

About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 1,254

Book Summary

The Return to the Hollow (Part II) continues the engrossing adventure as Qynn, Sarah, and Jake enter the Hollow on Halloween night to find the mysterious Porter's Mill. Soon, they find the strange boy they met the previous year, who leads them deep into the heart of the spooky woods as they are chased by the haunting laughter once again. Will Qynn, Sarah, and Jake find Porter's Mill? Students will be excited to find out as they practice visualizing and analyzing setting.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize to understand text
- Analyze setting
- Identify and apply inflectional ending *-ing*
- Identify, define, and use multiple-meaning words

Materials

Green text indicates resources that are available on the website.

- Book—*The Return to the Hollow (Part II)* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Puzzle, crossword puzzle, logic toy
- Age-appropriate crossword (copy for each student)
- Illustrations cut out of an extra copy of the story
- [Analyze setting, inflectional ending *-ing*, multiple-meaning words 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: ***anxious*** (adj.), ***brandishing*** (v.), ***determined*** (adj.), ***menacing*** (adj.), ***skeletal*** (adj.), ***underbrush*** (n.)

Enrichment: ***bank*** (n.), ***barrel*** (v.), ***combing*** (v.), ***compass*** (n.), ***plunge*** (v.), ***wick*** (n.)

Before Reading

Build Background

- Place in front of the class a puzzle, a crossword, and a logic toy. Have students identify the objects, and share with a partner what these items have in common. Point out to students that these are puzzles or challenges that need to be solved.

- Pass out an age-appropriate crossword puzzle for students to solve on their own or with a partner. Explain to students that in the story, they will read about characters having to figure out clues to solve a problem.
- Review with students the plot of the Hollow Kids series from previous books. Have students retell to a partner the events that occurred in *The Return to the Hollow (Part 1)*. Have students share with a partner predictions about what will happen next. Invite volunteers to share their 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: **Visualize**

- Remind students that engaged readers consistently visualize, or create pictures in their mind, while they read. Explain to students that readers make visualizations on the basis of what they read in the text and their prior knowledge of the subject.
- Read the first paragraph of page 3 and model how to visualize.
Think-aloud: When I read, I constantly make pictures in my mind that are evoked by the words in the text. For example, as I was reading the first paragraph of this story, I pictured Sarah and Qynn standing at the edge of the Hollow, a dark and forbidding forest. The girls have nervous faces and are standing stiffly. It's nighttime, and the trees are bare, with long branches stretching out toward the frightened children. The story tells that the branches look as if they are trying to pull the girls into the woods, so I envision that the branches are skinny and look like arms trying to grab the girls. That is how I visualized the beginning of the story.
- Draw a picture on the board that represents the visualization from the think-aloud. Point out that while visualizing takes place in the mind, you can also draw a picture to share what you visualized with others.
- Have students close their eyes and read aloud the second paragraph on page 3. Ask students to focus on creating a mental picture for the words they hear. Have students draw a picture of what they saw in their mind. Ask students to share their picture with a partner and compare the two visualizations of the same information.
- 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 setting**

- Review with students important elements of a story: *character, setting, plot, and theme*. Discuss with students each term and write it on the board. Have students point to the word *setting* and circle it on the board. Have students share with a partner what they remember about setting.
- Remind students that the setting is the place and time in which a story occurs. Discuss with students the clues an author provides to expand the setting, such as words and descriptions in the text, illustrations, and context. Point out that a story can have more than one setting.
- Model analyzing setting using a known story, such as *Little Red Riding Hood*.
Think-aloud: In the story Little Red Riding Hood, the reader begins with Red Riding Hood in her house. The author uses details such as descriptions of the morning and Red Riding Hood's house to establish the setting. The story quickly changes, however, as Red Riding Hood leaves her home and embarks on a journey through the woods. The setting remains during the day, but it is now in a forest. New details, such as the blooming flowers, add to the setting, showing the reader that it is spring. The setting needs to change because Red Riding Hood has to move into an environment where the wolf can be a threat to her. The setting of a story has to match the plot and theme presented.

- Have students share with a partner other setting changes in the story. Invite volunteers to share the changes with the rest of the class, and have other students describe the details that establish these new settings. Discuss with students why the setting needs to change for the story to make sense.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *How do Sarah and Qynn feel, on the basis of this illustration? They seem to be scared and nervous. They are anxious, which means nervous or worried.*
- 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.
- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson. Write them on the board. Have students work in groups to discuss their prior knowledge of each word. Then, have groups find the words in the story and examine their context to determine their definitions. Invite groups to share their definitions with the rest of the class, and guide students to a class consensus on a definition for each word.
- Have students turn to the glossary on page 16. Have students work with a partner to read the definitions for the vocabulary words and compare them to the definitions the class formulated.
- Place on the board the illustrations cut out of an extra copy of the story. Have students work with a partner to identify illustrations that best represent each of the six vocabulary words. Point to a vocabulary word on the board and invite volunteers to share with the rest of the class the illustration they chose for that word and why. Repeat the process with the remaining words.
- Have students write each word on a separate sheet of paper. Ask students to turn the papers over and for each one draw a picture that represents the word on the other side. Have students share a picture with the rest of the class, and have other students identify the vocabulary word it represents.

