

Focus Question:

What does Qynn discover about true happiness and illusions?

Book Summary

Text Type: Fiction/Adventure

In the first part of the finale for the Hollow Kids, Qynn and the others rescue Sarah's mom and are quickly captured by the Queen, who offers them all eternal happiness—but at a grave cost. Will they accept the offer? This book can also be used to teach students how to identify cause and effect and to visualize.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand and remember text
- ☐ Identify cause and effect
- ☐ Describe information provided by illustrations
- ☐ Recognize and use pronoun agreement
- ☐ Identify and use words with suffix -ly

Materials

- ☐ Book: *The Queen's Loss (Part I)* (copy for each student)
- ☐ Cause and effect, pronouns, suffix -ly 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: *delusion* (n.), *dissipate* (v.), *fruition* (n.), *gaudy* (adj.), *membrane* (n.), *sloughing* (v.)

Enrichment: *all-encompassing* (adj.), *ascending* (v.), *dilapidated* (adj.), *expedient* (adj.), *imperceptibly* (adv.), *minute* (adj.)

- **Academic vocabulary:** *display* (n.), *finally* (adv.), *opposite* (adj.), *reject* (v.), *scheme* (n.), *shift* (v.)

Guiding the Reading

Before Reading

Build Background

Ask students to think of a time when they felt happy and another time when they felt sad. Provide each student with a piece of lined paper and invite students to write about these experiences. Then, have students share their writing with a partner. Ask students the following questions and have them discuss their responses in small groups: *Why might it be important to experience both happiness and sadness in our lives? How does experiencing both make us who we are?* Invite each group to share their discussions with the class.

Introduce the Book

- Give students their copy of *The Queen's Loss (Part I)*. 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: Visualize

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Explain that readers make visual images using information and descriptions from the text. Point out that the illustrations in a book can also provide information to add to visualizations. Have students close their eyes as you read the first paragraph on page 5 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the picture in the book. Explain that when reading fictional stories, particularly those in the fantasy genre, it can be helpful for readers to use their imagination to visualize what the author has put into text. Discuss how visualizing helps readers understand and remember what they have read.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Cause and effect

- Explain to students that a cause is an event that makes something happen and an effect is an event that happens because of, or as a result of, the cause. Create a T-chart on the board and label the two sides *cause* and *effect*. Write the following sentence in the cause column: *I overslept and was late to school.*
- Ask students to consider an effect of oversleeping and being late for school. Discuss with students that a cause can have more than one effect. Explain to students that as they read, they will look for cause-and-effect relationships to help them better understand, remember, and enjoy what they have read.

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 more about how Qynn, Uncle Jasper, Odie, and Seth try to save their friends. 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.

- *Why does Anna not notice Qynn and the others standing around her?* (level 1) page 3
- *Why must Qynn continually remind herself that the illusions are not real?* (level 3) multiple pages
- *What does Qynn see once she is inside Anna's illusion?* (level 1) page 5
- *Why is Anna upset when she comes out of her illusion?* (level 2) pages 6–8

- *Why does the Queen show Qynn Sarah and Jake's illusions?* (level 2) pages 11 and 12
- *Why does Qynn argue against the illusion of eternal happiness?* (level 3) multiple pages
- *Why does Qynn feel that it is important for people to experience both happiness and sadness?* (level 2) pages 14 and 15
- *How does the Queen respond to Qynn's refusal of her offer?* (level 1) page 15

Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide lots of important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 12 aloud as students follow along. Have them work in small groups to discuss the following questions: *What can you see in the illustration that was not written in the text of the story? Why did the author choose to include this illustration?* Invite each group to share their responses with the class. Repeat this process with other illustrations in the story.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to draw a representation of what they visualize. Invite volunteers to share their pictures with the rest of the class. Discuss with students how their pictures compare with the pictures in the book.
- Return to the cause-and-effect T-chart on the board. Remind students that a cause is an event that makes something happen and an effect is the result of a cause. Ask students to turn to page 4 of the story. Have students read to find a cause-and-effect relationship.
- Model identifying cause-and-effect relationships. **Think-aloud:** *On page 4, I read that when Qynn starts to use her powers to free Anna from the illusion, it will alert the Queen of their presence in the palace. The cause is Qynn using her powers, and the effect is that the Queen will know they are there and will most likely come after them. Identifying cause-and-effect relationships as I read helps me to better understand the plot and the characters in the story.*
- Model how to complete the **cause-and-effect worksheet**. Then have students discuss their cause-and-effect worksheets with a partner.

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.

Guiding the Reading (cont.)

Skill Review

Graphic Organizer: Cause and effect

Review the cause-and-effect worksheet that students completed. Invite volunteers to share with the rest of the class either a cause or an effect. Ask another volunteer to share the cause or effect that connects to the one shared. Have students give a thumbs-up signal if they agree with the cause-and-effect relationship.

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. Sample: *Qynn learns that although eternal happiness might be appealing, it is only an illusion that keeps a person stuck. She realizes happiness and sadness are different sides of the same coin and are both necessary for people to grow and change.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: Pronouns

- Explain or review that a *pronoun* is a word used in place of a noun. Discuss with students how pronouns can be helpful in sentences when the noun has previously been named. Write examples of pronouns on the board: *I, she, they, he, we, us, you*. Write the following sentences on the board: *Anna was trapped in an illusion. Anna rocked the baby in her arms*. Model how to replace the word Anna with a pronoun in the second sentence. (*She rocked the baby in her arms.*)
- Have students turn to page 3 and reread the first sentence with a partner. Write the sentence on the board. Invite students to work in small groups to replace all of the nouns in the sentence with pronouns. Invite volunteers to share their new sentences with the class. Remind students that pronouns are helpful if the noun has been previously named, otherwise they can cause confusion for the reader.
- **Check for understanding:** Have students turn to page 7 and reread the first two paragraphs. Then ask students to replace each noun with a pronoun. Have students write their new paragraph on a sheet of paper and share it with a partner.

- **Independent practice:** Introduce, explain, and have students complete the **pronouns worksheet**. If time allows, discuss their answers.

Word Work: Suffix -ly

- Write the following sentence on the board: *With a deep breath, I concentrate intensely on the sand flowing over her*. Underline the word *intensely* and ask students to define the word (*with much effort or feeling*). Erase the suffix *-ly* from the word *intensely* to create the root word *intense*. Have students explain or locate in the dictionary the meaning of the root word. Discuss how the meanings of the words differ. Point out that the suffix *-ly* means having the characteristics of.
- Write the following words on the board: *finally, reluctantly, entirely, mildly, protectively, firmly*. Have students work with a partner to identify each root word. Then have them use both the root word and the word containing the suffix *-ly* in complete sentences. Invite volunteers to share their complete sentences.
- **Check for understanding:** Have students work in pairs to reread pages 5 through 8 to locate and circle all the words containing the suffix *-ly*. In the margins, have students write the root word. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the **suffix -ly worksheet**. If time allows, discuss their answers.

Connections

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