

Focus Question:

Who is the queen, and how has she affected this world?

Book Summary

Text Type: Fiction/Fantasy

The Creature and the Queen continues the Hollow Kids adventures with Qynn and Odie learning more about the new world from a strange creature named Seth. What mysteries will Seth solve? This book can also be used to teach students to identify cause-and-effect relationships as well as the proper use of ellipses.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Identify cause-and-effect relationships
- ☐ Describe information given in a glossary
- ☐ Recognize and use ellipses
- ☐ Recognize and use the prefix re-

Materials

- ☐ Book: *The Creature and the Queen* (copy for each student)
- ☐ Cause and effect, ellipses, prefix re- 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: *commenced* (v.), *eloquent* (adj.), *impudence* (n.), *plight* (n.), *reconnaissance* (n.), *succumb* (v.)

Enrichment: *abscond* (v.), *begrudge* (v.), *domicile* (n.), *embellishment* (n.), *empathetic* (adj.), *frolicked* (v.)

- **Academic vocabulary:** *certain* (adj.), *construct* (v.), *discussion* (n.), *influence* (n.), *manipulate* (v.), *return* (v.)

Guiding the Reading

Before Reading

Build Background

- Ask students to think of a time they had to use their imagination. Have students describe what they imagined to a partner.
- Discuss with students that the imagination is a powerful tool. Have students draw on a separate piece of paper a picture of what their imagination sees when you read aloud the third paragraph from page 5 of the story. Explain to students that as they read the book, they will discover how imagination can affect the world around them.

Introduce the Book

- Give students their copy of *The Creature and the Queen*. 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 use information from the text and what they already know about the story to make visual images. Explain that illustrations in a story can also provide information to add to visualizations. Have students close their eyes as you read page 10 aloud. Ask students to draw a picture of what they visualized while you were reading. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the illustration in the book.

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 fell asleep with gum in my mouth.*

Guiding the Reading (cont.)

- Ask students to think about an effect of falling asleep with gum in your mouth. Write these ideas in the *effect* column. 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.

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 learn what happens to Qynn in the newest Hollow Kids installment. 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 would Seth need to hide in Jasper’s home?* (level 3) page 4
- *How did the cephaloids use the sands in the past?* (level 1) page 5
- *How is the woman different from the other humans who have visited the cephaloids’ world?* (level 2) pages 6–8
- *Why would the cephaloids be concerned about the woman’s presence in their world?* (level 3) multiple pages
- *Why is the solid ground spreading?* (level 1) pages 14–15
- *Why are Sarah and Jake in danger?* (level 3) page 15

Text Features: Glossary

Explain that a glossary contains important words in the story and their meanings. Ask students to turn to the glossary on page 16. Ask students to share

with a partner the other information the glossary provides and then ask volunteers to share with the class. Explain that the words listed in the glossary are usually in bold type in the story and that they appear in alphabetical order in the glossary. Point out the word *cephaloids* on page 3. Ask students to work with a partner to create an entry for the word *cephaloids* for the glossary. Remind them to include all the parts that the glossary provides (word, part of speech, definition, page number). Ask students where the new word would be placed within the glossary and to explain their reasoning.

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 7 of the story. Have students read to find the cause-and-effect relationship.
- Model evaluating cause-and-effect relationships. *Think-aloud: On page 7, I read that a woman came to the cephaloids’ world and began constructing things with her imagination. The longer the woman stayed in the cephaloids’ world, the more she influenced the sands and the more solid they became. The cause is that they woman stayed longer and longer in the world; the effect is that the sands changed and became more solid.*
- Model how to complete the **cause-and-effect worksheet**. Then, have students discuss their cause-and-effect worksheets with a partner and agree on the relationships.

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: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work with a partner. 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 shared one. Have students give a thumbs-up if they agree with the cause-and-effect relationship. Have students justify their answers.

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 woman who came to the world and began creating things from the sand is the queen, the queen creates things from the sand using her imagination and has turned the sands into solid land, and she traps the cephaloids and turns them into evil creatures.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: Ellipses

- Have students turn to page 4 of the story. Point out the three dots after the word *fewer* in the first paragraph. Explain to students that the three dots are called *ellipses* and that these dots are used by authors to either indicate an unfinished thought or missing text in the sentence.
- Ask students to read aloud the sentence on page 4. Have students identify whether there is a missing word or an unfinished thought.
- Have partners scan through the book to find other examples of ellipses in the story. Ask partners to discuss what each one means.
- **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. Make sure 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: Prefix re-

- Write the word *prefix* on the board and read it aloud with students. Review or explain that a *prefix* is a part of a word that is added to the beginning of a root (or base) word and that the prefix changes the meaning of the root word. Ask students to offer different prefixes they know and discuss what each means.

- Point out the prefix *re-*. Explain to students that the prefix *re-* means *again* or *back*. Write the word *do* on the board. Ask students how the meaning of the word changes after adding the prefix *re-*.
- **Check for understanding:** Have partners look through the story for words with the prefix *re-*. Ask partners to circle the prefix and underline the base word.
- Create a list of words on the board that students found in the book. Discuss with the class what each root word means and how the prefix changes the word's meaning.
- **Independent practice:** Introduce, explain, and have students complete the **prefix re- worksheet**. If time allows, discuss their answers.

Connections

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