

Reading For Comprehension Series
By Lee Ann Berg

Tunnels

By Roderick Gordon and Brian Williams
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Chicken House, Scholastic

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Tunnels
Reading For Comprehension Series Bundle
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INTRODUCTION

Copyright Notice

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<http://www.readingforcomprehension.com>

Contents of this package

Worksheets

1. A blank vocabulary and reading comprehension worksheet where students can provide answers to a selection of questions from the guide.
2. A blank vocabulary worksheet where students can provide definitions to as many as 10 vocabulary words listed in the guide.
3. A blank comprehension worksheet where students can provide answers to several comprehension questions listed in the guide.

Guides

4. A teacher's guide containing vocabulary and reading comprehension questions with answers and vocabulary grade levels.
5. A student's guide containing vocabulary and reading comprehension questions without answers.

Workbooks

6. A set of 10 key questions covering the entire book with blank spaces for students to provide answers.
7. *Some packets contain in-depth workbooks with several questions for each chapter or section and blank spaces for students to provide answers. (We plan to add these in-depth workbooks to every packet.)*
8. *Some packets also contain special activities.*

Notes and suggestions for using the materials

The Teacher's Guide

The Teacher's Guide contains reading comprehension and vocabulary questions and answers that can be used during oral reading, or as part of a daily reading assignment.

This group of questions can also be used to test the comprehension of the student or students if they are assigned chapters to read silently. The questions can be asked and answered orally, or used in combination with the provided (blank) worksheets.

A Student's Guide has been included. It contains the vocabulary words and comprehension questions, but the answers and grade levels have been removed.

The Vocabulary Words

We have chosen to include a large number of vocabulary words in order to provide words for as many grade levels as possible.

Research shows that children can, on average, learn ten new words from any new reading assignment and in many cases less than five new words. It is suggested that you discuss the meaning of the vocabulary words in advance of reading so that the children will have some idea as to the meaning of these words as they read. Students should not be expected to retain all of the word meanings once they are finished with the chapter, but by introducing the meanings, we increase the chance that they will recall the meanings when they encounter them in a new context. Over time, repeated interaction will help the students develop mastery over word meanings.

We have elected to grade the vocabulary words according to the *EDL (Core Vocabularies in Reading, Mathematics, Science, and Social Studies)* which was published by Steck-Vaughn Company in 1989.

Grading of the selected words can be helpful. For example if you see that many of the words in the list have a grade of 6th, or higher, and your students are reading at a third grade level, you will, of course, need to choose a book that has a vocabulary more suited to your students achievements.

However, if you choose to have the students read this particular book even if vocabulary in the story is much higher than your student's skills, you will know

that much time will be needed to prepare the children to have success in the reading and comprehension of the story.

A blank vocabulary worksheet leaving a place for 10 words is included with the packet. It is only included as a suggestion. You may choose as few as 4 words based on your own criteria. You may use all 10 spaces for 10 *new* words to study. You may wish to pick more words. Or you may elect to choose none.

Other options for the use of the vocabulary list

Puzzles

Select words that would be meaningful to your group or child. Visit the following website: <http://puzzlemaker.school.discovery.com>. This site allows you to make crossword puzzles and/or other puzzles with chosen words. These choices could be made with the criteria of phonics, definitions, or other groupings such as archaic or cultural based words.

To promote retention, it is suggested that students draw a picture portraying the meaning of the word.

A Word Game

Write the words on cards or cut paper. Use at least three words per child in the group. Shuffle the cards. Go around the group asking each child to pronounce a word. (You may also require the students to define the word). If the child cannot do so go around the group until the word is correctly pronounced. The child who correctly pronounces a word gets to keep the card. The child is then asked to pronounce a second word. Again they get to keep the card if they answer correctly. If not, then continue around the group until this word is correctly decoded. If no child can decode the word then keep the word after telling the group the pronunciation. Keep going around the group giving each child a turn until the cards run out.

Now have each child chose one or two of their cards with which to quiz another student of their choice. If the chosen child can read the card the asker must give the chosen child the card, and a point. If the child cannot read the card, the asker gains one point.

After each child has had his turn everyone in the group counts the cards he has left plus each point he has earned. The one with the most cards (which are actually counted as one point) and points wins.

