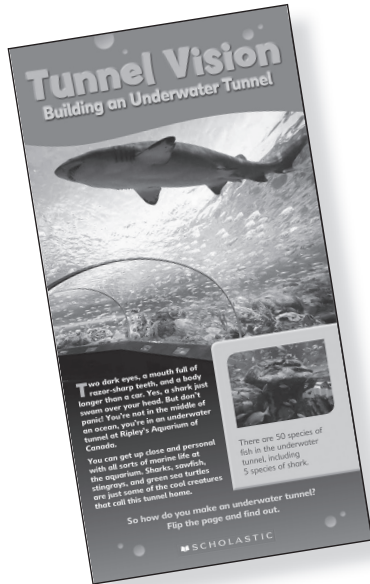


# Tunnel Vision

## Building an Underwater Tunnel



**Text Type:** Non-fiction: Explanation — Guide

**Guided Reading Level:** R

**Summary:** This two-sided guide talks about the planning and construction of an underwater tunnel at an aquarium. Students will also have the opportunity to learn a variety of fascinating facts about sharks and other sea animals.

### Text Features

- ▶ headings and subheadings
- ▶ Did You Know? and Fun Fact boxes

### Visual Literacy

- ▶ variety of fonts and text sizes
- ▶ illustrations and photographs
- ▶ subdivided panels

### Text Supports

- ▶ illustrations and photographs support the content of the text
- ▶ boxes separate information
- ▶ panels are organized by topic
- ▶ topics are presented sequentially
- ▶ boxed information expands on aspects of the construction

### Possible Text Challenges

- ▶ specialized vocabulary: *aerial, clutch, acrylic*
- ▶ expressions and idioms
- ▶ unfamiliar topic matter
- ▶ variety in layout
- ▶ parenthetical information about tunnel and construction (e.g., three tunnels in North America, strength of acrylic, animals within the tunnel, etc.)

### Reading Strategies

#### Comprehension

- ▶ synthesizing
- ▶ sequencing
- ▶ evaluating

#### Working with Words

- ▶ use a range of strategies to solve unfamiliar words: chunking and syllabication

### Assessment Opportunities

Note each student's ability to:

- ▶ synthesize information to identify the main ideas
- ▶ accurately sequence order of events
- ▶ evaluate the use of text features
- ▶ solve unfamiliar words

### Oral Language Opportunities

- ▶ discussing in groups and pairs

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade Three Reading Guide.

# First Session (front panels)



## BEFORE READING

**Making connections:  
text to text**

### **Activating and Building Background Knowledge**

▶ Point out that this is called a guide. Take a few moments to discuss what other types of guides students may have seen and read previously. Remind them that guides give information on a range of important facts about a particular subject. Using a Turn and Talk strategy, ask students to discuss this form of text including where and when they may have encountered something similar.

**Word solving and building**

▶ Show the first panel of the guide to the students and point out the title, “Tunnel Vision.” Have a discussion with the students about this expression.

*Have you heard the phrase “tunnel vision” before? What could it mean if someone has “tunnel vision”? Why do you think the author used this expression for the title?*

### **ELL Note:**

ELLs might find some of the idioms or expressions puzzling. “Tunnel vision,” “flip the page,” and “piece of cake” should be explained before reading.

**Predicting**

▶ Hand out a copy of the guide to each student. Invite them to examine the first panel only and to predict what they think they will learn. Note students’ predictions.

*Who can find the title of this guide? Can anyone find another piece of the heading? How does it help us decide what the guide might be about?*

**Text features/analyzing**

### **Discussing Supports and Challenges**

▶ Invite students to open the guide to the inside panels. Have students look carefully at how the text is placed on the page. Invite them to discuss with a partner the variety of text forms they see on this page.

*Let’s look at all four of these panels. What types of text features do you see? (heading, caption, Did You Know? box, Fun Fact box, etc.)*

**Visual literacy**

▶ Encourage students to look for other special features on the pages and explain the purpose behind these. Draw particular attention to the illustration that goes across all four of the panels and interrupts the information. Also ask students about the aerial view and be sure they understand this concept.

