

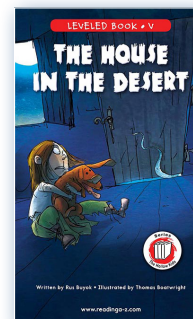
### Focus Question:

Why does the main character go to the house in the desert? What does she find there?

### Book Summary

Text Type: Fiction/Fantasy

Qynn's adventures continue in *The House in the Desert*, the next story in the Hollow Kids series. This time, she wanders through a barren desert and discovers an odd house, where she encounters another strange creature. This mysterious and engaging book encourages students to make inferences and draw conclusions while also providing the chance to use adverbs and similes.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize details from a story accurately
- ☐ Use textual evidence to make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use adverbs
- ☐ Identify and use similes

#### Materials

- ☐ Book: *The House in the Desert* (copy for each student)
- ☐ Make inferences / draw conclusions, adverbs, similes 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](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *benign* (adj.), *desolation* (n.), *meander* (v.), *radiant* (adj.), *sensibilities* (n.), *vagabond* (n.)

**Enrichment:** *bamboozled* (v.), *enthusiastic* (adj.), *foliage* (n.), *miscreant* (n.), *profusely* (adv.), *rapscallion* (n.)

- **Academic vocabulary:** *approach* (v.), *believe* (v.), *encounter* (n.), *observe* (v.), *remember* (v.), *response* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Display the cover illustration of the story. Ask students what they know about the characters from the Hollow Kids series. Have students discuss the adventures that the Hollow Kids have gotten into in the past and what type of adventure this story might be on the basis of the cover.
- Explain to students that the story they are about to read is fantasy. Remind students that the fantasy genre has elements that include talking animals, magic, or a quest or journey. Ask students to preview the pictures of the book and see if they can find fantasy elements within the story.

##### Introduce the Book

- Give students their copy of *The House in the Desert*. 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: Summarize

Explain to students that engaged readers *summarize* the main points of the story as they read. Explain that readers use details from the story to understand and describe the main ideas or events that have happened. Ask students where they commonly see summaries of stories. (Accept all answers that students can justify.) Read aloud a summary from the back of a book, a book club order, or a library site. Ask students what information the summary gives and what information it leaves out.

##### Introduce the Comprehension Skill:

##### Make inferences / draw conclusions

- Explain to students that authors may give information to readers without explicitly writing it in the story. They provide readers with clues, and readers use those clues and what they already know to *make inferences* or *draw conclusions* about what is happening.

### Guiding the Reading (cont.)

- Review with students the story that precedes this book in the Hollow Kids series (*The Village*). Then, have students listen to page 3 of this story. Using the information they already have from the previous story and the clues the author gives on page 3, ask students to make an inference about Qynn's location. Explain that using what we know happened in the story before, and the clues about the octopus creatures, we can infer they are all in the same place just far apart from each other.

### 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 discover what happens to Qynn in this adventure. 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 is the main character, Qynn, running through the forest?* (level 1) page 3
- What details lead you to believe that the forest is leading Qynn somewhere?* (level 3) pages 3–4
- Why does Qynn go toward the dark spot and out of the forest?* (level 2) page 4
- What memories does Qynn have about her uncle?* (level 1) page 6
- How would you describe the house that Qynn finds?* (level 1) page 7
- What makes Qynn believe that the creature outside the door knows her uncle?* (level 3) page 13

### Text Features: Illustrations

Explain that illustrations provide readers with detailed images of the characters and setting of the story. They also help explain the plot to readers. Have students work with a partner to review the illustration on page 12. Ask students: *How does this illustration help to create an image of the plot's climax, or most exciting point? How does it help the reader to better understand the main character's emotions?* Have students review other illustrations in the book and discuss in groups how they help to create strong images and aid the reader in understanding the story.

### Skill Review

- Remind students that a summary of a story describes the most important events and characters. Have students work in groups to describe the characters in the story, and identify the important events. Invite volunteers to share details with the rest of the class and record this information on the board.
- Have students work in groups to create a summary of what they are reading, referring to the information on the board. Call on groups to share their summary with the rest of the class.
- Model making inferences and drawing conclusions. **Think-aloud:** *The story mentions the narrator's uncle, Jasper, on pages 5 and 6. While I read these pages, I thought about my family and how important they are to me. I also know that authors introduce characters that are important to the plot of the story. Therefore, I infer that Uncle Jasper will be important to the story. As I read further, I notice that Jasper's name is mentioned again on page 13. This confirms my conclusion that Jasper will be important to the story.*
- Introduce, explain, and have students complete the [make-inferences/draw-conclusions worksheet](#). Have students identify details from the story and prior knowledge they have about those details. Then, have students make inferences on the basis of that information. Have students discuss the inferences 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.

### Skill Review

#### Graphic Organizer:

#### Make inferences / Draw conclusions

Review the make-inferences/draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their inferences as a class and share why and how they made those inferences.

### 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. Reasons should include that the setting appeared to be leading the main character to the desert, and she needed to get out of the hot sun, so she went to the house. Answers should also include that she found her brother's dog and a smaller version of the octopus creature that was chasing her through the forest at the beginning of the story.

#### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: Adverbs

- Display a picture of a person singing. Ask students to describe how the person is singing (*quietly, softly, loudly*). Explain to students that words that modify verbs are called **adverbs** and that adverbs tell *when, where, how, in what manner, or to what extent* the verb is performed.
- Write the following sentence on the board: *Rubi carefully stacked the dishes in the sink*. Ask a volunteer to come to the board and circle the verb in the sentence. Ask another volunteer to underline the adverb in the sentence. Have partners discuss whether the adverb tells when, where, how, in what manner, or to what extent the dishes were stacked. As a class, agree that *carefully* tells *how* the dishes were stacked. Repeat the process with the following sentences: *Gretchen runs fast*. *The students arrived early on the first day*. *Linda quickly passed the papers out*.
- Point out to students that adverbs usually end in *-ly*. Have students read page 3 and locate an adverb. Create a chart on the board with four columns: *page number, verb, adverb, how it modifies the verb*. Have students copy the chart on a separate sheet of paper. Then, have students work in groups to fill in the chart with information from pages 3 through 6.
- **Check for understanding:** Have partners work together to fill in their own chart for pages 7 through 9. Discuss these charts as a class.
- **Independent practice:** Introduce, explain, and have students complete the **adverbs worksheet**. If time allows, discuss their answers.

#### Word Work: Similes

- Write the following sentence on the board: *Their tentacles stretched across the ground like angry snakes*. Read the sentence aloud with students. Explain to students that authors will often use **figurative language** to enhance their writing. Figurative language provides a better, more colorful description for readers. Explain that one type of figurative language is a **simile**. Similes use *like* or *as* to compare two things. Ask students to reread the sentence on the board and identify the simile in the sentence. Have students discuss what two things are being compared in each one.
- Have students look through the book for examples of similes. Record simile examples on the board and ask students to discuss with a partner what is being compared.
- **Check for understanding:** Have students work in pairs to create sentences with similes to describe the desert, the house, or the main character. Have students share their sentences with the class.
- **Independent practice:** Introduce, explain, and have students complete the **similes worksheet**. If time allows, discuss their answers.

#### Connections

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