

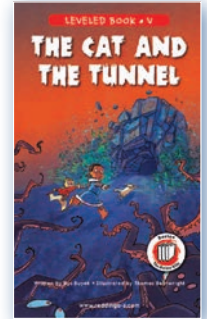
### Focus Question:

*What is the tunnel, and where does it lead?*

### Book Summary

Text Type: Fiction/Fantasy

A new adventure awaits Sarah and Jake, who must escape from the tentacle creatures that captured them. Fortunately, in this world, Sarah possesses great power, a power she doesn't yet understand. *The Cat and the Tunnel* brings more mystery and excitement to the Hollow Kids series. The story can also be used to teach how to identify problem and solution and use contractions.



### Lesson Essentials

#### Instructional Focus

- ☐ Make, revise, and confirm predictions while reading
- ☐ Identify problem and solution within a story
- ☐ Describe the purpose of special print
- ☐ Identify and use contractions
- ☐ Recognize and identify syllable patterns within a word

#### Materials

- ☐ Book: *The Cat and the Tunnel* (copy for each student)
- ☐ Make, revise, and confirm predictions; contractions; syllable patterns 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:** *commotion* (n.), *fray* (v.), *phenomenon* (n.), *pummels* (v.), *summoned* (v.), *visualizes* (v.)

**Enrichment:** *disgruntled* (adj.), *glorious* (adj.), *raucous* (adj.), *reverberations* (n.), *transition* (n.), *weathered* (adj.)

- **Academic vocabulary:** *allow* (v.), *continue* (v.), *image* (n.), *instead* (adv.), *rather* (adv.), *through* (prep.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Display pictures of a cave and a tunnel. Ask students to raise their hand if they have ever been in a cave or tunnel. Have students describe what it is like to be in a cave or tunnel. Explain to students that some of the story they are about to read takes place in a tunnel.

##### Introduce the Book

- Give students their copy of *The Cat and the Tunnel*. 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).
- Preview the illustrations on pages 3 through 5 of the story. Remind students that illustrations help to tell the story. Ask students what they expect to read about on the basis of the illustrations. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy:

#### Make, revise, and confirm predictions

Remind students that engaged readers make predictions, or educated guesses, about what will happen in a story while they are reading. Explain that they use information from the text, illustrations, and prior knowledge to make plausible predictions. Encourage students to revise predictions if they find new evidence in the story. Point out that once they have finished reading, engaged readers confirm whether their predictions were correct or not. Have students read pages 3 through 5 and ask them to make a prediction about what will happen to Jake and Sarah. Introduce and explain how to complete the [make-revise-and-confirm-predictions worksheet](#). Have students make a prediction about what will happen in this story and share their prediction with a partner.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Problem and solution

- Explain to students that story plots are driven by the problems that characters face as well as how a solution is reached, or the problem is resolved. Review with students the story *The Three Little Pigs and the Big Bad Wolf*. Ask students what problem each pig faced at the beginning of the story. After students have determined the problem (*each pig needed to build a house of his own*), have students explain how the pigs solved the problem.
- Have students share with a partner the events from pages 3 through 5 of the story. Discuss with students what problem Sarah and Jake face on those pages. Have students predict a possible solution for the problem and write that prediction on the make-revise-and-confirm-predictions worksheet.

#### 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 discover what happens with Sarah and Jake in their newest adventure. 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.

- *Why do you think the cat was following the creatures?* (level 3) page 4
- *What do you think Sarah’s powers are, and how will they help her?* (level 3) page 6
- *Why did the author mention the Cave of the Lost when Sarah began to imagine a cave? Why would that be important to the plot?* (level 3) page 9

- *What happens after Sarah visualizes something?* (level 2) pages 10–12
- *Where does the tunnel lead Sarah, Jake, and Thomas?* (level 2) pages 14–15

#### Text Features: Special print

Explain that special print is often added to books to emphasize words. These words are usually printed in italics or boldface print, or are underlined. Point out that, a word in boldface print is often in the glossary and that words in italics or that are underlined have special meaning. Ask students: *Why is the italicized word on page 4 important? Why is the word now in all capital letters on page 9? What is the author trying to tell you by using special print?* Have students discuss what this could mean for the plot of the story.