Set the Purpose

- Have students read to find out more about the secret in the Hollow. Remind them to keep visualizing and to focus on the setting as they read.

During Reading

Student 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 visualizing.**
Think-aloud: *On page 4, I read about the children stepping into the forest. Jake asked if they will see the boy from last year, and Qynn and Sarah anxiously wondered the same thing. While I was reading this information, I pictured the three kids walking into the woods. Jake looked excited and happy, and was eagerly running in front. Qynn and Sarah were walking together behind him. They were looking at each other with nervous expressions on their faces. All around them, the trees pressed close, with bare branches and dark shadows. That is what I visualized as I read that page of the story.*
- Draw a picture on the board representing your visualization. Have students share with a partner how your picture compares to the illustration in the story. Remind students that what they visualize will be particular to them, and therefore different from the illustrations in the story and from other people's visualizations.
- Point out that while books can only use illustrations to show a few scenes, the reader can also visualize all of the actions and movement taking place in the story.
- Have students draw a picture to represent what they visualized as they read page 5. Have students share their picture with a partner and discuss how their visualizations compare and contrast. Encourage students to share with their partner if they visualized action or movement.

Lesson Plan *(continued)*

The Return to the Hollow (Part II)

- Ask students to share with a partner the setting of the story. Call on students to share the setting with the rest of the class.
- Have students discuss with a partner the details that established the setting. Remind them to look at the text and the illustrations.
- Invite volunteers to share with the rest of the class details that portray the setting. Have students work in groups to discuss how the setting supports the problems of the story.
- **Check for understanding:** Have students read pages 7 through 11. Remind them to keep visualizing as they read and that visualizing is built around the words in the text. Have students draw one picture to represent a scene they visualized, and ask them to share it with a partner.
- Have students work with a partner to locate and circle details that describe the setting. Remind them to examine the illustrations as well. Invite volunteers to share details with the rest of the class, and record them on the board.
- Discuss with students the atmosphere of the story (*mysterious, spooky, and threatening*). Have students share with a partner how the setting reinforces the story's atmosphere, and invite volunteers to share their thoughts with the rest of the class. Discuss with students how the atmosphere interacts with the story's plot.
- Have students read the remainder of the book. Remind them to visualize as they read and to take note of the details that establish the setting, paying attention to any changes in the setting.



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 share with a partner what they visualized as they read the final pages of the story. Ask students to draw one final picture representing a scene they visualized while they read. Invite volunteers to share and describe their picture to the rest of the class.
- **Think-aloud:** *The last page of the story describes the girls finding a door handle inside the giant tree. The girls turn it and push the door, which opens inward with a loud creak. When I read this page, I visualized a dark room, with leaves hanging low and tree roots running along the floor. I pictured a single beam of light flashing from the lantern to highlight the mysterious door in the tree. The handle of the door looked long and curved and bronze, like an old-fashioned door handle. In my mental image, I saw Sarah reach out a shaking hand and slowly turn the handle. I envisioned the door moving open into a spooky black space and both girls staring at this new mystery. When I read and visualize, the scenes can be a set piece, or they can be actions taking place in my mind. In this case, I visualized the actions that were happening in the story, which is similar to watching a movie in my mind.*
- Draw a picture to represent your visualization on the board. Have students discuss with a partner how your image compares with the illustration in the story.
- Have students review with their partner the pictures they drew of their own visualizations, and compare and contrast them to the illustrations in the story. Encourage students to describe to partners times when they visualized actions happening.
- Point out to students that as they read more challenging books, there will be fewer illustrations and more words. Explain to students that readers learn how to visualize so they can see what is happening in a book, even when it has no pictures.
- Have students discuss with a partner how visualizing 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 setting of the story. Ask students to share with a partner any change in setting (the children go inside the tree and are moving toward a dark room at the end of the story). Invite volunteers to share any final details the story uses to establish setting.
- Have students discuss in groups how the story would be different if it had a completely different setting, such as a bright day and an open field. Have students share with a partner how the setting reinforces the plot. Discuss with students why the setting is an important element of the story.
- **Independent practice:** Introduce, explain, and have students complete the [analyze setting worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this story, Qynn and Sarah return to the Hollow to find the answers to their many questions. Do you think this was a wise decision? What will they find behind the door in the tree?

