

About the Book

Text Type: Fiction/Adventure Page Count: 16 Word Count: 986

Book Summary

Another installment of The Hollow Kids series finds Qynn, Sarah, and Jake at the mouth a mysterious cave. This is no ordinary cave—it's *The Cave of the Lost*. After hearing what sounds like crying from deep within, the friends decide to delve into the darkness. With a single flashlight, the children find themselves lost—but not alone. Who is in the cave with them, and will they find their way out? Detailed illustrations support this entertaining and suspenseful text.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Visualize
- Author's purpose
- Recognize and use contractions
- Identify syllable patterns

Materials

Green text indicates resources are available on the website.

- Book—*The Cave of the Lost* (copy for each student)
- Chalkboard or dry-erase board
- Various photographs and images of caves
- Sheets of paper
- Dictionaries
- Visualize, contractions, syllable patterns 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: **creep** (v.), **echoes** (v.), **figure** (n.), **fork** (n.), **gorge** (n.), **passage** (n.)
 Enrichment: **bolts** (v.), **chamber** (n.), **encounter** (v.)

Before Reading

Build Background

- Write the word *gorge* on the board and ask volunteers to suggest a definition. Explain that a gorge is a long, deep valley surrounded by higher land. Ask students if they have ever been in a gorge before. Have students share their experiences. Explain to students that the setting of this story involves a gorge and a cave that is located in the gorge. Write the word *cave* on the board. Ask students if they have ever been in a cave. Have them share their experiences.

Make a list of the characteristics of caves on the board. Ask students if they enjoyed being in the cave, or if they have never been in a cave, if they think they would enjoy the experience. Why or why not? Display various images of caves for the students.

- Ask students if they have ever been lost. Invite students to share their experiences of being lost and what it felt like to not know the way. Explain that it often feels scary to be lost. Point out that it can be easy to get lost in a cave, particularly because there is no natural light inside of a cave, so it can be hard to know the way. Explain to students that they will be reading a story about three children who become lost in a cave.

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: **Visualize**

- Explain to students that effective readers often visualize, or create pictures in their mind, while reading. The pictures created in the reader's mind come from the words in the text as well as what the reader already knows about the topic.
- Read pages 3 and 4 aloud and model how to visualize.
Think-aloud: *Whenever I read a book, I pause every few pages to create a picture in my mind of the information I have read so far. Pausing to visualize helps me organize the important information and understand the ideas in the book. For example, on page 3, the author describes the three friends standing in front of the entrance to a large cave. Their dog, Odie, is barking excitedly. I imagine Odie running in circles around Jake, barking and jumping on him. I picture the three children with different expressions on their faces. Sarah looks scared and does not want to go near the cave. Jake is tugging on his sister and has an excited look on his face. I can picture the narrator having an annoyed look on her face as Jake and Odie continue to pester her.*
- Reread pages 3 and 4 aloud to students and ask them to visualize on the basis of the words in the text. Introduce and explain the [visualize worksheet](#). Have students draw on their worksheet what they visualized from the text on pages 3 and 4. Invite students to share their drawings. Reassure them that their artwork does not need to be highly detailed or perfect in order to convey what they visualized.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Author's purpose**

- Explain to students that an author usually has a reason, or purpose, for writing a book. The purpose can be to inform, entertain, or persuade. Explain that *to inform* means to give someone information about something, *to entertain* means to amuse someone, and *to persuade* means to convince someone to think or do something in a new way.
- Reread pages 3 and 4 aloud. Model how to identify author's purpose.
Think-aloud: *When an author writes a book, he or she has a reason, or purpose, for writing. Authors want to inform, entertain, or persuade readers. After reading the first couple of pages of this story, I think the author wants to entertain readers with a story about three children, a mysterious boy, and a dark cave. Sometimes an author will write for more than one purpose, so I will keep reading to see if there is an additional purpose for the author's writing.*

Introduce the Vocabulary

- Write the following story-critical words on the board: *creep, echoes, fork, passages.*

- Point out that these four words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students a blank piece of paper. Have students divide the paper into four sections and label each section with one story-critical word. Invite them to draw and write what they know about each word and create a definition using their prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *creep* in the dictionary. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have students locate the word *creep* in the glossary. Point out that the dictionary definition has multiple definitions for the word *creep*, depending on the usage. Have students compare the dictionary definition with the glossary definition, and ask them which dictionary definition is the most similar. Have them compare this definition with their prior knowledge of the word.
- Ask students to locate the word *creep* on page 9, and read the sentence containing the word aloud. Repeat the exercise with the remaining story-critical words. Have students compare and contrast the three sources: the dictionary, the glossary, and the text.


