are available on the website.

- Book—*The Hidden Room* (copy for each student)
- Chalkboard or dry-erase board
- Highlighters
- Sheets of paper
- Analyze plot, commas to separate dialogue, alphabetical order 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](http://VocabularyA-Z.com).

- Content words:  
 Story critical: **beckons** (v.), **bizarre** (adj.), **combing** (v.), **creepy** (adj.), **divulge** (v.), **reveal** (v.)  
 Enrichment: **charitable** (adj.), **immigrated** (v.), **Victorian** (adj.)

### Before Reading

#### Build Background

- Review with students the previous episodes in the Hollow Kids series. Have students work in groups to make predictions about what they think is happening in the town of Porter's Mill. Invite volunteers to share their thoughts with the rest of the class.
- Discuss with students what they would do in a mysterious situation. Would they hide, try to figure it out, or move somewhere else? Ask students to share with a partner stories they know about spooky or strange situations. Invite volunteers to share a story 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 often make predictions about what will happen next in a story, on the basis of what they know, what has already happened in the story, and what the characters say and do. Explain that as they read, they confirm or revise predictions they made, and continue making new predictions.
- Model using the cover to make predictions.  
*Think-aloud: When I look at the cover, I see Qynn and Sarah in a dark room, peering around a bookcase. They look surprised or startled. I also know the title of the book, The Hidden Room. On the basis of this information, I have some predictions for the story. I believe the girls are going to visit a library and there they will discover a hidden room. I also predict that what they find will be related to the mysterious things happening to them and it will be spooky. I am really interested to read the story and see if my predictions are confirmed.*
- Write the heading *Predictions* on the board. Record your predictions from the think-aloud on the board. Point out that you will monitor these predictions as you read.
- Have students preview the first few illustrations and read the first page of the story. Then, ask students to share with a partner predictions they have for what is going to happen. Have students write their predictions on a separate sheet of paper, and invite volunteers to share a prediction with the rest of the class. Record the shared predictions on the board beneath the word *Predictions*.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Analyze plot**

- Explain to students that most stories include the elements of setting, characters, plot, and theme. Point out that authors may emphasize one element over the others, but most stories contain all elements.
- Write the word *plot* on the board. Review or explain that a plot is composed of the events that happen in a story. Explain to students that most plots have a general structure that the events follow. Write the following words on the board: *Introduction, Rising Action, Climax, Falling Action, and Resolution*. Have students read the words aloud.
- Explain to students the five stages of a plot's structure:
  1. Introduction: The beginning of the story, where the setting and characters are introduced.
  2. Rising Action: The problem is introduced. A series of events occur as characters take action to solve the problem.
  3. Climax: The problem is solved. This is usually the most exciting part of the story.
  4. Falling Action: The events that occur as a result of the climax, with a feeling that the story is wrapping up.
  5. Resolution: The conclusion of the story, where all loose ends are tied up.

- Draw a plot diagram on the board. This is a line that resembles a hill rising to a sharp peak, with a long upward rising slope and a steep descent. Label the point at the beginning of the line *Introduction*. Above the upward rising slope write the words *Rising Action*, and label the point at the tip of the hill *Climax*. Write the words *Falling Action* over the steeply dropping line following the climax. Finally, label the end of the line *Resolution*, at the point where the line has returned to the same level as the *Introduction* point. Explain the plot diagram to students, and point out how the image corresponds to different parts of a story.
- Read page 3 aloud and model analyzing the plot of the story.  
**Think-aloud:** *I know that a story typically begins with an introduction, which is where the characters and setting are introduced. On this page, I learn that Qynn and Sarah are sitting in Sarah's bedroom. They refer to the bizarre things that keep happening to them, and Qynn is on the computer while Sarah sits on the bed. The story doesn't spend much narrative time describing Qynn or Sarah, and it doesn't specifically mention Qynn's name, but this story is part of a series, and the earlier stories introduced the characters more fully. Instead, the story jumps in to the middle of the action, as an ongoing chapter in the Hollow Kids series. Nonetheless, the first page still introduces readers to the setting of Sarah's house and presents the two main characters, Qynn and Sarah. I need to continue reading to see if the plot has more introductory material to present before moving into the rising action.*
- Have students work in groups to discuss Qynn and Sarah. Ask them to consider what they know about the characters from the introduction, finding details from the text, the dialogue, and the illustrations. Invite volunteers to share descriptions with the rest of the class. Record these details beneath the word *Introduction* on the board. Have groups discuss any other details from the introduction that set up the story to come. Invite volunteers to share details with the rest of the class, and record them on the board.
- Ask students to point to the part of the plot diagram that represents this information. Remind students that all of these details are in the introductory section of the story and therefore, belong at the very beginning of the plot diagram.