*A guide uses pictures and words to quickly give people a lot of information about a topic. Can you find the picture with the caption “aerial view”? Have you ever seen an aerial view before?*

## Text features/sequencing

- ▶ Discuss with the students where they should begin to read. Explain that in most non-fiction texts we can begin reading from any section. In this guide though, the headings give us a hint that there is an order to the information.

*Usually with non-fiction texts we can read any section to find out information. This text is a guide about how to do something, so we might try to read the text in order, based on the headings.*

- ▶ Read the text under the heading “Finding the Idea,” while students track the print along with you. Model how to determine the main idea and supporting details by thinking aloud as you read. Focus on showing students how to decide what is important.

*After reading this, I know the idea for the tunnel came from Jim Pattison Jr., and that he wanted the tunnel to twist and turn. This would make the tunnel harder to design and build.*

## Synthesizing

### Setting a Purpose

- ▶ Focus the reader on a comprehension purpose.

*We're going to read the front panel and four inside panels of this text. As you read, I want you to find the main idea for each section and the supporting details. Think about how these ideas fit with what you already know about structures, materials, and marine life.*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson plan to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

### Word solving and building

### Word solving and building Self-monitoring Self-monitoring Sequencing Analyzing Evaluating

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Respond to questions and offer prompts to help students problem solve. Possible prompts:
  - How can you figure out that word? Look for a smaller word within the longer word.
  - Can you find a chunk or a small word you know within that word?
  - Did that idea make sense? Maybe you should go back and read that again?
  - What questions are you asking yourself about the design of the tunnel?
  - What was the first step in creating the tunnel? What happened next?
  - Show me the text box that tells a fun fact about the roughtail stingray.
  - Which creature fun fact did you like most? What did you learn from both the words and illustrations?

- ▶ If students finish early, ask them to reread and look for multi-syllabic words.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

### Synthesizing

- ▶ Revisit the purpose for reading: Finding the main idea and the supporting details for each section to the end of the inside panels.

*What main ideas did you learn about? What details supported each main idea? Did any of your thinking change as you read the guide? If so, in what way?*

### Synthesizing

- ▶ Have students share one idea and supporting details about the construction of the tunnel with a partner. Choose some students to share with the class. Note those students who use vocabulary from the text (e.g., *aquarium, architect, engineers, acrylic, inspect*, etc.).

### Evaluating/synthesizing

- ▶ Extend understanding by offering prompts to continue the discussion:
  - What do you think is the most important fact about the underwater tunnel so far?
  - What is the purpose of the Fun Fact boxes? What is the purpose of the close-up illustrations? How do these features help you?

### Evaluating/word solving and building

- ▶ Discuss phrases that students may be unfamiliar with, such as “piece of cake,” and clarify the meaning if necessary.

*What do you think “piece of cake” means? Do you think the author really meant designing the tunnel was easy? Why would they choose to use these words here?*

### Word solving and building

- ▶ With students, locate several multi-syllabic words. Work out the words together by dividing the words into syllables, e.g., *a/qua/ri/um; en/gin/eers; a/cryl/ic*. Use context cues to explain meanings.

*Let’s break these words into parts to help us figure them out.*

### Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

*I noticed some of you skipped around on the page first, looking at everything, and then went back and looked only at the text that was not in the boxes first. That was good thinking.*

# Second Session (back panels)

## Reading Strategies

### Comprehension

- ▶ synthesizing
- ▶ sequencing
- ▶ analyzing
- ▶ evaluating

### Working with Words

- ▶ use a range of strategies to solve unfamiliar words
- ▶ identify root words

## Assessment Opportunities

Note each student's ability to:

- ▶ synthesize information to identify the main ideas
- ▶ identify the sequence of events
- ▶ analyze and evaluate text features
- ▶ solve unfamiliar words

## Oral Language Opportunities

- ▶ discussing in groups and pairs



## BEFORE READING

### Activating and Building Background Knowledge

#### Synthesizing

- ▶ Ask students to summarize what they have already learned. If necessary, prompt them with some information.

*Can anyone tell me what they've learned so far about the underwater tunnel? Yes, that's right—someone came up with an idea for the tunnel, then it was designed, and then parts of it were built.*

#### ELL Note:

Some students may need more support summarizing. Provide them with a main idea, and ask them to provide the supporting details.

