

Focus Question:

How are tunnels the same and different?

Book Summary

Text Type: Nonfiction/Informational

Modern-day tunnels are quite extraordinary in their ability to move people and cargo quickly through mountains, underground, and even underwater. *Tunnels* provides students with a comprehensive look at various types of tunnels and their many benefits. The book can also be used to teach students how to visualize while reading and to accurately identify cause-and-effect relationships.



Lesson Essentials

Instructional Focus

- ☐ Visualize to understand text
- ☐ Determine cause-and-effect relationships
- ☐ Describe information provided by photographs
- ☐ Discriminate initial and final consonant Pp
- ☐ Identify initial and final consonant Pp
- ☐ Recognize and use simple predicates
- ☐ Identify and use position words

Materials

- ☐ Book: *Tunnels* (copy for each student)
- ☐ Cause and effect, simple predicates, position words 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.

- **High-frequency words:** *go, help, under*
- **Words to Know**
Story critical: *avoid* (v.), *hidden* (adj.), *narrow* (adj.), *passages* (n.), *pipes* (n.), *safely* (adv.)

Guiding the Reading

Before Reading

Build Background

- Write the word *tunnel* on the board and read it aloud to students. Ask students whether they have ever been in a tunnel and invite them to share their experiences with the class.
- Explain that tunnels come in all sorts of shapes and sizes and can serve different purposes. Have students discuss in small groups different purposes and uses for tunnels.

Introduce the Book

- Give students their copy of *Tunnels*. 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).

Introduce the Reading Strategy: **Visualize**

Explain to students that engaged readers visualize, or create pictures in their mind, as they read. Point out that the pictures in a book can also provide information to add to visualizations. Have students close their eyes as you read page 6 aloud. Have students share their visualization with a partner and discuss how what they visualized compares to the picture in the book.

Introduce the Comprehension Skill:

Cause and effect

- Write the words *Cause* and *Effect* on the board and read them aloud to students. Point out that a *cause* is something that makes something else happen. Asking the question, *why did it happen?* reveals the cause. The *effect* is what happens because of the cause. Asking the question, *what happened?* reveals the effect.
- Provide students with an example of a cause-and-effect-relationship such as *it began to rain, so I opened my umbrella*. Have students identify the cause and the effect and explain how they know.
- Point out that a cause may have more than one effect. For example, if the cause is that it started

Guiding the Reading (cont.)

to rain, another effect could be that I had to shut the windows of my car or I had to run all the way home. Have students share alternative effects.

- Remind students to pause as they read to identify cause-and-effect relationships in the book.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about tunnels. 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 is a tunnel?* (level 1) page 3
- *Why are tunnels built through mountains?* (level 1) page 4
- *What is the purpose of tunnels that go deep into the Earth?* (level 1) page 8
- *How are a slides and underwater tunnels similar? How are they different?* (level 2) pages 5 and 7
- *How do tunnels make life easier for people?* (level 3) multiple pages
- *What do all tunnels help people to do?* (level 1) page 12

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information that the text can’t provide. Have students work with a partner to review the picture on page 6. Ask students: *How do you know this is a photograph rather than a drawing? Why would the author choose to include a photograph rather than a drawing? How does this photograph support the text on this page?* Have students review other photographs in the book and discuss in groups why the author chose each photograph.

Skill Review

- Model for students how you create visual images as you read, and direct them to stop at several points during reading to visualize.
- Model identifying cause-and-effect relationships. **Think-aloud:** *As I read, I pause often to consider what has happened and why it had happened, or the cause and effect. For example, on page 7, I learned that some tunnels go under roads, which helps people walk and bike safely. I know that the result of this, or the effect, is that people are safer.*
- Have students turn to page 8 and follow along as you read the page aloud. Invite them to work with a partner to identify a cause-and-effect relationship on the basis of the information found on page 8.
- Model how to complete the **cause-and-effect worksheet**. Have students turn to page 6 and follow along as you read the page aloud. Guide students to complete the first row of the worksheet on the basis of the information found on page 6.