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Teacher's Guide

Please note: The first number in parenthesis following a vocabulary word indicates the approximate grade level at which the student should know the definition of the word while the following number indicates the page on which the word was found. (Word grade placement is per *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989.*)

The page number of a vocabulary word or the range of page numbers may not correspond to the published text of the book you are using. If that is the case, you will find the vocabulary word and/or the basis for the comprehension questions and answers on pages that are approximately the same as those used in creating this study guide.

And the answers to the comprehension questions are not always written in complete sentences. The answers have sometimes been made in shortened phrases which make the answers easier to find as well as limiting the space needed to give the answers.

Part 1 Breaking Ground

Chapter 1 Pp. 2-14

Vocabulary List with Definitions (grade appropriate #, page where word is found)

rummaged (6, 2) to search thoroughly

ominous (11, 2) threatening; portentous; menacing; boding evil; warning

conspiratorial (8+, 3) planning in a secret way; to plot together

abyss (9, 3) chasm; deep hole

tendrils (, 3) a slender coiling arm with which some plants attach themselves for support

catacomb (, 3) crypt; tomb; burial chamber; mausoleum

skeins (, 4) a loosely twisted quantity of yarn or thread wound on a reel

obscure (9, 9) difficult to understand; unclear; vague

arduous (12, 11) difficult; hard; tough; grueling; tiring

eviscerated (, 11) to remove the entrails of

undulating (13, 13) rolling; rising and falling; surging

purgatorial (, 13) an intermediate state after death for purification

Comprehension Questions

1. **What did Will and his father, Dr. Burrows, discover while they were using a pickaxe and a crowbar? P. 2-4** a disused train station, “Highfield & Crossly North”
2. **How long had the train station been sealed off on both sides of the tunnel? Pp. 5-6** since 1895 when the new Highfield line was built
3. **What was Dr. Burrow going to do with the early ticket-printing machine they found in the station office? P. 7** It was to be put in Dr. Burrows private collection and not in the museum.
4. **What had happened when Dr. Burrows had discovered the site of an ancient Roman villa? Pp. 8-9** A bigwig professor claimed the discovery as his, and Dr. Burrows only got a footnote on the professor’s paper.
5. **What did Will and Dr. Burrows do when they left the railroad tunnel? Pp. 9-10** They carefully looked around the parking lot before coming up through the hole. After ascertaining that no one had seen them, they disguised the entrance so no one would find it.
6. **What was “Tipper Tel” doing when he discovered the circular brick well with steps leading to an underground level? Pp. 11-12** He and his team were involved with the demolition of an ancient white lead works.
7. **What unbelievable discovery did Terry Watkins make? Pp. 13-14** There were anemic looking people at the bottom level of the stairs who were dressed in old-fashioned clothes.

Chapter 2 Pp. 15-22

Vocabulary List with Definitions (grade appropriate #, page where word is found)

forlorn (6, 17) sad; pitiful; despondent; unhappy

luminosity (13+, 21) glow; light; brilliance; radiance

Comprehension Questions

- 1. Where did Dr. Burrows work? Pp. 15-17** He was the curator of a little museum in the London borough of Highfield. It was a go-no-where job that he had taken as a stopgap and just continued even though he had an impressive academic record.
- 2. What “treasure” did Oscar Embers bring to the museum? Pp. 18-19** a gently glowing globe that was a little larger than a golf ball, dull gold in color Mrs. Tantrumi had given it to Oscar for the museum.
- 3. When Dr. Burrows took the sphere into his darkened curator office, what did he notice about the sphere? Pp. 20-22** The soft glow turned into a more intense, light green fluorescence in the dark office.
- 4. What did Oscar advise Dr. Burrows to do because he thought Dr. Burrows was eating or chewing so erratically? P. 22** He said he would give Dr. Burrows his dentist’s number so his teeth could be taken care of at once.