#### Skill Review

- Model for students how you work to revise predictions while reading. Have students review their make-revise-and-confirm-predictions worksheet.  
**Think-aloud:** *After I read pages 3 through 5, I thought about what was happening with the characters. I knew they had been captured by the creatures, that they were being forced to walk a lot. I predicted that the creatures were going to take them to a jail. As I read pages 6 through 8, I discovered that Thomas had a plan to get them away from the creatures. Therefore, I needed to revise my prediction. Now, I predict that Thomas is going to take them to someone who can help them find Sarah’s mom and Jake’s sister. I will have to continue reading the book to see if my prediction is confirmed.*
- Have students revise their predictions as needed as they read. They may also make new predictions about the story.
- Review with students the problem that Sarah and Jake faced (*they were captured by the creatures and were being forced to go somewhere*). Ask students what solution the characters found for this problem. Draw on the board a T-chart with a column labeled *Problems* and a column labeled *Solutions*. Write the first problem and solution in the appropriate columns on the board. Ask students what problem the characters face when they run into the cave. Have students work with a partner to determine that the problem is the creatures are chasing them. Encourage students to look for the solution as they read.
- Explain to students that problems and their solutions help to develop the plot. Point out that it builds tension and adds to the rising action of the story. Have students discuss in groups how problems have shaped the plot of this story.

### 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:

#### Make, revise, and confirm predictions

Review the make-revise-and-confirm-predictions worksheet that students completed. Have students share their work in groups. Point out that since this is a series, the next story may have answers to predictions from this book.

#### 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. Reasons should include that the tunnel is created by Sarah's imagination, using the powers she has in this new world. It leads the characters away from the creatures, and into a place called Porter's Mill.)

#### Comprehension Checks

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

### Book Extension Activities

#### Build Skills

#### Grammar and Mechanics: Contractions

- Explain to students that *contractions* are *shortened versions of two words* and that usually one of the words is a verb. Explain that an apostrophe replaces one or more letters of the second word. Have students point to a contraction on page 3. Make a list of contractions students find on the board.
- Write the word *don't* on the board. Have students work with a partner and discuss which words are used to make the word *don't*. Write the words *do* and *not* on the board. Do the same thing with other words from the list on the board.
- Have students turn to page 7. Ask students to identify words on that page that are contractions. Point out the words *Sarah's*, *creature's* and *Jake's*. Explain that *Sarah's* is not a contraction for *Sarah is*, but that the apostrophe and *s* are used to show possession.
- **Check for understanding:** Have students look through the book to locate more contractions. Ask them to share with a partner five contractions and then determine the two words that were joined to make the contractions.
- **Independent practice:** Introduce, explain, and have students complete the **contractions worksheet**. If time allows, discuss their answers.

#### Word Work: Syllable patterns

- Remind students that words are divided into syllables and that a *syllable* is how speech sounds are divided in words.
- Explain that there are six syllable patterns. The first is a closed syllable, which is made when the syllable ends in a consonant and the vowel sound is short; and the second pattern is an open syllable, which is made when the syllable ends with a vowel and the vowel sound is generally long.
- Write on the board the word *cat*. Explain that this is a closed syllable because it ends in a consonant and the letter *a* makes the short /a/ sound. Write the word *me* on the board and explain that it has an open syllable because it ends with a vowel and the letter *e* makes the long /e/ sound.
- Explain that there are four other vowel patterns: vowel-silent *e*, vowel team, *r*-controlled, and consonant + *-le*. Point out that these other patterns also help readers to decode words, but the focus of this lesson will be on the open and closed syllable patterns.
- Explain to students that the vowel sounds in some syllables will be affected by the stress to create a schwa sound. Say the word *schwa* aloud and have students repeat. Point out that a *schwa* vowel is an unstressed syllable, and the vowels in those syllables often make an /u/ sound, instead of the expected long or short vowel sound. Encourage students to look for closed and open syllables that are unstressed and therefore have an altered vowel sound.
- Write the word *pummels* on the board. Model how to divide the word into syllables: *pum-mels*. Have students work with a partner to determine the types of syllables in the word (two closed syllables). Discuss each syllable pattern and how to use them to read the word correctly.
- **Check for understanding:** Have students use other words from the book or glossary and work with a partner to divide them into syllables and identify any closed or open syllables within the word.
- **Independent practice:** Introduce, explain, and have students complete the **syllable patterns worksheet**. If time allows, discuss their answers.

#### Connections

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