

Strand: Earth/Space Science

Theme: Landforms

Purpose for Reading: To develop understandings of different types of caves and how they are formed.

Comprehension Strategies: Determining importance, analyzing, predicting.

Vocabulary

Dictionary Words: glacier cave, lava tube cave, limestone cave, sea cave

Vocabulary Words: cave, glacier, Hawaii, Malaysia, Mexico

High-Frequency Words: after, away, big, down, have, may, of, over, people, some, they, very, when

Before Reading

- Read the title and invite students to share what they know about caves. Discuss the cover photo and have students describe what they see inside this cave. Ask students to predict what this book will be about. Record their predictions on a chart.
- Read the title page and ask students to talk about the cave in the photo. *Where is this cave? What might it be like inside? Do you think water goes inside this cave? What could live in this cave?* Add any new information to the prediction chart.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the caves in each photo. Ask students why they think each of the caves looks different, and have them think about where these caves might be located.

Take a Photo Walk

- Pages 4–5: Invite students to talk about what is inside this cave. Read the caption and discuss where Malaysia is. *Why do you think people want to visit caves? What do you think they might want to see? Would you like to visit a cave?*
- Pages 6–7: Read the heading and discuss what a glacier is. Read the caption and invite students to talk about where a glacier cave might be found. *What does it look like it is made of? What is hanging down from the top of the cave?*
- Pages 8–9: Read the heading and invite students to talk about what they know about lava. *What is a tube? What could a lava tube be?* Read the caption and have students describe the cave.
- Pages 10–11: Read the heading and invite students to read the caption and talk about the photo. *What can you see in this limestone cave?*
- Pages 12–13: Read the heading and caption. Discuss where Hawaii is. *How do you think this cave formed? What might be inside?*
- Pages 14–15: Invite students to look at these pages. Discuss the information in the pictures.

Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*

- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit the initial prediction chart and have students talk about what they know about the book. *Were your predictions correct? Which predictions were in the book?*
- Invite students to return to the book and talk about the information they think is most important. Prompt with questions such as, *Where do caves form? What kind of cave can melt? How does a lava tube cave form? Which kind of cave is most common?* Support students to synthesize information from the book. Prompt with questions such as, *How is a cave similar to a house? How is it different?*

Vocabulary and Word Recognition

- Have the students find the word *many* on page 4. Ask students to think of sentences containing the word *many*. Write them on the board and invite individuals to come out and fill in the word *many*. Ask students to write the word five times, saying the word as they write it.
- Tell students that *y* on the end of a word can sound different ways. In the word *many* it makes the sound *ee*. Have students find another word on page 4 where the *y* at the end of the word says *ee*. Write the words *money, day, sky, happy, funny, stay* and *fly* on the board. Have students say the words and identify the words in which the *y* says *ee*.

Oral Language

- Have students work with a partner, using the book. Have them discuss the most important information about the cave of their choice.

Writing

- Have students choose a cave from the book and write three interesting facts about it.

Creative Extension Activities

- Have students rule a grid 10 squares wide and 10 squares high. Have them insert ten interesting words from the book to make a word search. Remind them that they can go vertically, horizontally or along the diagonal. Have them write the ten words at the bottom and fill in the empty squares with other letters. Have them give their word search to a friend to do.
- Have students draw a cave showing its rooms and tunnels and some animals that may live in the cave.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Finish these sentences from the book.

Use the words below. Use your book to help you.

in ice

the rock around volcanoes

start to melt

around the rocky coasts of oceans

limestone caves

in Earth's crust

A cave is a hole _____.

Some caves form _____.

In summer, glaciers _____.

You can find lava tube caves in _____.

Most of Earth's caves are _____.

Sea caves are found _____.