Student's Guide

Part 1 Breaking Ground

Chapter 1 Pp. 2-14

Vocabulary

rummaged (2)

ominous (2)

conspiratorial (3)

abyss (3)

tendrils (3)

catacomb (3)

skeins (4)

obscure (9)

arduous (11)

eviscerated (11)

undulating (13)

purgatorial (13)

Comprehension Questions

1. What did Will and his father, Dr. Burrows, discover while they were using a pickax and a crowbar? P. 2-4
2. How long had the train station been sealed off on both sides of the tunnel? Pp. 5-6
3. What was Dr. Burrow going to do with the early ticket-printing machine they found in the station office? P. 7
4. What had happened when Dr. Burrows had discovered the site of an ancient Roman villa? Pp. 8-9
5. What did Will and Dr. Burrows do when they left the railroad tunnel? Pp. 9-10
6. What was “Tipper Tel” doing when he discovered the circular brick well with steps leading to an underground level? Pp. 11-12
7. What unbelievable discovery did Terry Watkins make? Pp. 13-14

Chapter 2 Pp. 15-22

Vocabulary

forlorn (17)

luminosity (21)

Comprehension Questions

1. Where did Dr. Burrows work? Pp. 15-17
2. What “treasure” did Oscar Embers bring to the museum? Pp. 18-19
3. When Dr. Burrows took the sphere into his darkened curator office, what did he notice about the sphere? Pp. 20-22
4. What did Oscar advise Dr. Burrows to do because he thought Dr. Burrows was eating or chewing so erratically? P. 22

Student's Workbook

Part 1 Breaking Ground Chapters 1 and 2 Pp. 2-22

Vocabulary

ominous (2) _____

abyss (3) _____

obscure (9) _____

Comprehension Questions

1. What did Will and his father, Dr. Burrows, discover while they were using a pickax and a crowbar? P. 2-4 _____

2. How long had the train station been sealed off on both sides of the tunnel? Pp. 5-6

3. What had happened when Dr. Burrows had discovered the site of an ancient Roman villa? Pp. 8-9 _____

4. Where did Dr. Burrows work? Pp. 15-17 _____

5. What "treasure" did Oscar Embers bring to the museum? Pp. 18-19 _____

6. When Dr. Burrows took the sphere into his darkened curator office, what did he notice about the sphere? Pp. 20-22 _____

Chapters 3 and 4 Pp. 23-43

Vocabulary

impetuous (25) _____

intrepid (33) _____

ludicrous (37) _____

Comprehension Questions

1. What had helped Will and Chester become friends although it seemed highly unlikely to begin with? Pp. 25-26 _____

2. When Chester entered the tunnel with Will, what did Will have to keep reassuring Chester about? Pp. 27-29 _____

3. When Dr. Burrows left the newsstand who did he literally run into? Pp. 30-32 _____

4. What question did Chester ask Will that truly defined what made Will tick? Pp. 33-35 _____

5. What was Mrs. Burrows fanatical devotion focused on? Pp. 36-38 _____

6. Who was in charge of the household? Pp. 39-41 _____

7. What strange sight did Will see outside one night at two o'clock in the morning? Pp. 42-43 _____

Workbook Answer Key

Please note: The first number in parenthesis following a vocabulary word indicates the approximate grade level at which the student should know the definition of the word while the following number indicates the page on which the word was found. (Word grade placement is per *EDL Core Vocabularies in Reading, Mathematics, Science and Social Studies, 1989.*)

The page number of a vocabulary word or the range of page numbers may not correspond to the published text of the book you are using. If that is the case, you will find the vocabulary word and/or the basis for the comprehension questions and answers on pages that are approximately the same as those used in creating this study guide.

And the answers to the comprehension questions are not always written in complete sentences. The answers have sometimes been made in shortened phrases which make the answers easier to find as well as limiting the space needed to give the answers.

Chapters 1 and 2 Pp. 2-22

Vocabulary List with Definitions (grade appropriate #, page where word is found)

ominous (11, 2) threatening; portentous; menacing; boding evil; warning

abyss (9, 3) chasm; deep hole

obscure (9, 9) difficult to understand; unclear; vague

Comprehension Questions

1. **What did Will and his father, Dr. Burrows, discover while they were using a pickax and a crowbar? P. 2-4** a disused train station, "Highfield & Crossly North"
2. **How long had the train station been sealed off on both sides of the tunnel? Pp. 5-6** since 1895 when the new Highfield line was built
3. **What had happened when Dr. Burrows had discovered the site of an ancient Roman villa? Pp. 8-9** A bigwig professor claimed the discovery as his, and Dr. Burrows only got a footnote on the professor's paper.
4. **Where did Dr. Burrows work? Pp. 15-17** He was the curator of a little museum in the London borough of Highfield.
5. **What "treasure" did Oscar Embers bring to the museum? Pp. 18-19** a gently glowing globe that was a little larger than a golf ball, dull gold in color
6. **When Dr. Burrows took the sphere into his darkened curator office, what did he notice about the sphere? Pp. 20-22** The soft glow turned into a more intense, light green fluorescence in the dark office.