### 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 meanings of unfamiliar words.
- Write the story-critical vocabulary words on the board and read them aloud with students. Have students discuss with a partner everything they know about the six words. Point to a word on the board and invite a volunteer to share its definition with the rest of the class.
- Have students turn to the glossary on page 16. Remind students that a glossary contains a list of important words particular to the story and their definitions. Read a word from the board and have students find the word in the glossary and point to it. Call on a student to read the definition aloud. Repeat with the remaining vocabulary words.
- Draw a picture on the board and have students discuss with a partner the word that best matches the picture. Have students call out the word to the front of the class. Repeat the activity with a new picture for a new word.
- Have students work with a partner to continue the activity. Have one student draw a picture to represent one of the vocabulary words, and have the other student guess the word. Then, have students switch roles and repeat. Continue the activity as time allows.
- Ask students to write an original sentence for each vocabulary word. Invite volunteers to share a sentence with the rest of the class, and have other students give a thumbs-up signal if the sentence accurately uses the vocabulary word.

### Set the Purpose


- Have students read to find out more about the mysterious happenings in Porter's Mill and the hidden room Qynn and Sarah find. Remind students to continue making predictions, and revise or confirm them as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 7. Encourage those who finish early to go back and reread.
- Have students consider new predictions they thought of on the basis of information they read in the first few pages. Ask students to add new predictions to their separate sheet of paper.
- Model making and revising predictions.  
*Think-aloud: Before I began reading, I made predictions for the story. I predicted the girls would visit a library and find a hidden room. Now that I have read the beginning, I want to revise my prediction. It doesn't seem like Qynn and Sarah are going to visit a library. They are discussing their problems in Sarah's bedroom. I am changing my prediction to say that Qynn and Sarah are going to discover a hidden room in Sarah's house, not in a library. Maybe the room will be a small library in Sarah's house. As for my other prediction, I have not read enough of the story to confirm it, and I am not going to revise it. I have new predictions, though, on the basis of what I have read in the story. Because of what she says and how she acts, I predict Aunt Terra knows about the mysterious things that are happening in Porter's Mill. I also predict she will explain to the girls what is happening in their town. I will revise or confirm these predictions as I read.*
- Write your new predictions on the board, and make the changes for the revised prediction. Invite volunteers to share new predictions they made for the story, and ask them to record them on the board.
- Have students work with a partner to review the predictions they wrote on their separate sheet of paper. Ask partners to discuss any predictions they revised as they read and to make the discussed changes on their paper. Also, have partners seek for confirmed predictions and circle them.
- Invite volunteers to share with the rest of the class predictions they revised and how they changed them. Have students point to predictions on the board that need revising. Discuss with students how they would revise the predictions, and make the necessary changes on the board.
- Ask students to point to confirmed predictions on the board, and circle them. Remind students that making reasonable predictions is more important than having predictions confirmed.
- Review the five elements of a plot, and refer to the plot diagram on the board. Point out that the story continues to introduce characters and explain background information (for example, descriptions of events that happened in previous stories in the series) past page 3. Ask students to clap their hands if the plot on pages 4 and 5 is introduction material and to clap their desk if this part of the plot is the rising action. Point out that the story is still establishing characters and setting, so it is still in the introduction stage of the plot.
- Ask students to work with a partner to discuss new details they read during the introduction stage of the plot, such as descriptions of the new character Aunt Terra. Invite volunteers to share details with the rest of the class, and record them under the word *Introduction* on the board.
- Have students call out the stage of the plot that follows the introduction (*rising action*). Remind students that the rising action introduces the problem of the story and presents the actions characters take to try and solve their problem.
- Have students work in groups to discuss the problems. Ask groups to determine the central problem for this particular story, which may be separate from the problems contained in the series overall. Invite volunteers to share the problem with the rest of the class, and record possible ideas on the board under the words *Rising Action*.

- Explain to students that some problems, such as the mysterious laughing children and the strange things happening in Porter's Mill, are part of the larger plot of the entire series but are not the focus of this story's plot. Erase other information beneath *Rising Action* so only the story's problem remains (Aunt Terra takes away their clues and tells them to forget about the mysterious events).
- Emphasize to students that once the introduction is over and the problem is in place, the plot has moved firmly into the rising-action stage. Have students point to this section of the plot diagram. Explain to students that the following events of the plot will show the characters taking steps to solve their problem. Encourage students to watch for details that expand the rising action of the plot.
- **Check for understanding:** Have students read pages 8 through 11. Encourage them to review their predictions on a separate sheet of paper and revise any as necessary before circling confirmed predictions. Have students add new predictions to their paper.
- Have students discuss with a partner the actions Qynn and Sarah took to solve their problem. Invite volunteers to share an action with the rest of the class. Ask students to examine the plot diagram on the board and to call out the stage of the plot that describes all of these events (rising action). Record the shared details beneath the *Rising Action* heading on the board.
- Explain to students that during the course of the rising action of a plot, the story should get progressively more suspenseful and exciting. Explain that the name *rising action* refers to the rising tension of a story. Point out that in the plot diagram, the line moves upward to illustrate this increase in suspense.
- Ask students to share with a partner whether they feel that the story is gaining excitement. Invite volunteers to share their opinion with the rest of the class, justifying it with information from the story.
- Have students read the remainder of the book. Remind them to make and revise predictions as they read, and to look for confirmed predictions. Remind them to pay attention to the progress of the plot as the story works toward a conclusion.

