

About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 1,210

Book Summary

In this exciting installment of the Hollow Kid series, Qynn and Sarah have finally discovered the original Porter's Mill. Will they discover clues about the whereabouts of Sarah's mom and Qynn's Uncle Jasper? Will they finally learn the source of the haunting laughter? Read *The Return to the Hollow (Part III)* to find out! While immersing themselves in this suspenseful adventure story, students will also practice sequencing events in a text and using contractions.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions to understand text
- Sequence events in the text
- Identify and use contractions
- Place words in alphabetical order

Materials

Green text indicates resources that are available on the website.

- Book—*The Return to the Hollow (Part III)* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Sequence events, contractions, alphabetical order 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: **abandoned** (adj.), **exasperated** (adj.), **explore** (v.), **frantically** (adv.), **passageway** (n.), **pendant** (n.)

Enrichment: **clenched** (v.), **clods** (n.), **multitude** (n.), **nudges** (v.), **ornate** (adj.), **sorrowful** (adj.)

Before Reading

Build Background

- Ask students to describe to a partner mysterious places they have visited or heard about. Stimulate their thinking by asking questions such as the following: *Have you ever made a secret hideout? Have you been in a cave or dark forest? Have you ever visited an interesting or strange room? What mysterious places do you know about?*
- Have students draw a picture of a mysterious place. Invite volunteers to share their picture with the rest of the class. Discuss with students what makes a place mysterious or strange.

- Review with the class previous events in the Hollow Kid series. Have them work in groups to discuss predictions about what they will read in this story, on the basis of what has come before in the series. Invite volunteers to share their predictions 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: **Make, revise, and confirm predictions**

- Review with students that engaged readers make predictions, or educated guesses, about what will happen next in a story. Remind students that readers make predictions on the basis of what they read in the text and prior knowledge they have that is related to what they are reading. Point out that what characters say, do, and think in a story provide clues about what might happen next.
- Remind students of the predictions they made during the Build Background portion of the lesson. Point out that they made these predictions using clues they found in previous stories.
- Model making predictions.

Think-aloud: On the cover of the story, Qynn and Sarah are running after Jake, with a group of pale children right behind them. The girls look a little frightened. On the basis of the picture and what I know from reading earlier books in the series, I have some predictions for The Return to the Hollow (Part III). I predict that the pale children are the ones who have been laughing in earlier books, and I believe that they are ghosts. I also predict that the girls are going to find a secret room inside the tree, and that's where they will meet the children. I will monitor these predictions as I read and revise them if I find new information related to my predictions.

- Record predictions from your think-aloud on the board.
- Have students discuss with a partner predictions they have for the story, on the basis of their book preview. Ask students to record at least one prediction on a separate sheet of paper. Invite volunteers to share their predictions with the rest of the class, and record them on the board.
- Discuss with students the clues they used to create their predictions. Remind students to use clues to make thoughtful predictions.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that knowing the order in which the events happen in a text is important to understanding the story. Remind students that stories proceed in a particular order from the beginning to the end and that the sequence of events is an explanation of the correct order of those events.
- Remind students that readers can look for signal transition words such as *first*, *then*, *when*, *later*, and *after* to help them understand the order of the events. Point out that these words can also be used in retelling a sequence of events. Write the transitions words on the board.
- Model sequencing events using a familiar tale, such as *Jack and the Beanstalk*.

Think-aloud: If I want to tell someone the story of Jack and the Beanstalk, I need to recite the events in the proper sequence for listeners to understand the story. The first event that begins the story is Jack and his mother discussing their food and money. They are very poor and have nothing to eat. Then, Jack's mother tells him to take their cow and sell her for food. Later, while Jack is heading to town with his cow, he meets a strange man. The man wants to exchange his magic beans for Jack's cow, and Jack agrees. When Jack returns home with nothing more than three supposedly magic beans, his mother is furious.