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: Cause and effect

Review the cause-and-effect worksheet that students completed. Invite volunteers to share the cause-and-effect relationships they chose to include in the last two boxes on the worksheet, and have students identify where this information can be found in the 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 accurate characteristics that make tunnels similar and different.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Phonological Awareness:

Initial and final consonant Pp

- Say the word *pause* aloud to students, emphasizing the initial /p/ sound. Have students say the word aloud and then say the /p/ sound. Ask students

Book Extension Activities (cont.)

whether the /p/ sound is at the beginning, middle, or end of the word *pause*.

- Explain to students that you will say a word aloud and if the word begins with the initial consonant /p/ sound, they should give a thumbs up. Say the following words aloud: *pit, catch, pet, peck, tin, patch, pole, take, partner*.
- Say the word *snap* aloud to students, emphasizing the final /p/ sound. Have students say the word aloud and then say the /p/ sound. Ask students whether the /p/ sound is at the beginning, middle, or end of the word.
- Explain to students that you will say a word aloud and if the word ends with the final consonant /p/ sound, they should give a thumbs up. Say the following words aloud: *sap, rap, trim, cap, trip, train, rug, step, cop*.
- **Check for understanding:** Have students stand up next to their desks. Explain that you will say a word aloud and if the word begins with the /p/ sound, they should continue to face the front of the classroom. If the word ends in the /p/ sound, however, they should turn to face the back of the room. Read aloud the following words emphasizing the /p/ sound: *paste, paper, nap, pass, trap, plan, rip, pot, pin, step, pen, pot, tap*.

Phonics: Initial and final consonant Pp

- Write the word *pick* on the board and read it aloud with students. Invite a different volunteer to come to the board and circle the letter that represents the /p/ sound and explain its position in the word. Then, run your finger under the letters in the word *pick* as students read the word aloud. Repeat the process with the following words: *pig, pan, post, pen, pro, plum*.
- Write the word *sip* on the board and read it aloud with students. Invite a different volunteer to come to the board and circle the letter that represents the /p/ sound and explain its position in the word. Then, run your finger under the letters in the word *sip* as students read the word aloud. Repeat the process with the following words: *crop, flop, clip, burp, drop, help, jump*.
- **Check for understanding:** Divide the class in half and assign each student a partner. Invite one half of the class the work with their partner to think of three words beginning with the /p/ sound. Have them record the words on a sheet of paper without the initial consonant *Pp* on their paper. Have the other half of the class repeat the same process using three words with the final consonant *Pp*. Have pairs of students with words with initial consonant *Pp* exchange their papers with a group who recorded words ending in *Pp*. Invite students to add in the consonant *Pp* where needed in each word. Then have students work with their partner to read the words aloud.

Grammar and Mechanics: Simple predicates

- Explain to students that every sentence has two parts. Write the words *subject* and *predicate* on the board and have students read them aloud. Point out that the *subject* of a sentence tells who or what and the *predicate* tells what the subject does.
- Write the following sentence on the board and read it aloud to students: *They help people avoid taking boats*. Invite a volunteer to the board to underline the subject (*they*). Point out that *they* is the subject because it refers to some tunnels. Have a different volunteer come to the board and circle the predicate. Have a different volunteer explain why *help people avoid taking boats* is the predicate (it describes what they do).
- **Check for understanding:** Reread pages 8 and 9 aloud with students. Have students work with a partner to underline the subject in each sentence and circle the predicate. Then have students explain to their partner how they know which is the subject and which is the predicate. Invite groups to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [simple predicates worksheet](#). If time allows, discuss their answers.

Word Work: Position words

- Write the following words on the board: *under, over, on, in*. Have students place a pencil on their desks. Point to the word *under* and instruct students to move their pencil under their desk. Then point to the word *over* and have them move the pencil over the desk. Continue the process with the remaining words.
- Read the words recorded on the board aloud to students while pointing to each one. Explain that these are examples of *position words*, or words that help explain where something is located.
- Have students turn to a partner and share examples of other position words. Invite volunteers to share their position words, and add them to the list on the board.
- **Check for understanding:** Reread page 8 aloud to students. Have them work independently to identify and circle the position word in the text. Invite a volunteer to share his or her findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [position words worksheet](#). If time allows, discuss their answers.

Connections

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