#### Sequencing/predicting

- ▶ Revisit the section headings that have been read so far and remind students that the building project is not yet finished. Ask students to predict what might be left to build. Scan the headings on the reverse side to see how they match with students' predictions.

*What steps have the builders gone through so far in making the tunnel? What steps do you think are left?*

#### Text features/analyzing/evaluating

### Discussing Supports and Challenges

- ▶ Review the layout of the page with the students, pointing to each element (e.g., headings, illustrations, photographs, diagrams). Focus on the difference between the main information and the Fun Fact and Dinner Time

boxes. Ask students what they notice about the types of information in each. Use prompts such as:

- What do you notice about the Fun Fact and Dinner Time boxes?
- Are they related to the building of the tunnel?
- How important is the information in these boxes in understanding how the tunnel was built?
- Why do you think the author included these boxes?

Synthesizing

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*I want you to continue reading to find out what was left to be built and how the tunnel was completed. Be ready to share the main points.*



## DURING READING

Analyzing/  
making connections  
Analyzing

Analyzing  
Sequencing

Sequencing/text features

Word solving and building

- ▶ Ask each student to read the remaining panels independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read the text, assisting them as needed. Some may require help with word solving and meanings. Respond to questions and offer prompts to help them problem solve.
  - You look puzzled. Read that text box sentence by sentence and think about the meaning of each sentence.
  - Look at the Dinner Time section. What information do you think you will find there?
  - Where does it tell you what concrete is made of?
  - What happened after the top part of the tunnel was built? What happened after the bottom part was built?
  - How do the headings help guide you when you're reading?
- ▶ Observe and listen to students as they read quietly, noting their ability to solve unfamiliar words.
- ▶ Note successful reading strategies and any remaining reading challenges.



## AFTER READING

Synthesizing

Sequencing/synthesizing

- ▶ Revisit the purpose for reading: Continue reading to find out what was left to be built and how the tunnel was completed.

*So what happened after the bottom of the tunnel was built? Yes, Leo. The bottom part was built here in Canada next. Was the tunnel finished after that? You're right, Nida, the tunnel had to be tested, too.*

- ▶ Have students think about the steps from start to finish. Have them list the six most important words or ideas from the text that pertain to the building of the tunnel. Students can then compare their points with a partner's to look for similarities or differences.

## Evaluating/sequencing

## Word solving and building

- ▶ Extend the understanding by offering prompts to continue the discussion:
  - Which panel was the most interesting to you? Why?
  - Did you learn something new about marine animals?
  - Does it matter which section you read first? Explain your thinking.
- ▶ Write words with suffixes, such as *builders*, *poured*, *hardened*, and *leaking* on card stock. Ask students to find the root word and then cut the word where the root word and suffix meet. Mix up the words and ask students to put the words back together. Discuss which words have similar endings.
- ▶ Comment on any effective reading strategies you observed.

*I noticed that when Hannah came to the word “inspections,” she covered up the word part she knew, “tions,” and sounded out the first part, “inspect,” and then read the two parts together.*

## Rereadings

- ▶ Provide opportunities for the students to reread the text independently or with partners.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

### **Create a Guide**

- ▶ Using and/or modifying the headings from *Tunnel Vision*, invite the students to make a guide about how to build or create something. Students could work individually or in pairs, each taking one or two headings to research and create.

### **Group Presentation**

- ▶ Students can present their guides to a small group or the whole class, describing their favourite panel, and the process they went through to create the page.

### **Write a Story**

- ▶ Invite students to choose a favourite sea creature from *Tunnel Vision*, and to write a story from the point of view of that sea creature as it lives in the aquarium.

### **Expressions and Idioms**

- ▶ Ask students to find idioms and expressions in the guide (*tunnel vision*, *flip the page*, *piece of cake*) and to record them on small cards. On another set of cards, have them write what the idiom/expression means. Students can use then these to play matching games. They could also continue to collect and add more idioms/expressions from their independent reading.

## Word solving and building

## Word solving and building

### ***Multi-syllabic Words***

- ▶ Select multi-syllabic words from the text (e.g. *structures, aquariums, manufacturers, etc.*). Make a word card for each and cut each card into syllables. Have students rebuild the words saying each syllable quietly as they are rebuilt. Students can also sort the words into columns based on the number of syllables.

**ELL Note:**

Provide word cards or the text as a reference.