Chapters 3 and 4 Pp. 23-43

Vocabulary List with Definitions (grade appropriate #, page where word is found)

impetuous (12, 25) rash; hasty; unthinking; impulsive; reckless; sudden

intrepid (12, 33) courageous; fearless; brave; heroic; bold; daring

ludicrous (12, 37) absurd; nonsensical; stupid; ridiculous

Comprehension Questions

- 1. What had helped Will and Chester become friends although it seemed highly unlikely to begin with? Pp. 25-26** their skin Will was called Chalky among other things for his milky pallor while Chester had flaky and itchy patches of raw skin.
- 2. When Chester entered the tunnel with Will, what did Will have to keep reassuring Chester about? Pp. 27-29** The tunnels were safe and wouldn't collapse.
- 3. When Dr. Burrows left the newsstand who did he literally run into? Pp. 30-32**
He ran into a man with a slope face, wearing a flat cap, black coat, and thick dark glasses. The man had very light blue eyes and pasty translucent skin.
- 4. What question did Chester ask Will that truly defined what made Will tick? Pp. 33-35** Chester asked Will why he dug tunnels.
- 5. What was Mrs. Burrows fanatical devotion focused on? Pp. 36-38** television programs, juggling schedules with VCRs, sitting day after day, week after week watching a marathon of programs to the exclusion of everything else
- 6. Who was in charge of the household? Pp. 39-41** Will's 12-year-old sister, Rebecca, had taken over the household accounting, meals and household activities.
- 7. What strange sight did Will see outside one night at two o'clock in the morning? Pp. 42-43** His father was pushing a loaded wheelbarrow through a gap in the hedge.

Key Questions

Key Questions

Answer these questions in sentences. Name _____

1. What unbelievable discovery did Terry Watkins make? Pp. 13-14 _____

2. When Chester entered the tunnel with Will, what did Will have to keep reassuring Chester about? Pp. 27-29

3. What was Rebecca's take on the efficiency of the two police officers? P. 94

4. How were the two Clarke brothers different? Pp. 131-133 _____

5. What made Chester, who clearly did not want to enter the elevator, change his mind? Pp. 167-169

Key Questions Answer Key

Key Questions Answer Key

Answer these questions in sentences. Name _____

1. What unbelievable discovery did Terry Watkins make? Pp. 13-14

There were anemic looking people at the bottom level of the stairs who were dressed in old-fashioned clothes.

2. When Chester entered the tunnel with Will, what did Will have to keep reassuring Chester about? Pp. 27-29

The tunnels were safe and wouldn't collapse.

3. What was Rebecca's take on the efficiency of the two police officers? P. 94

They were ridiculous without a clue as what to do about the disappearance of their father.

4. How were the two Clarke brothers different? Pp. 131-133

Mr. Clarke, the junior, was flamboyant, wore hideously garish blazers, had an infectious high spirit, and was given to quips and puns. Clarke, the senior, was neat and clean, somber, and a traditionalist.

5. What made Chester, who clearly did not want to enter the elevator, change his mind? Pp. 167-169

Will asked if he was coming or going back to fight the blind rat.

Vocabulary Worksheet

Name _____

Use the following blanks to list and define vocabulary words chosen from the included word list.

1. _____ Meaning: _____

2. _____ Meaning: _____

3. _____ Meaning: _____

4. _____ Meaning: _____

5. _____ Meaning: _____

6. _____ Meaning: _____

7. _____ Meaning: _____

8. _____ Meaning: _____

9. _____ Meaning: _____

10. _____ Meaning: _____

Comprehension Worksheet

Name _____

Answer five comprehension questions in complete sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

Vocabulary and Comprehension Worksheet

Name _____

Use the following blanks to list and define vocabulary words chosen from the word list.

1. _____ **Meaning:** _____

2. _____ **Meaning:** _____

3. _____ **Meaning:** _____

Answer three comprehension questions in complete sentences.

1. _____

2. _____

3. _____