Set the Purpose

- Have students read to find out more about the Cave of the Lost. Encourage students to pause after every few pages to visualize and to think about the author's purpose as they read.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 3 to the end of page 6. Encourage those who finish early to go back and reread. Have students draw on the visualize worksheet what they imagined while reading about the story Sarah's aunt told her about the cave.
- Model visualizing.
Think-aloud: *After reading several pages of the book, I paused to visualize. Even though this book contains illustrations, when I visualize, I am creating even more detailed images in my mind. I am considering the expression on the characters' faces, the tone in their voices, the smells, the sounds in the setting, and so on. As I read page 6, I visualized the strange story Sarah's aunt told her about the Cave of the Lost. Because the story her aunt told her took place hundreds of years ago, I picture people dressed very differently. I imagine a group of people walking into the dark cave. I imagine the people who felt scared in the back of the group with worried looks on their faces. I envision the people who were feeling brave at the front of the group, leading the way. I picture them using torches instead of flashlights to find their way through the cave. I imagined the man waking up in the Hollow, alone and with a confused expression on his face when he realizes that somehow he had made it out of the cave.*
- Invite students to share their drawings from the visualize worksheet. Have them explain their drawings aloud.
- Model identifying author's purpose.
Think-aloud: *So far, this story seems to be fictional. I know from the illustrations and the plot that this is a made-up story. After reading the first several pages, I am left wondering what will happen next. I know that an author usually writes fiction or fantasy to entertain the reader. I think that the author's purpose for writing this book is to entertain the reader. I will keep reading to be sure and to see if there might also be another reason the author wrote this book.*
- Have students read to the end of page 10. Invite them to visualize the information on page 9 when the characters are first starting to explore the cave. Have them draw what they visualized from page 9 on the visualize worksheet. Have students look at the illustrations on the page and remind them to include more detail such as facial expressions, the details in the cave, and so on.

- Discuss with students whether there is anything in the text that would lead them to believe that the author's purpose is something other than to entertain. Remind students that the other reasons that an author may write a book are to inform and to persuade. Invite students to give examples of texts they have read that were meant to persuade or inform the reader. Point out that often nonfiction text is written for the purpose of informing the reader.
 - **Check for understanding:** Have students visualize the text on page 10, when the characters enter the large chamber. Invite them to draw their visualization on the visualize worksheet. Remind them to include details beyond what they see in the illustrations. Have them share their responses with a partner. Explain to students that each person's drawing will be different because much of the visualizing is done on the basis of the prior knowledge of the reader.
 - Have students read the remainder of the book. Encourage them to continue to visualize as they read the rest of the book. Remind them to continue to think about the author's purpose.
-  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


- Reinforce that visualizing is a tool used by effective readers to help them understand and enjoy what they are reading. Visualizing is done on the basis of the text provided as well as the reader's prior knowledge of the topic.
- **Think-aloud:** *After I read page 11, I stopped to visualize. I imagined the light of the flashlight bouncing off the puddle of water. I pictured Qynn picking up the key and it glimmering. I pictured the looks of curiosity on the faces of the characters. I envisioned the flashlight dropping and the darkness of the cave.*
- *Ask students to share, in their own words, what they visualized after reading page 11.*
- **Independent practice:** Have students reread page 14 and pause to visualize. Have them illustrate their visualizations on the visualize worksheet. Then, ask students to reread page 15 and visualize the characters as they exit the cave. Have them record this visualization on the worksheet as well. If time allows, have students share their responses with a partner.

