

### About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 1,266

### Book Summary

Qynn and Sarah are back in this book in the Hollow Kids Series. Their research into the strange events in Porter's Mill and Sarah's mom's disappearance is starting to yield results—and everything is pointing to the Hollow as the source. The girls eventually go to Sarah's Aunt Terra and demand answers. What she tells them will lead them to the next stage in the mysterious journey. The first part of *The Return to the Hollow (Part I)*, sets up the story for the biggest adventure of the series yet. Illustrations add detail and atmosphere to the story.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Retell to understand text
- Determine character point of view
- Identify and use quotation marks
- Define and use prefix *re-*

#### Materials

Green text indicates resources that are available on the website.

- Book—*The Return to the Hollow (Part I)* (copy for each student)
- Chalkboard or dry-erase board
- Excerpts from a book in first person and a book in third person
- Sticky notes
- Sheets of paper
- [Character point of view, quotation marks, prefix \*re-\* 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: **coincidence** (n.), **cruel** (adj.), **disturbances** (n.), **hoax** (n.), **horrific** (adj.), **resolve** (n.)  
 Enrichment: **devastated** (adj.), **elaborate** (adj.), **geologic** (adj.), **hilarious** (adj.), **relocate** (v.), **seamstress** (n.)

### Before Reading

#### Build Background

- Review with students events that happened previously in the Hollow Kids series. Invite volunteers to share what they remember from the earlier stories, and record details on the board.

- Have students discuss with a partner the correct order of events, and invite volunteers to come to the board and record the events in the proper sequence. Discuss with students the plot of the entire series up to this point, referring to the different components of a plot, such as the introduction and the rising action.
- Ask students to share with a partner their predictions about what all the strange events mean and what they think will happen next. Invite volunteers to share their thoughts 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: **Retell**

- Explain to students that engaged readers stop frequently while they read to retell in their mind what is happening in the story. Point out that retelling helps students remember and enjoy what they are reading.
- Read page 3 aloud and model retelling.  
*Think-aloud: As I read, I will continue retelling in my mind what I remember of the story. At the start of the story, the girls are in the cafeteria. They are hanging decorations for Halloween as a punishment because their principal learned from the librarian that they snuck into the forbidden attic of the public library. Sarah whispers that the journal they found belonged to her mom, and Qynn asks her how she knows. I will have to keep reading to learn how Sarah knows about the journal, and I will continue to retell the events in my mind as I read.*
- Remind students that a retelling, unlike a summary, includes as many details as possible. Explain that this information should still be different from the text in the story as it is told in the reader's own words. Point out that a retelling relies on a correct sequence of events to make sense.
- Have students retell the information from page 3 to a partner. Remind them that it should be different from what they heard in the think-aloud because they need to retell the story in their own words. Encourage them to refer to the story as necessary.
- Give each student sticky notes, and have them place notes at the bottom of pages 5, 7, 9, 11, 13, and 15. Explain that as they read, they should stop every time they see a sticky note and retell in their mind what they have read so far. Point out that sometimes they will be asked to share a retelling with a partner or the class.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Story elements: Identify character point of view**

- Explain to students that one way to understand the plot of a story is by thinking about the point of view the story is being told from. Explain that every story is told by someone and that the reader can determine the point of view by figuring out who is telling the story.
- Write the words *first-person point of view* and *third-person point of view* on the board. Explain to students that these are the two most common types of point of view.
- Read an excerpt from a book that is told in the first person and then an excerpt from a book that is in third person. Have students work in groups to discuss the difference between the two excerpts. Ask groups to identify who is telling each story. Invite volunteers to share their thoughts with the rest of the class.