- Have students work in groups to discuss the remaining events from the story and to sort them into a correct sequence. Remind students to use transition words to clarify their sequence.
- Invite a volunteer to describe to the rest of the class the next event in the story, and have other students give a thumbs-up signal if the event is in the right place for a correct sequence of events. Continue this process until students have retold all the major events from the story.
- Have students discuss with a partner the transition words they heard in the retelling of this sequence of events.
- Point out to students that a sequence of events describes the important events that happened in a story but does not need to include all of the details in the story. Have students discuss with a partner how a sequence of events differs from a retelling.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, point to the picture on page 6 and say: *What is Sarah holding in her hand? That's right; it's a type of necklace. A pendant is a piece of jewelry that hangs from a necklace, usually with room to hold something inside. What does the pendant on page 6 contain?*
- 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.
- Write the story-critical vocabulary words on the board and read them aloud with students. Have students raise their hand if they recognize any of the words, and invite volunteers to share with the rest of the class a definition or an example for the word they know.
- Have students work in groups to find each word in the story and use its context to infer the word's meaning. Call on students to share the definition they inferred with the rest of the class, and guide students to a class consensus on the meaning for each word.
- Remind students that not all words will have enough context to supply a meaning, and point out the glossary on page 16. Have student groups find the words in the glossary, and compare the glossary definitions with those they inferred from the story.
- Have students divide a separate sheet of paper into four rectangles. In the first box, have students write the word *abandoned*. Ask students to record the definition for *abandoned* in the second box. Have students draw a picture for the word in the third box, and in the fourth, write a sentence accurately using the word. Repeat this process for the remaining vocabulary words.
- Point to each vocabulary word on the board, and invite volunteers to share with the rest of the class the picture they drew or the original sentence they wrote for the word.

Set the Purpose

- Have students read to find out more about what Qynn and Sarah discover inside the tree in the Hollow. Encourage students make predictions while they read and revise or confirm them as appropriate.

During Reading

Student Reading


- **Guide the reading:** Have students read from page 3 to the end of page 6. Have students write new predictions they made on their separate sheet of paper and share them with a partner.
- **Model making and confirming predictions.**
Think-aloud: Earlier I predicted that the girls would find a secret room in the tree. Having read the beginning of the book, I can consider that prediction confirmed since the story starts with them entering a large room. I also predicted that they would meet the pale children in the room. So far that has not happened, but the story is just beginning, so I will continue to monitor that part of the prediction. For that matter, I will also wait to see if the story confirms my other predictions, that the pale children are ghosts who were responsible for the spooky laughter. I also have a couple of new predictions, on the basis of what I read in these pages. I predict

Lesson Plan *(continued)*

The Return to the Hollow (Part III)

that they will find out more about Sarah's mom, and I predict that the girls will continue their investigations by looking in the rooms upstairs. I will continue to monitor all of my predictions as I read.

- Record your new predictions from the think-aloud on the board. Write the letter C beside the one prediction that was confirmed.
- Review with students the other predictions recorded on the board. Have them point to any that were confirmed, and invite volunteers to come to the board and write the letter C beside them. Ask students to raise their hand if they would revise any of the recorded predictions, and call on students to share their revisions. Make the necessary changes on the board.
- Invite volunteers to share their new predictions with the rest of the class, and record them on the board.
- Record on the board six details from the story, out of order. Have students work in groups to determine which details are important events necessary to understanding the story. Invite volunteers to come to the board and circle those details that need to be included in the sequence of events of the story.
- Have students work with a partner to rearrange the details into the correct sequence. Review with students the transition words recorded on the board, and ask students to use these words to link their events together. Invite students to share their sequence with the rest of the class.
- **Check for understanding:** Have students read pages 7 through 11. Have them continue making predictions as they read, and record at least two new ones on a separate sheet of paper. Remind them to also revise or confirm predictions as applicable. Invite students to share new predictions with the rest of the class, and record them on the board.
- Have students discuss with a partner the events described in the middle portion of the book. Call on random students to share one event with the rest of the class, and record it on the board. Record events as they are described, not in the proper order. Discuss with students whether all of these events are necessary to understand the sequence of the story. Cross out any unnecessary details and add missing major events.
- Have students work with their partner to rearrange the events into their proper sequence. Invite volunteers to share their sequence with the rest of the class. Record the sequence in its proper order in a horizontal list on the board. Ask students to determine with their partner which transition word best introduces each event, and invite volunteers to come to the board and write the chosen transition word above the corresponding event.
- Have students read the remainder of the book. Remind them to make and revise predictions as they read and to keep track of any that are confirmed. Ask students to continue recording new predictions on their separate sheet of paper, revising old ones and writing the letter C beside any the story confirms. Remind students to also pay attention to the proper sequence of the events in the 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 write on their separate sheet of paper any final predictions they made as they read. Ask them to change any predictions they revised as they read. Have them share their sheet of predictions with a partner and determine which predictions were confirmed and which were not.

