

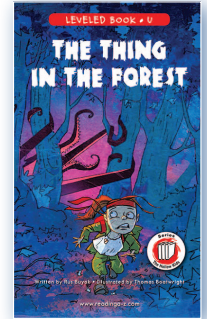
### Focus Question:

How does the author's choice of words help us understand how the character is feeling?

### Book Summary

Text Type: Fiction/Fantasy

In this part of the Hollow Kids series, Qynn finds herself in a spooky forest on the other side of a strange door without her friend and brother. A mysterious creature emerges from the forest and begins chasing her. What is after Qynn, and will she be able to escape this foreign place and find Sarah and Jake? Students will be captivated by Qynn's newest adventure, and enjoy the colorful illustrations that reinforce the story.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions
- ☐ Analyze setting
- ☐ Understand and use the glossary
- ☐ Identify and use inflectional ending *-ing*
- ☐ Identify synonyms

#### Materials

- ☐ Book: *The Thing in the Forest* (copy for each student)
- ☐ Make, revise, and confirm predictions; analyze setting; inflectional ending *-ing* 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:** *bulbous* (adj.), *flail* (v.), *heaving* (v.), *lurking* (v.), *vault* (v.), *weave* (v.)

**Enrichment:** *fortuitous* (adj.), *grasping* (v.), *hulking* (adj.), *mammoth* (adj.), *momentum* (n.), *utterly* (adv.)

- **Academic vocabulary:** *beneath* (adj.), *beyond* (prep.), *curiosity* (n.), *directions* (n.), *finally* (adv.), *through* (prep.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Place on the board a photograph of a forest. Ask students to work with a partner to identify animals and types of trees or vegetation that may live in the forest.
- Discuss with students how they would feel if they were in a forest all alone. Write on the board the emotions that the students would feel if they were all alone and an unknown creature or animal was chasing them. Call on volunteers to share their emotions.

##### Introduce the Book

- Give students their copy of *The Thing in the Forest*. 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:

##### Make, revise, and confirm predictions

- Explain to students that engaged readers predict, or guess, what will happen in the story as they read. Explain that oftentimes, readers predict without even realizing they are predicting by imagining in their mind what will happen next. Emphasize that readers make predictions throughout the story, and that it is more important to make accurate predictions on the basis of the illustrations and clues from the text, than to have their predictions confirmed, or proven right.
- Model making predictions by using information from the cover.

**Think-aloud:** *When I look at the cover, I see that Qynn has a fearful look on her face and is sitting all alone. When I look at the title, The Thing in the Forest, I notice that the lettering has a spooky appearance. I also notice that Qynn is outdoors, at night, and by herself. For these reasons, I predict*

### Guiding the Reading (cont.)

*that something in the forest will scare Qynn.*

- **Independent practice:** Introduce, explain, and have students complete the [make-revise-and-confirm-predictions worksheet](#). If time allows, discuss their answers.

### Introduce the Comprehension Skill:

#### Analyze setting

- Review the five elements of a story with students and write them on the board: *character, setting, plot, conflict, theme*. Have students discuss and define each element. Circle the word *setting* and review with students that the setting of a story is the time and place in which the story occurs.
- Remind students that the setting can change throughout the story, but it doesn't have to. Have the students look through the book and study the illustrations. With a partner, have them discuss whether the setting ever changes. Call on students to share.
- Invite students to provide examples of other stories the class has read together and identify the setting of each. Point out that the setting will often have an impact on the plot and the characters in the story. Have students work in groups to discuss how the setting of each example affected the plot or characters of the 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 find out more about the girl in the forest. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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 would you describe Qynn's emotions as she is falling from the other side of the door?* (level 1) pages 3 and 4
- *Why is Qynn calling out for her friends? What does this reveal about her feelings at this time in the story?* (level 2) pages 5–7
- *How does the setting add to Qynn's building fear and curiosity?* (level 3) pages 7 and 8
- *How does the change in the setting, from forest to the edge of the forest, impact the climax of the story?* (level 2) pages 11–13
- *What are Qynn's emotions as she watches the creature fall? How do you know?* (level 3) page 14
- *How would the story be different if Qynn's friends had been with her in the forest?* (level 3) multiple pages