 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

- Have students add to their separate sheet of paper any predictions they made as they read the remainder of the story and to change any predictions they revised. Ask them to share their predictions with a partner and to find and circle confirmed predictions.
- **Think-aloud:** *As I read, I continued to make new predictions and monitor old ones. Now that I have finished the story, I can review all my predictions to see which ones were confirmed. Earlier, I revised my prediction to say the girls would find a hidden room in Sarah's house. Since they unlocked a room hidden in her dad's office, I can confirm this prediction. I also predicted that what they found in the hidden room would be spooky and connected to the other mysterious happenings. What Qynn and Sarah found was a small book, sitting beside the scissors, key, and lantern that had been taken away from them by Aunt Terra. They haven't examined the book yet, but it seems to be connected to the other objects. Also, what they found was spooky because they heard someone scratching at the walls, but when they looked in the room no one was there. This prediction is also confirmed. I predicted Sarah's aunt Terra knew something about the strange events, and while the book never actually confirms this, the girls suspect it to be the case, and so do I. I will call this prediction confirmed. My final prediction*



*was that Aunt Terra would explain everything to the girls. However, she explains nothing and instead tells the girls to forget everything. This prediction is not confirmed. It's okay that not all my predictions were confirmed because just making predictions and reading to see if they were right kept me interested in the story and eager to read more.*

- Circle on the board confirmed predictions from the think-aloud. Have students point to other confirmed predictions on the board, and invite volunteers to circle them. Invite students to share with the rest of the class predictions they revised as they read.
- Remind students that the process of making predictions is more important than having predictions confirmed. Have students discuss with a partner how making, revising, and confirming predictions helped them to remember and enjoy the story. Invite volunteers to share their thoughts with the rest of the class.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the introduction and rising action of the plot. Have students examine the plot diagram and call out the next stage of the plot (climax). Remind students that the climax is the part of the plot where the problem is solved.
- Have students discuss with a partner how Qynn and Sarah solve the problem of Aunt Terra taking away their mysterious objects and keeping secrets from them. Invite volunteers to share their thoughts with the class, and guide students to a consensus on the solution of the story (the girls discover a hidden room where they find the missing objects and a small book that may have more clues). Record details on the board beneath the *Climax* heading.
- Discuss with students the atmosphere of the climax and whether it was the most exciting part of the story. Ask students to think about why the climax is represented as the highest point of the plot diagram, and invite volunteers to share their thoughts with the rest of the class.
- Review with students the nature of the falling action and resolution of a plot. Have students point to these two stages on the plot diagram. Have students discuss with a partner the events of the story that comprise these two parts of the plot. Discuss with students the difference between falling action and resolution, two elements that have a lot of similarities. Point out that since this story is part of an ongoing series, it doesn't have a lot of resolution but instead leaves plot lines open for the next story in the series.
- **Independent practice:** Introduce, explain, and have students complete the [analyze plot worksheet](#). If time allows, discuss their answers aloud.
- **Enduring understanding:** In this story, the girls find the objects Aunt Terra took away from them, but they still don't know what is happening in Porter's Mill. What do you think they will learn from the small book in the hidden room? How will it relate to the mysterious happenings in their town?

### Build Skills

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

- Write the following sentence on the board and read it aloud with students: *"We found them," Sarah says.* Ask students to work with a partner to identify the words that are being spoken, and have them explain how they know which words the character is saying and which words the 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 by a character in the story. Have students say the words *quotation marks* aloud. 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.
- Remind students that dialogue is the portion of a story that the characters speak. Explain to students that dialogue is often contained within a longer sentence. Point out that the characters are speaking a sentence, which is part of the longer sentence in the story. In the example on the board, draw a line beneath the words *We found them*, and draw a longer line beneath the entire sentence. Emphasize that dialogue is sometimes like sentences within sentences.

