

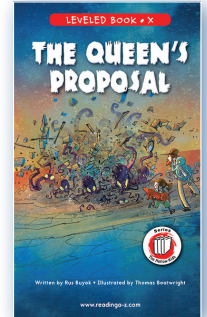
### Focus Question:

What is the Queen's proposal, and why does it tempt Qynn?

### Book Summary

Text Type: Fiction/Adventure

The Hollow Kids series continues as Qynn, Uncle Jasper, Odie, and the cephaloid, Seth, discuss how to save their friends from the Queen. As a frustrated Qynn steps away, she begins to think about her friends—and something strange happens in the sands. How will Qynn, Jasper, Seth, and Odie fare in their first confrontation with the Queen? The book can also be used to teach students how to compare and contrast and to make, revise, and confirm predictions.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions to better understand the text
- ☐ Compare and contrast
- ☐ Describe information provided by illustrations
- ☐ Recognize and use possessive nouns
- ☐ Identify and use homophones

#### Materials

- ☐ Book: *The Queen's Proposal* (copy for each student)
- ☐ Compare and contrast, possessive nouns, homophones 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:** *conjured* (v.), *contemplation* (n.), *hijacked* (v.), *simulacra* (n.), *transmogrification* (n.), *unbridled* (adj.)

**Enrichment:** *absentmindedly* (adv.), *discern* (v.), *emblazoned* (v.), *frenetically* (adv.), *peripheral vision* (n.), *sullenly* (adv.)

- Academic vocabulary:** *despite* (prep.), *examine* (v.), *explain* (v.), *impossible* (adj.), *intense* (adj.), *shift* (v.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Write the word *proposal* on the board and have students read it aloud. Have students work in small groups to discuss the meaning of the word *proposal*. Invite volunteers to share their discussions, and engage the class in a conversation about the definition of the word *proposal*. Provide examples of simple proposals.
- Give each student a lined sheet of paper. Invite students to think of a time when someone offered a proposal to them. Have them consider the context of the proposal and whether or not they agreed and why. Have students write a paragraph about their 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 *The Queen's Proposal*. 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 pause to make predictions about what will happen next in a story, on the basis of what they already know, what has already occurred in the story, and what the characters say and do. Provide students with a blank piece of paper and have them fold it into three sections. Invite them to label the sections as follows: *Predictions*, *Revise*, *Confirm*. Write the headings on board. Have students preview the first few pages of the story to create predictions and record them on their paper. Invite volunteers to share their predictions and record them on the board. Point out that it is not important if students'

### Guiding the Reading (cont.)

predictions are correct but rather that they are based on the evidence found in the story. Explain that, as they read, they should pause to consider the predictions they have made and either revise or confirm them.

### Introduce the Comprehension Skill:

#### Compare and contrast

- Write the words *Compare* and *Contrast* on the board and invite a volunteer to define each word. Explain to students that when reading a fictional story, it is important to pause and consider how different elements of the story, such as the characters, are similar and how they are different.
- Draw a Venn diagram on the board and label the left-hand circle *elementary school* and the right-hand circle *high school*. Have students work in small groups to discuss how high school and elementary school are similar and different. Invite volunteers to share their discussions and model how to record this information on the diagram. Add a third overlapping circle to the Venn diagram and label it *college*. Have students compare and contrast elementary school, high school, and college and demonstrate how to record this information on the three-part Venn diagram. Remind students that pausing to compare and contrast information as they read will help them to remember and more fully understand the text.

### 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 Queen's proposal. 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.