## Lesson Plan *(continued)*

## The Return to the Hollow (Part I)

- Explain to students that in a first-person story, the narrator is one of the characters and is telling the story as if speaking directly to the reader. The story therefore uses the pronouns *I* and *my* when the character is referring to him- or herself. Write the words *I* and *my* beneath the heading *first-person point of view*. Point out that the tone of first-person stories is more intimate and inviting, as if the reader is having a conversation with the character in the story.
- Explain to students that in a third-person story, the narrator is not any of the characters but a detached observer who is describing the events in the story to the reader. The story therefore uses the pronouns *he*, *she*, *her*, and *him* to refer to the characters. Write the words *he*, *she*, *her*, and *him* beneath the heading *third-person point of view*. Point out that the tone of third-person stories is more remote, as if the reader is watching and eavesdropping on the characters in the story.
- Review with students the two excerpts read earlier, and have students identify with a partner which book is in first person and which book is in third person. Hold up one book and ask students to call out its point of view, and then repeat with the second book.
- Model identifying point of view on the basis of the text from page 3.  
**Think-aloud:** *I know this story is about two girls, Qynn and Sarah. However, when I read the first page of the story, I notice that in the last sentence, the narrator refers to herself as I. The first paragraph opens with the phrase we're in the cafeteria, and I don't see the name Qynn anywhere on the page. I realize that Qynn is the one telling the story, and she is referring to herself when she says, I ask. Qynn is the narrator, the one who is telling the story, and since she is a character in the story, I know this story is told in the first-person point of view.*
- Have students work in groups to reread page 3 and search for words indicating a first-person narrator (*we're*, *our*, and *I*). Invite volunteers to share a word with the rest of the class, and have other students find and point to the word on the page. Encourage students to continue looking for words and other details that establish first-person point of view as they read.

### Introduce the Vocabulary


- 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 and record them on the board. Have students share with a partner everything they know about the meanings of these words.
- Pass out six sticky notes to students. Have them write on the first sticky note one or two words that help explain the meaning of the word *coincidence*. Have students attach their sticky note to the board. Read all the notes aloud and guide students to a class consensus on the definition for *coincidence*. Record the definition on the board. Repeat this process for the remaining vocabulary words.
- Turn to the glossary on page 16. Have students find the vocabulary words in the list, read their definitions, and discuss how they compare to the definitions on the board.
- Have students write a sentence for each word that accurately reflects its meaning. Invite volunteers to read a sentence to the rest of the class, and have other students give a thumbs-up signal if the sentence makes sense.

