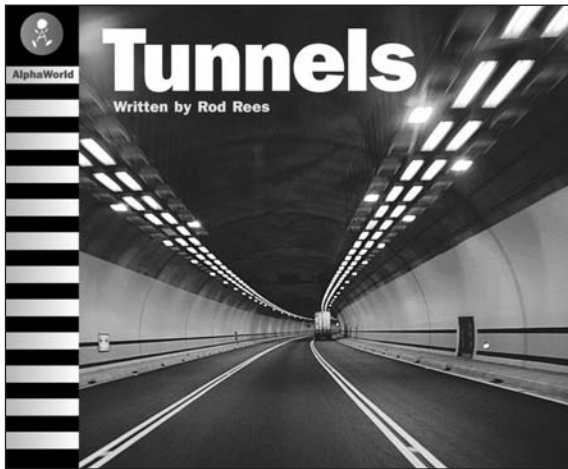


## Tunnels



**Topic:** Science/Technology

**Curriculum link:** Study of Society/Technology

**Text type:** Report

**Reading level:** 17

**Word count:** 440

**Vocabulary:** bridge, crossings, mine, mountains, passage, railroad, shafts, signal, traffic, tunnels, underground

**Possible literacy focus:**

- Gaining extra information from the text through the use of captions and diagrams.
- Summarising information from the text.
- Interpreting the text to explain the importance of tunnels.
- Using an index.

## Follow-up activities

### Understanding text structure – Reports

Explore the structure of a report with the children. Reports provide factual information about a class or group of things. They have an opening statement and classification followed by facts about the topic. Diagrams and labels may also be used.

List on a chart the following information to show children how this report is structured using the following headings:

Opening statement (Introduction)
Facts: Road tunnels, Railway tunnels, etc.

Show children the contents page.

*What is this for?*

Also show them the index page.

*Why do we need this?*

Point out the headings on each page and why we need them.

### Skim reading

Ask children to turn to pages 16–17 in *Tunnels*.

*What do you think mine tunnels are?*

*What do you expect to find out about on these pages?*

Explain to the children that sometimes you need to skim read the text to locate certain pieces of information quickly. In this example, the children could skim the text to locate what a miner is, so they would be looking for the word “miner”.

Remind children that skim reading means that you do not read every word on the page.

### Compound words

Write the following words on the board:  
underwater, railway.

*What do you notice about these two words?*

If the children do not notice that they are compound words, rewrite the words as follows:  
under + water, rail + way

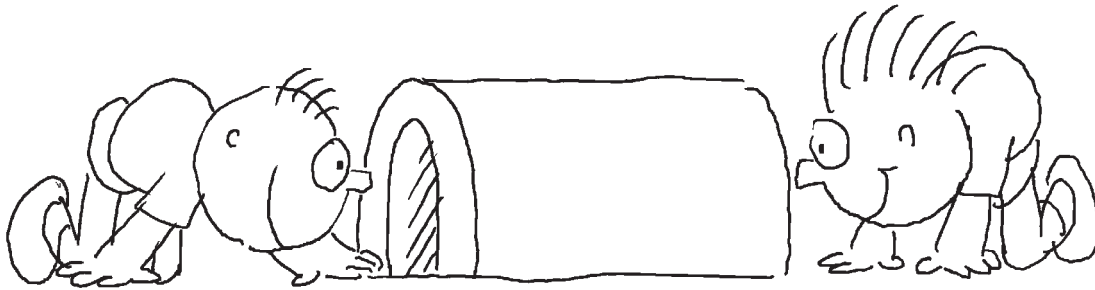
Show the children that compound words are made up of smaller words. Now ask the children to hunt for other compound words in the text. List these on the board. Ask the children to draw and write sentences using these words.

# Why do we need tunnels?

You will need:

paper, pencils

1. Find a partner to work with.
2. Discuss the question: Why do we need tunnels?
3. Write down your reasons.
4. Share your writing with the class.



---

## Safety book

You will need:

paper, pencil, stapler, ruler, coloured pencils

1. Make a mini book.
2. Think about the safety rules needed when building tunnels.
3. Write these down.
4. Now think about the safety rules needed when people travel through tunnels.
5. Write these down.
6. Staple your pages together to make a safety book.
7. Share your findings with another group.

Name \_\_\_\_\_

# Different kinds of tunnels

Write about these pictures.



---

---

---

---



---

---

---

---



---

---

---

---



---

---

---



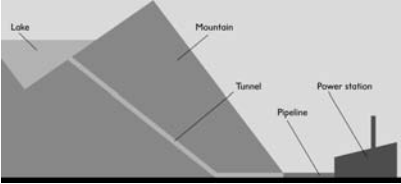


---

Name \_\_\_\_\_

# Glossary

Write a definition for each of these words.

## Glossary

Word	Definition
<p>mine</p> 	
<p>passage</p> 	
<p>tunnel</p> 	
<p>underground</p> 	
<p>underwater</p> 	

**Instructions** Explain to the children that a glossary is a list of words in alphabetical order, found at the end of some books. It explains what the words mean.