

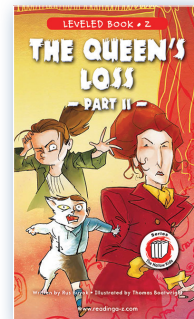
### Focus Question:

*How and why has Qynn and Sarah's relationship with the Queen changed?*

### Book Summary

Text Type: Fiction/Adventure

In this final book of the Hollow Kids series, *The Queen's Loss (Part II)*, the group makes one daring attempt to rescue Sarah and Jake from the Queen, and the Queen's story is finally revealed. What will happen and will they ever make it home? The book can also be used to teach students how to make inferences and draw conclusions and to effectively summarize.



### Lesson Essentials

#### Instructional Focus

- ☐ Summarize to understand text
- ☐ Make inferences and draw conclusions
- ☐ Describe information provided by illustrations
- ☐ Recognize and use ellipses
- ☐ Identify and use synonyms and antonyms

#### Materials

- ☐ Book: *The Queen's Loss (Part II)* (copy for each student)
- ☐ Make inferences / draw conclusions, ellipses, synonyms and antonyms 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:** *emanating* (v.), *formidable* (adj.), *melancholy* (n.), *plummet* (v.), *torturous* (adj.), *vex* (v.)

**Enrichment:** *debris* (n.), *deluge* (n.), *gestures* (n.), *prevalent* (adj.), *tsunami* (n.), *wracked* (v.)

- **Academic vocabulary:** *approach* (v.), *convince* (v.), *emerge* (v.), *finally* (adv.), *through* (prep.), *version* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

Write the word *compassion* on the board and read it aloud to students. Explain that compassion is when we try to understand someone's experience to help us understand how he or she might have felt in a given situation. Point out that compassion could be described as trying to put yourself into someone's shoes. Provide students with a blank piece of paper and have them write about a time when they experienced compassion for another person who was not acting kindly. Invite them to describe how being compassionate changed their feelings toward the person or helped the situation.

##### Introduce the Book

- Give students their copy of *The Queen's Loss (Part II)*. 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, or create a brief overview, as they read. Explain to students that when readers summarize what they read, it helps them follow the sequence of events in a story. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read aloud a summary from the back of a familiar book. Ask students what information is included in the summary and what information is omitted. Remind students that a summary includes only the most important details.

##### 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. Discuss how authors provide readers with clues and how readers use those clues and

### Guiding the Reading (cont.)

what they already know to *make inferences* or *draw conclusions* about what is happening in the story.

- Read page 3 aloud to students and have them locate the second paragraph on the page. Point out that on the basis of this information, we can conclude that Qynn has very strong powers because she is able split the floor in two just by stomping her foot. Discuss with students how the author does not state that Qynn has strong powers directly but we can draw this conclusion on the basis of the information in the text.

### 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 the Queen's loss. 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 Queen so furious?* (level 2) pages 3 and 4
- *Why is Qynn able to protect everyone from the Queen's attack?* (level 2) pages 4 and 5
- *Why does Qynn concentrate on turning Thomas into a more human form?* (level 2) pages 5 and 6
- *Why does the Queen thank Qynn for refusing her proposal?* (level 1) page 8
- *Who was the Queen before she created her world of illusion?* (level 1) page 9
- *How did the Queen's sorrow affect her creation of the world of illusion?* (level 3) multiple pages
- *Why does Qynn forgive the Queen even after she has tried to harm them?* (level 3) multiple pages

### Text Features: Illustrations

Explain that illustrations provide readers with detailed images of the characters and setting of the story. Point out that they also help explain the plot to readers. Have students work with a partner to review the illustration on page 13. Ask students: *How does this illustration show Qynn's change in attitude toward the Queen? What other information is shown in this illustration that is not written in the story?* 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 to identify the most important events. Direct them back to the chart on the board and review that a summary often includes *who*, *what*, *when*, *where*, and *why*. Invite students 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 the story, 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:** *In the story, I learned that the Queen used to be a woman called Mrs. Porter, who was a loving mother. When her son Thomas died, she went to the world of illusion and used her powers to recreate her children in order to not feel the immense loss. On the basis on this information, I can infer that Mrs. Porter was a kindhearted and loving woman who cared very deeply for her children. Although the author does not say this directly, I can use the dialogue and clues from the story to make inferences and draw conclusions.*
- Model how to 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.

### Guiding the Reading (cont.)

#### 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.

#### 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, but sample responses may include the following: *Qynn and Sarah's relationship with the Queen has changed because they learn of her past and the sorrow that led to her greed for power. Once they understand her sadness and the loss of her children, Qynn and Sarah both feel deep compassion for the Queen.*)

#### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

#### Grammar and Mechanics: Ellipses

- Have students turn to page 5 of the story. Point out the three dots after the word *insist* in the second paragraph. Explain to students that the three dots are called *ellipses* and that these dots are used by authors to indicate either an unfinished thought or missing text in the sentence.
- Ask students to read aloud the sentence on page 5. Have students identify whether there is a missing word or an unfinished thought.
- **Check for understanding:** Create a T-chart on the board. Label one side *Page Number* and the other *Use of Ellipses*. Have partners share the examples of ellipses found throughout the story and discuss each example. Ensure that there is a consensus about the use of each.
- **Independent practice:** Introduce, explain, and have students complete the **ellipses worksheet**. If time allows, discuss their answers.

#### Word Work: Synonyms and antonyms

- Write the word *quietly* on the board. Ask students to suggest a word that means almost the same thing (*softly, hushed, and so on*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *quietly* (*loudly, noisily, and so on*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- **Check for understanding:** Have students turn to the first paragraph on page 4 to find the word that describes the sand (*harmless*). Ask students to suggest a synonym (*safe, gentle, and so on*). Ask students to suggest an antonym (*dangerous, threatening, and so on*). Use a thesaurus to look up the word *harmless* and show how a thesaurus is used. Give students a thesaurus. Ask them to find the word *harmless* and invite them to confirm the synonyms and antonyms they suggested.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms-and-antonyms worksheet**. If time allows, discuss their answers.

#### Connections

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