### Set the Purpose

- Have students read to find out what Qynn and Sarah learn about Porter's Mill. Remind them to retell as they read and to look for details that indicate the character point of view in this story.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread. Remind students to retell what they've read every time they see a sticky note.
  - **Model retelling.**  
**Think-aloud:** *I see a sticky note at the bottom of page 5, which reminds me to retell in my mind what I have read so far. Earlier in the story, the girls were discussing everything they learned about Porter's Mill, first at the cafeteria as they hung decorations and later at Qynn's house while Sarah worked on her Halloween costume. In the cafeteria, Sarah told Qynn that she found her mom's name on the journal, and Qynn mentioned that important pages were missing from the library book. Later, when they were in Qynn's bedroom, they examined both the journal and the library book. Qynn found out that the loose pages in the journal were the missing pages from the book, and Sarah said that's why she brought the book over. Qynn pointed out that Sarah's mom found the same book at the library and that she was also researching strange occurrences around the town with her sister, Sarah's aunt Terra. That is how I would retell information from pages 4 and 5.*
  - Have students discuss with a partner how your retelling compares to the story. Invite volunteers to share their comparison with the rest of the class.
  - Have students retell information from pages 6 and 7 to a partner. Remind them to include all the information they can remember, especially the most important details, and to sequence events in the correct order. Invite volunteers to share their retelling with the rest of the class.
  - Ask students whether your retelling is in the first-person or the third-person point of view. Have students discuss with a partner the point of view of the retelling. Point out that since you are not a character in the story, your retelling must be in the third person.
  - **Check for understanding:** Have students read pages 8 through 11. Ask them to stop every time they see a sticky note and retell in their mind what they have read so far. Allow students time to share a retelling with a partner.
  - Review with students the meaning of a first-person point of view. Have students work with a partner to find and underline words or sentences from the book that demonstrate the story as first person. Remind students that these examples should all show Qynn as the narrator of the story. Invite volunteers to share their examples with the rest of the class and to justify their choices.
  - Discuss with students examples where the words *I* and *my* are not referring to Qynn, for instance, in dialogue where Sarah is speaking. Explain to students that the pronouns are a good clue to point of view but not the whole picture. Reinforce with students that the main criteria for point of view is the narrator. Remind students that if the narrator is one of the characters involved in the story, then the story is in first-person point of view.
  - Have students read the remainder of the book. Remind them to stop at each sticky note and retell the story as they read. Encourage students to mark details that demonstrate the character point of view in this story.
-  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 work with a partner to write a retelling of pages 14 and 15. Invite volunteers to read their retelling to the rest of the class.
- **Think-aloud:** *This is the way I would retell the ending of the story. By page 14, the girls had learned many more secrets about Porter's Mill. They asked Aunt Terra what was at Porter's Mill that caused Uncle Jasper to disappear. She told them that she didn't know, but it must have been an adventure. What Aunt Terra did know was that her sister went looking for him and disappeared. She also told the girls she thought someone was playing a mean joke on them by bringing back the items Sarah's mom took with her. Then, Aunt Terra smiled at the girls and told them that was all she knew. She didn't have any more secrets. Aunt Terra left to make cookies. After she left, Sarah looked Qynn straight in the eye and told her that they were going to the Hollow the next night to find Porter's Mill. On that suspenseful note, the story ended.*
- Discuss with students how your retelling compares to some of the retellings shared by students. Ask students to share why the story ends on a cliffhanger, or by introducing the problem without resolving it. Point out that this is part one of The Return to the Hollow and the conclusion will be in the following story. Invite volunteers to share with the class whether they are eager to read part two and why.
- Have students work in groups to retell the entire story. Remind students that the retelling must be in their own words. Then, have students share their retelling of the whole story with a partner from a different group.
- Ask students to share with a partner how retelling the story helped them to remember and enjoy what they read.

### Reflect on the Comprehension Skill

- **Discussion:** Review with students the concepts of narrator and first-person point of view. Point out that the story could have been a first-person story with a different narrator, for example, Sarah could have been narrator instead of Qynn. Discuss with students how the story would be different with a different narrator. Break students into groups, and assign each group a different character as a narrator, such as Aunt Terra, Sarah, Sarah's dad, and so on. Have the groups discuss what the story would be like with their character as a first-person narrator.
- Discuss with students how the story would change with a third-person point of view. Ask students to work with a partner to rewrite the ending of the story, using third-person point of view. Invite volunteers to read their version to the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [character-point-of-view worksheet](#). Have students compare their answers with a partner's.
- **Enduring understanding:** In this story, Sarah and Qynn learn the real story of what happened to Sarah's mom and discover some of the history behind John Porter's Mill. How is this information connected to the strange events that occurred previously? What will happen when Qynn and Sarah go to the Hollow?

### Build Skills

#### Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"This is sounding more and more like some spooky story," Sarah whispers.* Read the sentence aloud with students. Ask students to identify with a partner who is speaking the story and what that person is saying. Have students point to the name of the speaker, and underline the word *Sarah*. Invite a volunteer to explain to the rest of the class how he or she knows that Sarah is the speaker.
- Circle the quotation marks, and remind students that quotation marks are placed before and after the words a character speaks in the story. Have students trace quotation marks in the air. Remind students that *quotation marks* are a type of *punctuation that indicates words being spoken*.



