

### Focus Question:

Why do Sarah and Jake go to the village?

### Book Summary

Text Type: Fiction/Fantasy

In the next installment of the Hollow Kids series, Sarah and Jake find themselves in a strange place. They can't find Odie or Qynn, and they don't know where they are. Their best option is to go toward the lights in the distance. *The Village* continues the adventures of these familiar characters while providing opportunities for students to practice analyzing character and using coordinate adjectives.



### Lesson Essentials

#### Instructional Focus

- ☐ Use retelling to understand and remember a story
- ☐ Analyze character traits using textual evidence
- ☐ Locate and use a glossary correctly
- ☐ Recognize and use coordinate adjectives
- ☐ Identify and use onomatopoeia

#### Materials

- ☐ Book: *The Village* (copy for each student)
- ☐ Retell, analyze character, coordinate adjectives 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:** *appendage* (n.), *engulfed* (v.), *hearth* (n.), *menacing* (adj.), *quaint* (adj.), *scorching* (v.)

**Enrichment:** *ascend* (v.), *clambers* (v.), *illuminates* (v.), *inexhaustible* (adj.), *persistent* (adj.), *viable* (adj.)

- **Academic vocabulary:** *beyond* (prep.), *characteristic* (n.), *continue* (v.), *further* (adv.), *option* (n.), *shift* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students to raise their hand if they have ever been separated from someone they know. Invite volunteers to share what they did to solve their problem. Explain to students that they will be reading a story about two children who are separated from their friends and how they try to find each other.
- Discuss with students elements of the fantasy genre. Explain that in a fantasy, there are characters that are not realistic, like unicorns, dragons, and talking creatures. Encourage students to note any elements of fantasy in this story as they read.

##### Introduce the Book

- Give students their copy of *The Village*. 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 periodically stop while they are reading to retell what has happened in the story. When readers retell a story, they explain the details of the story in the order that they occurred. Have students think of a time that they had to retell a story, such as retelling what happened at school to their family. Explain that retelling helps readers remember and understand the details of what happened. Have students work with a partner to practice retelling a story the class read earlier.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Analyze character

- Review with students the character of Red Riding Hood. Remind students that character traits are more than a character's looks—they also explain the character's actions, thoughts, and feelings. Have partners create a list of words that describe Red Riding Hood.
- Ask students to think about how Red Riding Hood's traits help her to respond and react to situations. Guide the discussion by asking questions such as the following: *If she were to come across a stranger at the grocery store, what would she do? If she were to find a present on a doorstep, what would she do?* Explain that the traits of a character affect how the character will respond to challenges within a story.

##### 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 Sarah and Jake on their 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.

- *How did Sarah end up in this new land?* (level 1) page 3
- *Why would anxiety creep into Sarah's veins in this peaceful place?* (level 2) pages 4
- *What do Sarah's actions reveal about her?* (level 3) pages 7–8
- *How does Sarah's character compare with Jake's character?* (level 2) multiple pages

- *Why would the cat want them to leave?* (level 2) page 13
- *What do you think the creatures want with Sarah, Jake, and the cat?* (level 3) page 15
- *Where might Qynn and Odie be?* (level 3) page 15

#### Text Features: Glossary

Explain to students that glossaries are located in the back of books and contain important words used in the story and their definitions. Ask students to turn to page 4 and read the last paragraph. Ask students to raise their hand if they can define *persistent*. Invite volunteers to give a definition on the basis of the context. Then have students turn to page 16 and check the glossary for an accurate definition of the word. Have students compare this definition with the ones students inferred from the context of the story. Repeat this process with the remaining story-critical words. Encourage students to use a glossary to find definitions for words that they do not know.

#### Skill Review

- Read aloud to students page 3. Ask students to describe to a partner all the events in the order they occurred. Have volunteers share their retelling with the class.
- Introduce and explain the [retell worksheet](#). Have students list the events in the book in the order that they occurred with as many details as they can. Ask students to work with a partner to review their retellings and see if they missed any important details.
- Model how to analyze a character.  
**Think-aloud:** *The story provides me with a lot of details about Sarah. Some of the details I can get from the text, others from the illustrations. For example, in the beginning of the story Sarah is dressed in a costume that looks like a princess's. I infer that Sarah either likes princesses or she was dressed as one for a costume event. Also, the text leads me to think that Sarah is a caring person when it explains that she would like to cry, but she can't because she has to take care of Jake. These details give me information about Sarah and teach me about her character.*
- Model how to complete the [analyze character worksheet](#). Have students identify details about Sarah from the story and then determine her character traits on the basis of these details. Then, have students discuss their ideas with a partner to confirm the traits. Encourage students to look for similar details about Jake and his characteristics.

### 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: **Analyze character**

Have students complete the analyze character worksheet. Invite volunteers to share with the rest of the class a trait that describes Sarah and the evidence they have to support the trait. Then have students work with a partner to analyze Jake's character. Discuss with students how Sarah and Jake change over the course of the story.

#### 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 and should include reasons why Sarah and Jake went in search of the village. Samples: *Jake was upset that he could not find Odie, and Sarah was worried about Qynn. They both felt that the village would be a place that Qynn and Odie would go.*)

#### Comprehension Checks

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

### Book Extension Activities

#### **Build Skills**

#### Grammar and Mechanics: **Coordinate adjectives**

- Ask students to define the word *adjective* to a partner. Point out that *adjectives* are *words that describe, or modify, nouns*. Ask students to think of words that describe the rain. Write the sentence *A \_\_\_\_\_ rain fell from the sky*. Ask students what words could go into the blank from the list they gave. Choose two words that would fit the sentence, for example *gentle* and *quiet*.
- Explain to students that when more than one adjective is used to describe a noun, the adjectives might be *coordinate adjectives*. Explain that coordinate adjectives are two or more adjectives, separated by a comma, used to describe one noun. There are two ways to test whether adjectives are coordinate. First, try to place the word *and* between the two adjectives. Second, try to reverse their order in the sentence. If, when you try both tests, the sentence still sounds appropriate, then the adjectives are coordinate.

- Refer back to the sentence about rain. Ask students whether *A gentle and quiet rain fell from the sky* makes the same sense as *A quiet gentle rain fell from the sky*. Explain that because both sound correct, they must put a comma between the two. Have students rewrite the sentence, using coordinate adjectives.
- **Check for understanding:** Have students look through the story to find and highlight sentences that have coordinate adjectives. Ask them to share with a partner five examples of coordinate adjectives from the text, and confirm that each one is an example of coordinate adjectives.
- **Independent practice:** Introduce, explain, and have students complete the **coordinate adjectives worksheet**. If time allows, discuss their answers.

#### Word Work: **Onomatopoeia**

- Ask students to think of a time they heard thunder. Ask, *what did they hear?* Write their answers on the board. Explain to students that words that sound like the noises they are describing are all examples of *onomatopoeia*. Words such as *crack* and *boom* describe thunder because they sound like the noises we hear during a storm.
- Have students look through the book to find an example of onomatopoeia. Ask for a volunteer to read aloud the sentence he or she found, and have other students identify the example of onomatopoeia contained within it.
- Ask students to think of the creatures that Sarah and Jake come into contact with at the end of the story. Have students discuss what sounds the creatures might make. Write suggestions on the board.
- **Check for understanding:** Have students work in pairs to illustrate some of the examples of onomatopoeia written on the board. Explain that the illustration should include the word and represent its sound. Have students write a sentence for each illustration. Model with the word *splat*. Invite volunteers to share their illustrations and corresponding sentences.

#### Connections

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