



# THE CAVE

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## Summary

In the second book in a trilogy, Andrew and David return to Rusty's farm to check some mysterious damage to the caves. There they encounter a giant cockroach. When they emerge unharmed, they decide not to tell anyone. Then, they discover fabric from a nearby nuclear power plant and wonder if it explains everything.

RL	GRL	DRA
5	V	50

RL = Reading Level by Grade  
 GRL = Guided Reading Level  
 DRA = Developmental Reading Assessment Level

### Theme

Speleology

### Comprehension Strategies

Predict  
 Question

### Comprehension Skills

Fact and non-fact  
 Sequence of story events  
 Suspense

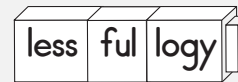
### Genre & Format

Science fiction, chapter  
 book

### Word Analysis

Suffixes and spelling  
 changes

Suffixes *-less, -ness, -ful*  
 Suffixes *-logy, -nomy*



### Vocabulary

Categories: Earth Science  
 words

### Writing

Different ending

## BEFORE READING

### Build Background Knowledge

Read the blurb on the back cover aloud. If students have read *The Windmill*, the first book in this trilogy, invite them to share their recollections. Have students share what they know about caves. Ask them if they can name any specific caves (such as the Mammoth Caves of Kentucky, or caves in their area). *Have you ever explored a cave? What is a cave like? What animals might live in a cave? How would you see and move around inside a cave?*

Share videos, illustrations, and models of caves. Have students free-write everything that comes to mind when they think about caves.

Encourage students to share their free-writing. Compile a class list of facts about caves. Save the list for use during reading. Tell students that science fiction combines fact and non-fact and they will encounter both as they read this story.

## Introduce the Book

Ask students to look at the details in the illustrations on the front and back covers. Identify the figures on the back cover as the two brothers, David and Andrew. Tell students that they are exploring the cave. Draw students' attention to the unusual perspectives in both illustrations, in which the insect looks huge and the boys look very small. Observe that the illustrations in this book help create suspense.

Discuss the insect. Inform students that insects are animals that have well-defined parts, including a head, two antennae, three pairs of legs, and usually two sets of wings. Have students discuss what kind of insect it might be. Remind students that in science fiction, details about nature and technology are often exaggerated. Explain that science fiction lets readers imagine what the world might be like under other circumstances.

## English Language Learners

Remind students that Andrew and David learned a lot of information about the cave, the windmill, and the giant cockroach because they asked many questions and took the time to find out more. Observe that when they saw strange scratches inside the cave, they stopped to take a closer look and gather more information. Encourage students to reread one chapter of the book. Have them make a list of any words that they want to find out more about or do not understand. Have them work with a partner to see how many of the words they can figure out, such as by asking and answering questions, using context clues in the rest of the sentence, relating the text to the illustration, and using a dictionary. Have students write sentences using three of the words they found out about. Give students an opportunity to read aloud their sentences to the group.

Have students predict why the cockroach might be important. *Do you think that there will be other cockroaches in the cave?*

Tell students that science fiction often keeps readers wondering what is going on. Remind students that good readers ask questions as they read to make sure that they have understood everything.

## PAGES 4–17: Guide the Reading

Have students use the Table of Contents to locate the first pages of Chapters 1 and 2. Instruct students to note any questions they have as they read the chapters. For example, students may have questions about nuclear power.

Tell students to read pages 4–17 to find out about an unusual windmill that has been built near the caves that lie under the farm. After reading, point out that the boys are used to exploring the caves and have been visiting the farm for years. Then, have students recall how things have changed at the farm. Draw students' attention to the first sentence on page 6: *But after the electric company built a windmill on the property, things had changed.* Tell students that good readers pay attention to sequence, the order in which story events happen.

Work with students to add to the list of facts, such as references to real places and things. Explain that nuclear power is a chemical process used to create electricity. Help students find Anglesea, Wales, on a map and, if time allows, view photographs of a nuclear power plant on the Internet.

Discuss the reference to the thing on page 8. If students have read the first book, invite volunteers to recall what the thing seemed to be. Remind students that science fiction often uses mysterious details to create a feeling of suspense. Remind students that Old Rusty said nothing out of the ordinary had happened since the boys' last visit. Then, have students predict whether the boys have seen the last of the mysterious creature.