- *What problem do the characters face in the story?* (level 1) pages 3 and 4
- *In what way do Seth and Uncle Jasper feel differently about rescuing their friends from the Queen?* (level 2) pages 4 and 5
- *Why is Qynn unable to sleep?* (level 1) page 7
- *What does Qynn experience when she is up while the others are asleep?* (level 2) pages 7–10
- *Who does Sarah become while she is hugging Qynn?* (level 2) pages 9–10
- *How do the characters know that the Queen's power is becoming stronger?* (level 1) page 11
- *Why might the Queen's proposal be appealing to Qynn even though she knows the Queen is dangerous?* (level 3) multiple pages
- *Why is Qynn surprised by her powers when she creates the wall to protect them from the minions?* (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 9 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 to revise and confirm predictions when reading. Reiterate that it is not important that a prediction is accurate but rather that it is based on the details found in the story, including what the characters do and say. Discuss with students how pausing to make, revise, and confirm predictions helps readers remember, understand, and enjoy the story.
- Have students review the predictions they recorded and either revise or confirm each one. Invite students to work with a partner to share their predictions and whether or not they were confirmed. Have students share their discussions with the class.
- Model comparing and contrasting characters.  
**Think-aloud:** *As I read a fictional story, I pause often to consider each character's words and actions. As I do so, I notice the similarities and differences among them. For example, in the beginning of the story, Uncle Jasper is eager to create a plan to save those who are being held by the Queen. He is anxious and nervous about making a plan. Seth, however, does not appear anxious and is not eager to help. In this way, Uncle Jasper and Seth differ. If I were to record this information on a Venn diagram, I would place this*

### Guiding the Reading (cont.)

information in the outer sections of each circle. Uncle Jasper and Seth are similar, however, in that they both are concerned about the Queen's power and do not want her power to grow stronger. This information would be recorded in the part of the diagram where the circles overlap.

- Have students work in small groups to discuss how Uncle Jasper and Seth are similar and different.
- Model how to complete the **compare-and-contrast worksheet**. Remind students to consider the words and actions of each character.

### 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: **Compare and contrast**

Review the compare-and-contrast 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 to be used for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *The Queen tells Qynn that she will bring her to her little brother and her friends and that she will make all of Qynn's dreams come true if she agrees to help her. This proposal is tempting to Qynn because she desperately wants to save her brother and friends. It is also tempting because the Queen appears to be loving and kind.*)

#### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics: **Possessive nouns**

- Write the following sentence on the board: *Her voice isn't Sarah's, but that of an older woman.* Remind students that words that name a person, place, or thing are called **nouns**. Explain that a **possessive noun** is a word that shows ownership or possession. Circle the word *Sarah's* and note the 's at the end of the word. Point out that the word *Sarah's* is a possessive noun because the sentence is referring to Sarah's ownership, or possession, of the voice that Qynn is hearing.

- Write the following sentence on the board: *The students' desks are organized into groups.* Ask students to locate the possessive noun. Explain that there are exceptions to the rule of adding 's to the end of a word to form a possessive noun. Circle the possessive noun and ask students how it is different from the previous example. Explain that if the noun is plural (more than one) and ends in -s, an apostrophe is added to the end of a word. Ask students what belongs to the students (*desks*).
- **Check for understanding:** Write a list of nouns on the board, some singular and some plural. Have students work with a partner to make these words possessive nouns by adding 's or an apostrophe to the end of the word. Then have each group create sentences using these possessive nouns.
- **Independent practice:** Introduce, explain, and have students complete the **possessive nouns worksheet**. If time allows, discuss their answers.

#### Word Work: **Homophones**

- Have students turn to page 3 and follow along as you read the last sentence on the page: *Seth seems overwhelmed with the situation, allowing Odie to casually sniff one of his dangling tentacles.* Write the word *one* on the board and invite a volunteer to provide a definition. Write the word *won* on the board and invite a volunteer to provide a definition. Ask students how the words *one* and *won* are similar and how they are different (sound the same but have different spellings and different meanings).
- Explain or review that two words that sound the same but are spelled differently and have different meanings are called **homophones**.
- Have students turn to page 4 and locate the word *right* in the second sentence. Write the word *right* on the board and have students offer a definition. Ask students to think of another word that sounds the same but is spelled differently and has a different meaning from the word *right*. Write the word *write* on the board and have students offer a definition and use the homophone in a complete sentence.
- **Check for understanding:** Have students work with a partner to reread page 6 and identify at least three homophones (*so, too, know, but*). Have students turn to a partner and discuss a homophone for each word and the meaning of each homophone. Then have students use the homophones in complete sentences.
- **Independent practice:** Introduce, explain, and have students complete the **homophones worksheet**. If time allows, discuss their answers.

#### Connections

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