#### Text Features: Glossary

- Explain to students that when they are reading, it is common to come across words they do not understand or know the meaning of. Oftentimes, these words are in boldface print. The glossary comes at the end of a text and defines unfamiliar boldface words.
- Model how to read a glossary.  
**Think-aloud:** *When I am reading a story, I may come across a word that I don't know. Often, the word is in boldface, or darker lettering. When I come across such a word, I can turn to the glossary to help me determine the word's meaning. The glossary lists the definitions of all the boldface words in a text. I notice that on page 4 the word flail is in boldface. Since the word is boldface, I know it is in the glossary. On page 16 I find the word flail in the glossary. The definition for flail is to wave one's limb wildly about. Now I can continue reading the story.*
- Have students read the words listed in the glossary on page 16. Point out that the listed page number shows where each word is located in the book.

### Skill Review

- Discuss with students how the setting contributes a suspenseful and mysterious atmosphere. Encourage students to note details in the setting that have a great impact on the plot or characters.
- Model analyzing setting  
**Think Aloud:** *In the beginning of the story, Qynn finds herself in a strange forest in a new world. The enclosed nighttime setting reinforces her feelings of isolation and fear. It highlights the strange new world she has entered by being so markedly different from the setting of the previous story.*

### Guiding the Reading (cont.)

*The dark setting, in a forest with lots of trees and foliage, also provides an environment that allows a creepy creature to hide and then chase Qynn, which is the problem in this story. In these ways, the setting affects the characters, plot, and atmosphere of the story.*

- Remind students to continue making, revising, and confirming predictions as they read. Throughout the reading, invite volunteers to share predictions they revised or new predictions they made. After reading, invite volunteers to share predictions that were confirmed. Remind students that making accurate predictions is more important than confirming them.
- Have students work in groups to periodically discuss the setting, whether it has changed, and how it is affecting the characters and plot.
- Model how to complete the [analyze setting worksheet](#). Have students identify words from the book that describe the setting and circle them.

### 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: **Analyze setting**

Have students review the analyze setting worksheet with a partner. Invite volunteers to share their ideas with the rest of the class. List ideas of how the setting affected the story on the board.

### 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 should describe details that represent Qynn's various emotions, such as fear, curiosity, confusion, and relief.)

### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

### Book Extension Activities

#### **Build Skills**

#### Grammar and Mechanics:

#### **Inflectional ending -ing**

- Review with students the following parts of speech: verb, adjective, noun. Have students provide examples of each.

- Write the words *groan* and *groaning* on the board. Circle the *-ing* ending in *groaning*. Explain that by adding the inflectional ending *-ing* to a word, the word's part of speech can change.
- Write the following sentences on the board: 1.) *While camping in the woods, I heard a groaning coming from outside my tent.* 2.) *The bear was groaning as it searched the campground.* 3.) *The groaning bear stomped on to the next campground.* Underline the word *groaning* in each sentence. Have students discuss with a partner what part of speech the word *groaning* represents in all three sentences (*noun, verb, adjective*).
- Write the word *entertain* on the board. Have students work with a partner to add the suffix *-ing* to the word, and then create at least two sentences that use the new word, each time making the word a different part of speech.
- Point out to students that when adding the inflectional ending *-ing* to a word, the spelling of the root word may need to be changed. Students may need to drop a final e before adding the suffix *-ing*, or may need to double the final consonant in a CVC word before adding *-ing*.
- **Check for understanding:** Write the following words on the board: *hit, shake, jab, grasp*. Have a volunteer come to the board and rewrite each word with the inflectional ending *-ing*. Have students work with a partner to write sentences that use the new words. Call on students to read a sentence aloud, and have other students identify the word's part of speech.
- **Independent practice:** Introduce, explain, and have students complete the [inflectional ending -ing worksheet](#). If time allows, discuss their answers.

### Word Work: **Synonyms**

- Write the word *grasping* on the board. Ask students to think of a word that means almost the same as *grasping* (*grabbing*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*.
- Explain to students that synonyms make a story interesting and more descriptive, helping readers visualize what they are reading. For example, the word *grabbing* helps readers visualize the meaning of the word *grasping*. Readers can often learn new words by making a connection through a synonym they already know.
- **Check for understanding:** Ask students to locate the synonyms on page 7 (*lifting, shifting, heaving*). Have students work with a partner to find a synonym for each word.

### Connections

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