Reflect on the Comprehension Skill

- **Discussion:** Review the three main purposes that authors have for writing a book. Ask students if they think the author had more than one purpose for writing this book. Discuss how the author entertained them as readers.
- **Independent practice:** Ask students if, after reading, they were informed or persuaded about something. If not, how might the author have done so?
- **Enduring understanding:** In this story, you read about three children who entered a dark and mysterious cave to help a little boy, whom they heard crying in the cave. If you were a character in this story, would you have entered the cave to help the boy? Why or why not?

Build Skills

Grammar and Mechanics: Contractions

- Write the following sentence on the board from page 4 of the text: *You're the one who saw the mysterious boy waving at you.* Circle the contraction. Explain that sometimes in written and spoken language, we combine two words to make a contraction. When these two words are joined, some of the letters are taken out and replaced by an apostrophe. In this example, *you're* comes from *you are*, and the *a* is taken out. An apostrophe takes the place of the *a* and helps the reader to see that this word is a contraction.
 - Point out the word *don't* in the last sentence on page 4 and explain to students it stands for *do not*.
 - Ask students if they can name other common contractions and write a list on the board.
 - Have students reread page 7. Ask them to identify all of the contractions on the page (*can't, let's*). Ask what two words the contraction *can't* is made up of (*cannot*). Discuss which letters have been removed and the location of the apostrophe. Repeat this process for the contraction *let's*.
-  **Check for understanding:** Have students reread pages 11 and 12. Have them circle all the contractions on these pages (*it's, let's*). Ask them to turn to a partner and take turns telling what two words make up each of the contractions.
- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their answers aloud after students finish.

Word Work: Syllable patterns

- Review with students that a *syllable* is a *unit of sound in a word*. A syllable contains a vowel and possibly one or more consonants. Point out to students that the word *cave* contains one syllable, the word *chamber* contains two syllables, and the word *encounter* contains three syllables. Explain that many words have multiple syllables, such as the words *opportunity* and *passages*. Point out to students that knowing how to break words into syllables can help them read and spell long or unfamiliar words.
- Write the word *random* on the board. Say the word aloud, stressing the syllables, and place a dot over each of the vowels in the word. Then, draw a line to divide the word into its two syllables. Say: *I notice that the vowel a is in the middle of the syllable ran, and it is closed in by the consonants r and n on either side. The vowel sound is short in the syllable ran. We call this a closed syllable. Often vowels in closed syllables are short vowels. I can use this strategy when I am trying to sound out unfamiliar words.*
- Repeat the process with the word *retrace*. Demonstrate that the syllable break comes after the vowel, so the first syllable (*re*) is an open syllable—there is no consonant closing it in at the end. Explain that the vowels in the open syllables are often long.
- **Check for understanding:** Write several more words from the book on the board (*reluctant, encounter, finally, disappear*, and so on) making sure to use three- and four-syllable words. Ask volunteers to come to the board and divide each word into syllables. Have students explain whether the first syllable is open or closed and how they know.
- **Independent practice:** Introduce, explain, and have students complete the [syllable patterns worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their books independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their books to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader can visualize to understand the text while reading.

Extend the Reading**Writing Connection**

Invite students to consider what may have happened to the characters if they had decided to follow the laughter in the cave rather than the footsteps. Remind students that the book is written from the point of view of the narrator. Explain or review character's point of view. Have students brainstorm to generate a list of ideas for an alternate ending. Then, have students create a rough draft, written from the narrator's point of view. Give students the opportunity to peer-edit and then create a final copy. Provide time for students to share their writing with the class.

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

Science Connection

Provide students with print and Internet resources to research well-known caves. Have students choose one cave to research and create a rough draft using the information gathered. Invite students to peer-edit their drafts and complete a final copy. Provide each student with a piece of poster board. Have students illustrate or use images to create a visual representation of their research. Have students present to the class.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of visualizing to comprehend the text during discussion and on a worksheet
- accurately identify the author's purpose during discussion
- correctly identify contractions and the words they represent in the text, during discussion, and on a worksheet
- Cut apart and use the cards as game cards with a board game.
- accurately identify syllable patterns in the text, during discussion, and on a worksheet

Comprehension Checks

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