Lesson Plan *(continued)*

The Return to the Hollow (Part III)

- **Think-aloud:** *Now that I have finished reading, I can check all my remaining predictions to see which ones were confirmed. For example, I can confirm my predictions that the girls would meet the children and they would be the ones behind the spooky laughter. I did revise one of my predictions while I read the final part of the story. I had predicted that the girls would continue their investigations in the rooms upstairs. When the girls heard the children's laughter and went back downstairs, I changed my prediction to indicate that they would continue their investigation downstairs, and this revised prediction was confirmed. I made a couple of predictions, on the other hand, that the story did not confirm. I predicted that they would find out more about Sarah's mother, and that the pale children would be revealed to be ghosts. Neither of these events occurred in the story. I wonder if they might happen in a story later in the series. Even if my predictions are never confirmed, I don't mind because making predictions and monitoring them keeps me involved in the story and adds to my enjoyment.*
- Revise your prediction on the board. Invite students to come to the board and make changes to any of the predictions they revised as they read.
- Write the letter C beside the confirmed predictions. Review with students the other predictions on the board, and have them point to any that were confirmed. Invite volunteers to come to the board and write the letter C beside the confirmed predictions. Remind students that the process of making reasonable predictions is more important than having them confirmed.
- Have students discuss with a partner how making, revising, and confirming predictions helped them to enjoy and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events recorded on the board. Discuss with students the final events they would add to complete the sequence for the entire story.
- Have students work in groups to draw an illustration representing each of the major events in the story. Then, have student groups sequence the events depicted in the pictures and use transition words to retell the sequence of events. Have groups present their sequence of events to the rest of the class by arranging their pictures on the board in the correct sequence and using transition words to describe that sequence to the other students.
- **Independent practice:** Introduce, explain, and have students complete the [sequence events worksheet](#). If time allows, discuss their answers aloud.
- **Enduring understanding:** In this story, Sarah and Qynn have finally found Porter's Mill and the source of the ghostly laughter. How do the pale children and Porter's Mill connect to adventures that happened to the girls in previous stories in the series? What do you think they will discover after they step through the ornate door at the end of this story?

Build Skills

Grammar and Mechanics: Contractions

- Write the following sentence on the board and read it aloud with students: "I'm sorry" is all I can say. Have students point to the word using an apostrophe. Circle the contraction I'm.
- Explain to students that sometimes in written and spoken language, we combine two words into one to make a contraction. Remind students that when the words are combined, some of the letters are taken out and replaced with an apostrophe. Point out that I'm is a contraction.
- Ask students to work in groups to figure out the two words that were joined to create the contraction I'm. Have students use the context to assist them in determining the words. Have students call out the two words, and write them on the board (I am). Have students identify to their partner the letter that was removed to be replaced with an apostrophe (a).
- Point out that the apostrophe is placed in the spot where the letters were removed and helps readers recognize the word as a contraction.

Lesson Plan *(continued)*

The Return to the Hollow (Part III)

- Have students read the second paragraph on page 6 and point to the contraction (*that's*). Have students work with a partner to identify the two words that were joined to create the contraction *that's*. Ask students to call out the letter that was removed from the words. Repeat this process for the contraction *we're* on page 8.
- Ask students to reread the sentence from page 8 aloud, substituting the words *we are* for the contraction *we're*. Have students nod their head if the sentence still makes sense.
- Write the words *do not* and *they are* on the board. Have students write on a separate sheet of paper the contractions that can be made out of the two sets of words and share their work with a partner. Remind them to insert an apostrophe where they remove a letter or two. Invite volunteers to come and write the contractions on the board. Brainstorm with students to generate a list of other common contractions, and write them on the board.
- Remind students that possessive nouns also use an apostrophe in the word. Encourage students to use the context of the sentence to determine whether the word is a contraction or a possessive noun.



