

Midnight in the Tunnel

PM Level 26

Emerald

Text Type Narrative

Running Words 2032



Preparing for Guided Reading

Orientation to the Text

- Emily loves adventure and when she visits her Grandma's place in the summer holidays, she can't wait to explore the bushy part of Grandma's property. Even though she knows she shouldn't, she ventures into an old mine shaft. Her excitement turns to terror when she becomes lost after dropping her torch. With darkness surrounding her and no way of knowing how to get out, she realises she is not alone! Emily can only distinguish the shape of two menacing green eyes in the darkness. What will she do?

Prior Knowledge

- Give students a brief synopsis of the story and ask students what words they might find in it (content words and grammatical features of a narrative text type; adjectives, adverbs, nouns).

Building the Balanced Reader

Grammatical Conventions

- Revise punctuation for direct speech, e.g. *'Don't worry Grandma,' I said, kissing her on the cheek.*
- Discuss the use of imagery in the text, e.g. *an eerie feeling wrapped itself around me.*
- Locate different types of verbs throughout the book. Make lists of action verbs, thinking verbs and speaking verbs. In pairs, discuss why some types of verbs are used more frequently than others.
- Locate and discuss temporal and causal conjunctions, e.g. *after lunch, soon, as, it was right at that moment, because, but.*

Vocabulary

Key Vocabulary

adjusted, crinkled, deserted, eerie, entrance, glimpses, gracefully, loneliest, muffled, musty, regretted, volunteers

Spelling

- Identify compound words as a means of spelling longer words correctly, e.g. *afternoon, anything, daypack, anywhere, dinnertime.*
- Discuss the word 'deserted', ensuring students use the correct pronunciation. Compare this with the words *desert* and *dessert*.

Visual Literacy

- The title and front cover illustration gives an insight into the plot. Discuss size and style of font for the title. What has the illustrator done to increase tension?
- What information about Emily do the illustrations provide that is not included in the written text? Students construct a character profile of Emily using both the written and visual texts.
- What do the illustrations tell you about the relationship between Emily and her grandmother? How has the illustrator achieved this?

Focusing on the Story – Guided Reading

- Ask students what they think the creature with the green eyes is. Why would it be in the tunnel?
- Talk about the warnings Grandma gave Emily. Why did she do this? Ask students if they think Emily will obey Grandma. What clue is there about this?
- Discuss the time change in the text, noting Chapter 1 is in the tunnel, and Chapter 2 reverts to the time Emily is at her Grandma's house.
- Ask students why they think the text is called *Midnight in the Tunnel*? What does the word *midnight* usually mean?
- Clearly Emily has disobeyed her Grandma. Do you think Emily should be punished? Why?
- Discuss how Emily's mother and father came to be at the tunnel. Why were they there? Who would have contacted them? How would they have felt?

Comprehension

- What caused Emily to drop her flashlight in the tunnel? (*Literal*)
- Grandma said Midnight would be the second-best company she could have, but who would be the best company of all? (*Inferential*)
- Do you think Emily made the right decision to stay where she was? Why? (*Applied Knowledge*)

Follow-up Activities

- Think about the story from Grandma's point of view. Retell it from when Em went missing up to the time she was discovered. Remember to add direct speech and what Grandma was thinking.

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Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- _____

Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up