

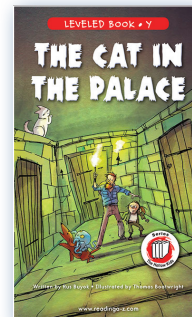
Focus Question:

Should the characters trust Thomas in the story?

Book Summary

Text Type: Fiction/Adventure

Another adventure in The Hollow Kids series finds Qynn, Uncle Jasper, Seth, and Odie exploring the Queen's castle in search of their missing friends. During their exploration, they encounter a talking cat who claims to want to help them. Can they trust this strange creature? The book can also be used to teach students how to sequence events and to recognize and use complex sentences.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand and remember text
- ☐ Sequence events
- ☐ Describe information provided by illustrations
- ☐ Recognize and use complex sentences
- ☐ Identify and use words with suffix -ly

Materials

- ☐ Book: *The Cat in the Palace* (copy for each student)
- ☐ Sequence events, complex sentences, suffix -ly 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: *congeal* (v.), *disintegrate* (v.), *manifest* (v.), *minions* (n.), *off-kilter* (adj.), *unnerving* (adj.)

Enrichment: *extravagant* (adj.), *intricacy* (n.), *modicum* (n.), *prismatic* (adj.), *subterfuge* (n.), *unperturbed* (adj.)

- **Academic vocabulary:** *beyond* (prep.), *consistent* (adj.), *construct* (v.), *convince* (v.), *difference* (n.), *focus* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *trust* on the board and have students read it aloud. Have students work in small groups to discuss the meaning of the word *trust*. Invite volunteers to share their discussions and engage the class in a conversation about the definition of the word *trust*.
- Provide each student with a lined sheet of paper. Invite them to think of a time when they had to decide whether or not to trust another person. Have students write a paragraph about this experience and then share in small groups. If time allows, invite volunteers to share their writing with the class.

Introduce the Book

- Give students their copy of *A Cat in the Palace*. 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 make visual images using information and descriptions from the text. Point out that the illustrations in a book can also provide information to add to visualizations. Have students close their eyes as you read page 3 aloud. Ask students to draw a representation of what they visualized. Invite volunteers to share their visualization with the rest of the class, and discuss how their pictures compare to the illustration in the book. Explain that when reading fictional stories, particularly those in the fantasy genre, it can be helpful to use their imagination to help visualize what the author has put into text. Point out that visualizing helps readers understand and remember what they have read.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Sequence events

- Explain to students that the actions in a story are arranged in a particular order, usually from beginning to end. Explain that the *sequence of events* is the description of the order in which the events occur. Point out that when telling the sequence of events, transition words such as *first*, *next*, *then*, *after*, *last*, and so on are used. Point out that pausing while reading to note the sequence of events helps readers remember and understand what they have read.
- Point out that sequencing events is important even in telling the events of one's daily life. Have students turn to a partner and recall what they did to prepare for school. Remind them to tell the events in the correct sequence and to use transition words.

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 Qynn's adventure in the palace. 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 does the palace reflect the Queen's powers?* (level 2) pages 3 and 4
- *What problem faces the characters in the story?* (level 1) page 4
- *Why do the characters struggle to decide how to get into the castle?* (level 2) pages 5 and 6
- *Why is the cat trying to help the characters?* How does Qynn know him? (level 1) page 10

- *Why did Thomas lead Anna and Uncle Jasper into the Queen's world?* (level 1) page 11
- *Why is Thomas trying to help the characters save their friends?* (level 3) multiple pages
- *Why does Anna not respond when the characters finally enter the room?* (level 2) pages 14 and 15
- *How do you think the characters will be able to save their friends from the Queen's world?* (level 3) multiple pages

Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide lots of important information for the reader. Point out that illustrations often tell many things that are not written by the author. Reread page 8 aloud as students follow along. Have them work in small groups to discuss the following questions: *What can you see in the illustration that was not written in the text of the story? Why did the author choose to include this illustration?* Invite each group to share their responses with the class. Repeat this process with other illustrations in the story.

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 illustrations in the book.
- Model sequencing events.
Think-aloud: As I read a fictional story, I pause often to consider the actions taken by the characters and the order in which they occur, or the sequence of events. Stopping to consider the sequence of events helps me remember and understand what I have read. As I sequence events, I use transition words, such as first, next, then, after, and so on. For example, when the story begins, the characters are standing outside the enchanted palace and trying to decide how to get in. After much conversation, they finally agree to enter when it is dark outside. Next, the characters enter the castle and find themselves in a large dining hall. Then, they walk down a strange hallway and meet a talking cat.
- Model how to complete the [sequence events worksheet](#).

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: **Sequence events**

Review the sequence events worksheet that students completed. Have students share their work in groups, and then with the rest of the class.

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. Samples: *The characters may trust Thomas because he helped them to escape from the Hollow in a previous story, he informs them about the Queens plans, and he leads them to the room where Anna is being kept.*)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: **Complex sentences**

- Explain that every sentence must have a subject and a verb, or someone or something that does something. Select a simple sentence from the text and identify the subject and the verb. Point out that the example is a simple sentence because it has one phrase that contains a subject and verb. Provide several examples of simple sentences from the text, and invite volunteers to identify the subject and verb in each sentence and explain why it is a simple sentence.
- Explain that sometimes a sentence can have two parts, called *phrases* or *clauses* and that these sentences are called *complex sentences*. Write *independent clause* and *dependent clause* on the board. Explain that the clause in a complex sentence that can stand alone as a sentence is an independent clause and that the clause that does not form a complete thought is the *dependent clause*.
- Write the following sentence on the board: *Towers stretch into the atmosphere, seemingly supported by nothing more than tendrils of stone surrounding prismatic stained-glass windows.* Point out that this sentence is a complex sentence because it has two parts. Underline the clause *Towers stretch into the atmosphere* and explain that it is an independent clause because it can stand on its own as a complete sentence and thought. Circle the clause *seemingly supported by nothing more than tendrils of stone surrounding prismatic stained-glass windows*, and

explain that this is a *dependent clause* because this thought cannot stand alone as a complete sentence.

- **Check for understanding:** Have students work with a partner to reread page 5 and identify complex sentences. Invite them to underline the independent clause in each sentence and circle the dependent clause. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the **complex sentences worksheet**. If time allows, discuss their answers.

Word Work: **Suffix -ly**

- Write the following sentence on the board: *Finally, he says, "Okay, but we go after dark."* Underline the word *finally* and ask students to define the word (*after a long time*). Erase the suffix *-ly* from the word *finally* to create the root word *final*. Have students explain or locate in the dictionary the meaning of the root word (*coming to an end*). Discuss how the meanings of the words differ. Point out that the suffix *-ly* means having the characteristics of.
- Write the following words on the board: *eventually, incredibly, entirely, easily, quickly, suddenly, firmly*. Have students work with a partner to identify each root word. Then have them use both the root word and the word containing the suffix *-ly* in complete sentences. Invite volunteers to share their complete sentences.
- **Check for understanding:** Have students work in pairs to reread pages 13 through 15 to locate and circle all the words containing the suffix *-ly*. In the margins, have students write the root word. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the worksheet. If time allows, discuss their answers.

Connections

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