- Have students point to the comma in the sentence. Explain to students that the comma separates the words being spoken from the rest of the sentence. Point out that we never use two periods in one sentence, which is why commas are used. Have students point to the period in this sentence.
- Rewrite the sentence to read as follows: *"Did we find them?" Sarah asked.* Read the sentence aloud with students. Have students discuss with a partner the difference in this sentence from the first one. Explain to students that when the dialogue ends with a question or exclamation mark, they use those punctuation marks to separate the dialogue from the rest of the sentence instead of a comma.
- Rewrite the sentence to read as follows: *"We found them."* Have students discuss with a partner how this sentence of dialogue is different from all the rest, and invite volunteers to share with the rest of the class their comparison. Explain to students that if the dialogue does not have a larger sentence around it, it ends with a period like other sentences.
- Have students read the first sentence on page 4. Ask them to point to the speaker of the dialogue. Remind students that the speaker is often identified with the word *said* and the speaker's name. Have students place their finger on the comma. Point out that the comma comes inside the quotation marks. Explain to students that the comma that separates the dialogue from the rest of the sentence always comes inside the quotation marks. Have students find other examples of the dialogue using a comma inside quotation marks, and invite volunteers to share an example with the rest of the class.



**Check for understanding:** Have students highlight all of the dialogue in the story. Remind them to only highlight words that are spoken by characters. Then, have students underline the speaker and circle the commas that come at the end of the dialogue. Have students check their work with a partner. 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: Alphabetical order

- Review the process of putting a list of words in alphabetical order. Remind students to begin by comparing the first letter of each word and determining which letter comes first in the alphabet.
- Write the words *divulge* and *combing* on the board. Have students identify with a partner which word comes first in alphabetical order. Invite a volunteer to identify which word comes first (*combing*) and explain the reason to the rest of the class.
- Add the word *creepy* to the board. Ask students to work with a partner to compare *combing* and *creepy* and decide which word comes first in alphabetical order. Remind students that when both words begin with the same letter, they compare the second letter in each word. Have students call out the word that comes first, and emphasize to students that since the letter *o* comes before the letter *r* in the alphabet, the word *combing* comes before the word *creepy* in alphabetical order.
- Ask students whether the word *creepy* comes before or after the word *divulge* now that they know *creepy* comes after *combing*. Invite a volunteer to share with the rest of the class the word's position in an alphabetical list. Write all three words in a list in alphabetical order. Point out to students that when they add a new word to a list, they need to make sure it fits in the right place between the words before and after it.
- Write the words *reveal* and *charitable* on the board. Have students work with a partner to compare the new words to the three words already arranged in alphabetical order and to determine where the two new words belong in the list. Remind students to find all the words that come before the new word, as well as all the words that come after it. Invite volunteers to come to the board and write *reveal* and *charitable* in their correct places in the list, and have other students give a thumbs-up signal if they agree with the placements.

- **Check for understanding:** Write the following words on the board: *immigrated, secrets, beckons, mystery, bizarre, spooky, and office*. Have students work in groups to arrange these words in an alphabetical list. Have students write the list on a separate sheet of paper. Invite volunteers to read their list to the rest of the class, and have other students give a thumbs-up signal if they agree the words are in correct alphabetical order.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, discuss their 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 students demonstrate how to make, revise, and confirm predictions to someone at home.

### Extend the Reading

#### Adventure Fiction Writing and Art Connection

Discuss with students possible settings for thrilling adventure stories. Record a list of these scenarios on the board. Ask students to choose one setting and to develop characters and a plot for that setting. Remind students that a plot should include all five elements: introduction, rising action, climax, falling action, and resolution. Ask students to discuss their characters and plot with a partner, and have partners work on creating suspense for their stories. Have students write an adventure story with their characters and plot, and draw at least two illustrations for their story. Invite volunteers to read their story to the rest of the class.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on adventure fiction writing.

#### Social Studies Connection

Remind students that Aunt Terra is an immigrant in the story. Discuss with students the meaning of the word *immigrant*. Place on the board pictures of various groups of immigrants arriving in America. Discuss with students the people they see, what they are looking at, and how they think the people in the photos are feeling. Read a picture book about the immigrant experience to students. Play an age-appropriate video recounting some of the history of immigration. Discuss with students the stories behind different waves of immigration, and place pins in a map at the front of the class to show the original homes of the groups discussed. Have students work in groups to discuss why someone would leave their home to go to a new country and to decide upon at least two reasons for such a big change. Pass out a brown paper bag to each student. Have students think about five items they would bring with them if they had to move to a new country. Have students write a description of each item on the bag, and then have them present their bag to the rest of the class. Explain to students that many immigrants have to leave most of their belongings behind. Discuss with students how they would feel if they immigrated to a new country.



### 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

#### Monitor students to determine if they can

- consistently use the strategy of making, revising, and confirming predictions to comprehend the text during discussion;
- accurately analyze the plot of a story during discussion and on a worksheet;
- correctly use commas to separate dialogue during discussion and on a worksheet;
- accurately place words in alphabetical order during discussion and on a worksheet.

#### Comprehension Checks

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