

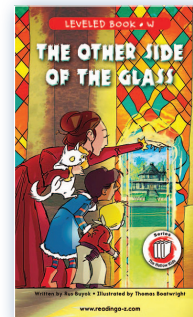
Focus Question:

Should Sarah trust Queen Tatiana? Why or why not?

Book Summary

Text Type: Fiction/Fantasy

In the next installment of The Hollow Kids series, Sarah and Jake enter the house in the woods. They are greeted by a mysterious woman, Queen Tatiana, who shows them something amazing. Should Sarah and Jake trust Queen Tatiana and what she shows them? *The Other Side of the Glass* continues Sarah and Jake's adventure while providing opportunities for students to practice analyzing characters and making, revising, and confirming predictions.



Lesson Essentials

Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze characters in the text
- ☐ Describe information provided by illustrations
- ☐ Recognize and use commas to separate dialogue
- ☐ Identify and understand root words and their affixes

Materials

- ☐ Book: *The Other Side of the Glass* (copy for each student)
- ☐ Make, revise, and confirm predictions; analyze character; commas to separate dialogue worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

• Words to Know

Story critical: *abode* (n.), *delirious* (adj.), *disorienting* (adj.), *intricate* (adj.), *triumphant* (adj.), *turmoil* (n.)

Enrichment: *faze* (v.), *maternal* (adj.), *radiates* (v.), *recedes* (v.), *saunter* (v.), *slender* (adj.)

- **Academic vocabulary:** *conflict* (n.), *journal* (n.), *remember* (v.), *structure* (n.), *through* (prep.), *vision* (n.)

Guiding the Reading

Before Reading

Build Background

- Ask students what they would risk if they could get all the things they've ever wanted. Have students discuss their answers in groups. Invite volunteers to share their thoughts with the rest of the class.
- Review with students the previous installments in the Hollow Kids series. Have students work in groups to make predictions about what they think Sarah will find when she enters the house in the woods. Invite volunteers to share their ideas with the rest of the class.

Introduce the Book

- Give students their copy of *The Other Side of the Glass*. 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 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 proven correct. 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. Introduce and explain the [make-revise-and-confirm predictions worksheet](#). Have students preview the cover, title page, and first page of the story and work with a partner to make predictions on the basis of this information. Invite volunteers to share their predictions with the class.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Analyze character

- Review or explain that one way to better understand a character from a story is to analyze that character. Remind students that, when analyzing a character, it is important to analyze the character's words, thoughts, actions, and effect on others.
- Review with students a fiction story the class has previously read and identify the main character. Have partners create a list of words that describe the main character from that story.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out whether Sarah should trust Queen Tatiana. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Who does Sarah meet when she enters the house in the woods?* (level 1) pages 4–6
- *Why is Sarah filled with conflicting emotions when she meets Queen Tatiana?* (level 3) page 5
- *What conclusions can you draw about Queen Tatiana?* (level 3) multiple pages
- *What do Sarah's actions reveal about her deepest desires?* (level 3) multiple pages
- *How are Sarah and Queen Tatiana alike? How are they different?* (level 2) multiple pages
- *Why does Queen Tatiana need Sarah's help?* (level 3) page 13

- *How is Jake's disappearance related to Sarah's mother's return?* (level 3) page 15

Text Features: Illustrations

Explain that illustrations help readers know what something looks like. Have students work with a partner to read the last paragraph on page 4. Have students review the illustration on page 5. Ask students: *How does the illustration support details in the text? Did the illustration match the image in your mind? Why are illustrations important text features?* Have students review other illustrations in the book and discuss in groups the details they provide. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Encourage students to use the information they've read or discussed to revise or confirm their predictions on their make-revise-and-confirm-predictions worksheet. Have them stop at various points throughout the story to make new predictions and either revise or confirm previous predictions.
- Model how to analyze a character.
Think-aloud: *The book is providing me with many details about Sarah. On page 6, the text describes how it takes everything Sarah has not to bound after Jake in search of her mother. From this, I can infer that Sarah is cautious. Also, the text leads me to think that Sarah is responsible because she warns Jake not to touch anything when they first enter the mysterious room. These details give me information about Sarah and teach me more about her character.*
- Model how to complete the **analyze character worksheet**. Have students identify Sarah's character traits and list clues from the text that support their answer. Then, have students discuss their ideas with a partner. Encourage students to look for similar details about Jake and his characteristics.

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.

Skill Review

Graphic Organizer: Analyze character

Have students complete the analyze character worksheet. Invite volunteers to share with the rest of the class a trait that describes Sarah and the evidence they have to support the trait. Then have students work with a partner to analyze Jake's character. Discuss with students how Sarah and Jake change over the course of the story.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary and should include reasons why Sarah should or should not trust Queen Tatiana.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics:

Commas to separate dialogue

- Write the following sentence on the board and read it aloud with students: *"Oh, he can do no harm here," a woman's voice says from the top of the stairs.*
- 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.
- 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 sentences. Discuss with students whether each mark is in the correct spot, and move the punctuation if necessary.
- **Check for understanding:** Have students highlight all of the dialogue in the book. 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.

Word Work: Root words

- Write the word *careless* on the board. Ask students what the word would be if *-less* were removed, and write *care* next to *careless*. Explain that the root word *care* is a noun and that when the suffix *-less* is added to the word *care*, an adjective is created. Discuss that root words may have a prefix, a suffix, or both.
- Review or explain that a *suffix* is a *letter or group of letters added at the end of a word* to form another word, often altering or changing its meaning. Some examples of suffixes are *-ed*, *-y*, *-s*, *-es*, and *-ing*.
- Review or explain that a *prefix* is a *letter or group of letters that is attached to the beginning of a word* to modify its meaning. Some examples of prefixes are *dis-*, *mis-*, and *un-*.
- Have students turn to page 3 in the text and locate the word *aimlessly*. Ask what this word means (*without any purpose*). Have students explain how the meaning of the sentence would be changed if the suffixes *-less* and *-ly* were not part of the root word.
- **Check for understanding:** Give students a half-sheet of paper and write the following words on the board: *nerves*, *heart*, *assembles*, *dark*, *counts*, and *fright*. Have students identify the meaning of each root word. Then have them add the following suffixes or prefixes accordingly: *-ing*, *-ness*, *un-*, *-ily*, and *re-* (*unnerves*, *heartily*, *reassembles*, *darkness*, *recounts*, and *frightening*). Have students identify how the meaning of each word changed with the addition of a prefix or suffix.

Connections

- See the back of the book for cross-curricular extension ideas.