

Midnight in the Tunnel

Small Group Reading

Before reading

Give each student a copy of the text and ask them what kind of text they think this is. (narrative fiction) Ask *What tells you this?* Preview the Reading vocabulary with students and help them to understand word meanings and pronunciations.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- What do you think the creature with the green eyes is? (inferential)
- What do you think might happen next? (inferential)

CHAPTER 2

- When does Emily visit Grandma? (literal)
- Where does Grandma tell Emily not to go? (literal)

CHAPTERS 3–4

- Why do you think the text is called “Midnight in the Tunnel”? (inferential)

CHAPTER 6

- How do you think Emily should be punished? (personal response)
- What would you have done if you were Emily? (personal response)
- Do you think Emily made the right decision to stay where she was? Why? (personal response)
- What important lesson is in the story? (critical thinking)
- Grandma said Midnight would be the second best company she could have. Who would be the best company of all? What in the text tells you this? (inferential)

After reading

Have students complete BLMs 1 and 2 after you explain the instructions for each activity.

Recognizing point of view Explain that “Midnight in the Tunnel” is told from Emily’s point of view. The reader knows this by the use of the pronoun *I* throughout the story. Tell students to think about the story from Grandma’s point of view. Using the story starter on BLM 1, have them fill in the time from when Emily disappeared to when she was discovered. Remind them to add Grandma’s direct speech thoughts. **(BLM 1)**

Grammar With students, locate different types of verbs throughout the book. On BLM 2, tell students to underline different kinds of verbs in the excerpt using different colors, for example, green for action verbs, blue for thinking verbs, and red for speaking verbs. Discuss why some types of verbs are used more frequently than others.

Spelling In the chart on the bottom of BLM 2, have students change present tense verbs to past tense and vice versa. Remind them to pay attention to spelling changes that are made between tenses. **(BLM 2)**

Understanding characters Ask *What information about Emily do the illustrations provide that is not included in the written text?* Students should construct a character profile of Emily using both the written and visual texts.

Fluency Model reading with expression Chapter 5, when Emily is lost and alone in the tunnel. Then ask volunteers to read selected paragraphs with appropriate expression.

➔ Verbs

Underline the verbs in this passage of text and write each one under the correct heading in the table below.

Why do you think there are more of some types of verbs than others in this passage of text?

Look in other books and find examples of each type of verb.

Action

Speaking

Thinking

A few moments later a man wearing bright overalls was standing in front of me.

“You’re a lucky girl,” he said. “There are so many branches running off these tunnels that it’s very easy to get lost. We’ve been searching for you for hours.”

Then a lady joined us. “Are you hurt?” she asked me, looking very concerned.

“No, just cold,” I said. “And sorry that I’ve caused all this trouble.”

“We’re just happy that you are safe and unhurt,” the lady replied as she knelt down and wrapped a blanket around me.

“When did you start looking for me?” I asked.

“Your Grandma got worried last night when you hadn’t come home and it was getting dark,” the man explained.

...

Change the tense of the verbs listed below to fill in the chart.

Present	Past
drop	
	replied
worry	
	was