## Lesson Plan *(continued)*

## The Return to the Hollow (Part I)

- Ask students to point to the comma. Remind students that the comma in dialogue is placed inside the quotation marks.
- Have students discuss with a partner what the word *whimpers* means. Point out that dialogue is often followed by the word *said* or *says* and the character's name, clearly identifying who is speaking. Explain to students that other words can be used in place of *says*, words that still indicate the character is speaking, such as *whimpers*. Have students review the book with a partner, searching for other words that are used to show who is speaking. Guide students in brainstorming a list of words to use with dialogue, and record them on the board. The list may include the following words: *asks, yells, whispers, cries, wonders, and shouts*.
- Write the following sentence on the board and have students read it aloud: *Sarah whimpers, "This is sounding more and more like some spooky story."* Ask students to share with a partner how this dialogue is different from the other example on the board. Invite volunteers to share their thoughts with the rest of the class. Point out that if the narration comes before the spoken words, quotation marks still surround what is being said, but the comma comes before the dialogue, and the ending punctuation is placed inside the quotation marks.
- Write the following sentences on the board. Have students discuss with a partner where to add the quotation marks in each sentence. Invite volunteers to come to the board and add the missing punctuation marks. Discuss with students what dialogue vocabulary is used in addition to the word *says*.  
*Here I am, Maria says.*  
*You're late! I yell.*  
*I had to wait for my mom, whispers Maria.*  
*I say, It's okay.*
- **Check for understanding:** Have students work in groups to find five examples of dialogue in the book. Call on students to share an example with the rest of the class, and record it on the board without quotation marks. Have students write the sentences on a separate sheet of paper and add quotation marks. Invite volunteers to come to the board and add the punctuation, and have other students nod their head if they agree the quotation marks are in the correct place.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their answers aloud.

### Word Work: **Prefix re-**

- Write the word *relocate* on the board and read it aloud with students. Have students find the word on page 7 and point to it. Ask students to work with a partner to use the context of the page in reviewing the definition of the word *relocate*.
- Cover the prefix *re-*, and share with students the meaning of the word *locate* (to situate in a particular place). Have students discuss with their partner the difference between the two meanings. Point out that *relocate* means to move, or situate oneself in a particular place *again*.
- Explain to students that the prefix *re-* means *again*. Remind students that a prefix is attached to the beginning of a word and alters the word's meaning.
- Write the word *make* on the board. Invite a volunteer to share its definition with the rest of the class. Have students apply the prefix *re-* to the word and share with a partner the new word. Then, have students define the new word with their partner.
- **Check for understanding:** Write the following words on the board: *recheck, reheat, and reelect*. Have students write the words on a separate sheet of paper, circle the prefixes, and underline the root words. Then, have students work with a partner to define each word by applying the prefix to the original meaning of the root word. Invite volunteers to share a definition with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [prefix re- worksheet](#). If time allows, discuss their answers aloud.

### 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 how a reader retells while reading to someone at home.

### Extend the Reading

#### Adventure Writing and Art Connection

Have students share with a partner what could happen to them if they lived in Porter's Mill. Review with them some of the strange adventures Qynn and Sarah have had, reminding students of settings such as the Cave of the Lost, the Hollow, the library, and the school. Ask students to create their own adventure story set in Porter's Mill, making themselves the first-person narrator. Remind students that a plot needs an introduction, rising action, a climax, and resolution. Have students write their story, covering all four elements of plot. Remind them to introduce the characters, including themselves as narrator, and the setting before moving into the rising action. Ask students to draw a picture to accompany their story, and invite volunteers to share their story with the rest of the class. Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on adventure writing.

#### Social Studies Connection

Pass out to each student a map of their country, a map of their state, and a map of their city. Review with students the features of a map, such as the key, the scale, the cardinal directions, symbols, and so on. Discuss with students the differences and similarities between the three maps. Have students discuss in groups what situations would call for one type of map over another. Ask leading questions to spur discussion, such as when would a person really need a map of the city or when would someone prefer to look at a map of the entire country. Work with students to brainstorm a list of information people can learn from various maps. Write major landmarks from their state on the board, such as cities and rivers and mountains. Have students find these landmarks on their map of the state and use crayons to color or circle each one. Have students work in groups to create a map of their school. Ask students to include a key, a scale, and the cardinal directions. Have students present their map to the rest of the class.

#### 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 retelling to comprehend the text during discussion;
- accurately determine the point of view of a narrative during discussion and on a worksheet;
- correctly identify and use quotation marks in the text, during discussion, and on a worksheet;
- accurately use the prefix *re-* during discussion and on a worksheet.

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)