Build Skills

Grammar and Mechanics: Inflectional ending -ing

- Review with students the following parts of speech: noun, verb, and adjective. Write the following words on the board: *tree, girl, lantern, skeletal, Hollow, school, scissors, boy, spooky, and mysterious*. Have students work in groups to classify the words. Create a three-column chart on the board, with the headings *noun, adjective, and verb*. Invite volunteers to sort the words into the appropriate columns and explain how they know each word belongs in that space.
 - Write the following sentence on the board: *The dogs menace the cat*. Ask students to classify the part of speech of the word *menace* and discuss its meaning (verb, to threaten or scare).
 - Write the following sentence on the board: *The menacing branches reach out toward the children*. Ask students to classify the part of speech of the word *menacing*. Confirm with students that this word is an adjective, not a verb.
 - Explain to students that adding the inflectional ending -ing to the end of a word can change the verb's tense or can change the word's part of speech. Remind students that an *inflectional ending* is an *ending added to a root word*. Have students call out the root word for *menacing* (*menace*). Explain to students that they need to use the context of the sentence to determine the word's part of speech.
 - Write the following sentences on the board: *She was wishing she could travel to another place. The wishing went on all night. The girl stared deep into the wishing well*. Invite volunteers to come to the board and underline the word *wishing*. Have students work in groups to determine the part of speech of the word *wishing* in each of the sentences (*verb, noun, adjective*). Remind them to use the context of the sentence to determine the word's part of speech. Point to each sentence and have students call out the part of speech.
 - Point out that students may need to change the spelling of the root word when adding the inflectional ending -ing. When the root word ends in the letter e, the e is dropped before adding -ing. For example, in the word *menace*, they drop the e to create the word *menacing*.
-  **Check for understanding:** Have students work with a partner to locate and circle all of the words in the story using the inflectional ending -ing. Then, have students work in groups to analyze each word and record its part of speech in the margins of the page.
- **Independent practice:** Introduce, explain, and have students complete the [inflectional ending -ing worksheet](#). If time allows, discuss their answers.

Word Work: Multiple-meaning words

- Have students find the sentence containing the word *determined* on page 11. Ask students to read the sentence with a partner and discuss the meaning of the word *determined*.

- Write the following sentence on the board and read it aloud with students: *She determined that they should turn left at the fork in the road.* Have students identify the word that is also in the sentence on page 11. Ask students to give a thumbs-up signal if the words are spelled exactly the same. Have students discuss the difference in meaning between the two sentences.
- Explain to students that multiple-meaning words are spelled and pronounced the same way but have different meanings. Point out that a dictionary will list all the meanings for a word.
- Have students read the first sentence on page 10, and point to the word *right*. Discuss with students the meaning of the word in the sentence. Then, have students look up the word *right* in a dictionary. Invite volunteers to read its definitions aloud. Ask students to work with a partner to create two oral sentences for the word *right*, each one using a different meaning for the word. Invite volunteers to share their two sentences with the rest of the class.
- Repeat this exercise for the word *barrel*, found in the last sentence on page 4 in the story.
- **Check for understanding:** Write pairs of sentences on the board for the following multiple-meaning words: *sink*, *coach*, and *leaves*. Have students work with a partner to look up the words in the dictionary and find at least two definitions for each one. Then, have students write two sentences for each word, each employing a different meaning. Invite students to share their sentence pairs with the rest of the class, and have the other students determine the word's meaning on the basis its context.
- **Independent practice:** Introduce, explain, and have students complete the [multiple-meaning-words worksheet](#). If time allows, have students discuss their answers after they finish the assignment.

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 to someone at home how a reader visualizes while reading.

Extend the Reading

Adventure Writing and Art Connection

Have students discuss with a partner what they would do if they were in the same situation as Qynn and Sarah: about to enter a spooky forest full of traps and problems. Have students think of three new obstacles that would face them in the woods and how they would solve them. Then, have them think of one other character to share in the adventure. Ask students to write their story. Remind them to describe the characters and setting, and to build up the plot with the rising action of confronting their obstacles and solving them, before ending with a resolution. Ask students to draw a picture to illustrate their story.

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

Social Studies Connection

Pass out a map of their city to each student, and have them work with a partner to examine it. Review with students the features on a map, such as the key, scale, orientation, and so on. Write a few landmarks on the board and have students find them on the map. Then, have students head outside and work with a partner to map out their playground. Have students mark out important playground landmarks, draw the orientation on the map, and add a scale. In the classroom, have students work in groups to compare their maps and make any additions or corrections.

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 visualizing to comprehend the text during discussion;
- accurately analyze setting in the text, during discussion, and on a worksheet;
- correctly identify and apply the inflectional ending *-ing* during discussion and on a worksheet;
- accurately define and use multiple-meaning words during discussion and on a worksheet.

Comprehension Checks

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