Check for understanding: Have students locate and circle all the contractions in the book. Then, have students work with a partner to take turns identifying the two words that were combined to make each contraction.

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

Word Work: **Alphabetical order**

- Write the words *explore* and *pendant* on the board. Have students discuss with a partner which word comes first in alphabetical order and why. Ask students to call out the word that is first in alphabetical order, and invite a volunteer to explain the reason to the rest of the class.
- Review with students the process of putting a list of words in alphabetical order. Remind students to begin by comparing the first letter of each word and determining which letter comes first in the alphabet. Write the words *explore* and *pendant* in a list, with plenty of room between each word.
- Add the word *frantically* to the board. Have students work in groups to determine where the word belongs in the list. Remind students to compare the first letter of *frantically* to the first letter of both *explore* and *pendant* to determine the correct position in an alphabetical list. Invite a volunteer to come to the board and write *frantically* between the words *explore* and *pendant*.
- Write the word *passageway* on the board and ask students to compare it with the word *pendant*. Have student groups determine which word comes first alphabetically. Invite volunteers to share the word they choose and their reasoning. Explain to students that when two words begin with the same letter, students need to compare the second letter in each word. Reinforce for students that because the letter *a* comes before the letter *e* in the alphabet, the word *passageway* comes before the word *pendant* in alphabetical order.
- Have students work in their groups to add *passageway* to the list on the board. Remind students that they need to figure out what words come before *passageway* and what words come after *passageway*.
- Write the word *exasperate* on the board. Have students point to the word on the board that begins with the same letter as *exasperate* (*explore*). Point out that the words begin with the same two letters. Have students discuss with a partner how they can alphabetize these two words. Explain to students that when the first two letters are the same, they compare the third letter in each word.
- Ask student groups to determine where the word *exasperate* belongs in the list on the board. Remind them to determine which words come before and after the word *exasperate*. Invite a volunteer to come to the board and write *exasperate* in its proper spot in the list. Have other students give a thumbs-up signal if they agree.

- **Check for understanding:** Write the following list on the board: *clod, choice, clench, and cave*. Have students work with a partner to arrange these words in alphabetical order. Have students write their alphabetical list on a separate sheet of paper. Invite students to share their list with the rest of the class, and have other students clap their desk if they agree the list is in correct alphabetical order.
- **Independent practice:** Introduce, explain, and have students complete the [alphabetical order worksheet](#). If time allows, have students discuss their answers.

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 to someone at home how a reader makes, revises, and confirms predictions while reading.

Extend the Reading

Adventure Writing and Art Connection

Have students work in groups to discuss their predictions of what will happen to Qynn, Sarah, Jake, and Odie now that they have walked through the door. Ask students to write a story describing the next adventure the children will have. Remind students that their story needs a description of the setting and characters, a problem, escalating action, growth in the characters, and a solution (encourage students not to end with a cliffhanger). Have students draw one or more illustrations to accompany their story. Allow students to read their story to the group they worked with earlier to discuss their predictions.

Visit WritingA-Z.com for a lesson and leveled materials on adventure writing.

Social Studies Connection

Remind students that in the story, the girls are investigating the history of their town to find answers to mysteries surrounding them. Point out to students that all towns have histories that can impact events in the current day. Identify prominent features of the students' town, and discuss with students what they already know about these buildings, natural landmarks, and so on. Use photographs or illustrations to help students visualize these places. Break students into groups. Provide materials for each group to research the history of one of the locations discussed earlier. Ask them to find out its origins, how it affects the city, or its connection to important events in the city's history. Have student groups present their information to the rest of the class. Lead students in comparing and contrasting the past and present of these important city features, and discuss with students how these landmarks are connected to the identity of their city.

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 making, revising, and confirming predictions to comprehend the text during discussion;
- accurately determine the sequence of events in text, during discussion, and on a worksheet;
- correctly identify and use contractions during discussion and on a worksheet;
- accurately place words in alphabetical order during discussion and on a worksheet.

Comprehension Checks

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