Discuss the word *speleologists* on page 13. Explain that speleologists are people who explore caves for fun and to learn more about them. Encourage students to share some of the questions they noted. *Which ones were you able to answer by rereading or reading the rest of the chapter? Which questions are still unanswered? What do you think caused the damage to the limestone formations in the cave?* Remind students that some questions can be answered by using context clues and other details in story. For example, discuss how using context clues on page 14 can help students answer the following question: *What are stalactites and stalagmites?* Have students predict what the boys will find when they explore the cave.

## Word Analysis

Have students locate the word *technology* on page 6. Ask them to write the word and to underline the letters **-logy** at the end of the

word, noting that this suffix means “the study or science of.” Guide students to derive the meaning of *technology* from its two smaller word parts. [“the study of technical or industrial things”] Ask students to locate the word *seismology* on page 24. *What does seismology mean? How does the suffix -logy contribute to the meaning of the word?* [“the study of earthquakes”] Together brainstorm other words ending with **-logy** [*biology, psychology, genealogy, paleontology, sociology*]. See Extend the Experience 1.

## PAGES 18–29: Guide the Reading

Review pages 4–17. Invite volunteers to recall when things began to change at the farm. Remind students that the boys and Old Rusty spent the evening talking about what had happened. *What did the boys decide to do when they woke up the next morning?*

Tell students that this part of the story takes place in the cave. Instruct students to note any questions they have and to look for details about what the cave looks like, how the boys feel, and how events get stranger and stranger. Have students predict what the boys will find when they explore the cave.

Give students time to read Chapters 3 and 4. Ask students to reread the following pages to answer these questions.

**Pages 19–20:** Have students discuss how the description of the boys entering and moving through the different spaces adds to the feeling of suspense. *What do the boys have to do before they can stand up in the cave?* [They have to crawl about four or five yards through a tiny opening.] *How would you feel if you were in the cave? What do you picture when you read this part?*

**Pages 21–22:** *No sooner do the boys crawl into the main cave and light their candles, then something happens that makes Andy nervous. What is it?* [He hears a noise.] *Why isn't David nervous, too?* [He thinks that it is probably just rabbits.]

**Pages 24–25:** *What do the boys notice on the broken column?* [five deeply gouged grooves that were six inches long] Have students discuss what could have made the scratches.

**Pages 26–29:** *What do you think the creature is? Could this happen in real life? Why or why not?* Encourage students to support their answers using details from the text.

Have students identify words and phrases that help build suspense: *disappearing into the darkness* (page 20), *something was moving about in the dark, whispered nervously* (page 21), *the noise started again, deepest darkness, his fear* (page 22), *the sound of beating wings, something huge swept down on them, candles flickered, everything went black* (page 26), *betraying his fear* (page 28), *No sooner had the candlelight pierced the darkness, than the wind blew again, unexplored depths, his candle went out* (page 29). Guide students to recognize that much of the suspense has to do with the cave itself, since it is dark inside and narrow in places, making it harder for the boys to see and move.

## Extend the Experience



### Prefixes, Suffixes, and Root Words Kit

Explore the color-coding in this kit. Point out that suffixes are on orange rods, prefixes are on yellow rods, base words are on green rods, and root words are on light green rods. Demonstrate how to connect an orange suffix to the end of a green base word to make a new word.

Have students find these word parts on their Reading Rods: **astro**, **bio**, **geo**, **zoo** (light green rod); **micro** (yellow rod); **logy**, **nomy** (orange rod). Hold up the orange rod with **logy** and **nomy**. Point out that both of these suffixes mean “the study or science of.” Challenge students to build six Reading Rods words ending with these suffixes. Have them record their words. [*astrology, astronomy, biology, geology, microbiology, zoology*] *How does the meaning of these suffixes contribute to the meaning of each word?* Write students’ definitions on the board. Have volunteers use the words orally in sentences. Use context clues to fine-tune the definitions. Advise students to use context clues as well as word-part clues to define new words.

## Extend the Experience



### Prefixes, Suffixes, and Root Words Kit

Have students find the following Reading Rods: *help, carry, hug, stop, place, create* (green rods); **ed** (orange rod); **i** (red rod); **g, p** (blue rods). Ask students to add **-ed** to the end of each base word and decide if the new word looks right. Remind them that some words need to make a spelling change when adding an ending or suffix that begins with a vowel, such as **-ed**. Assist them as they change **y** to **i**, drop final **e**, or double the final consonant to spell the new words correctly. Demonstrate how to rotate the green Reading Rods containing *carry, place, and create* to find the word parts *carr, plac,* and *creat*, which can be used to make spelling changes. [Correct spellings: *helped, carried, hugged, stopped, placed, created*]

## Word Analysis

Draw students' attention to spelling changes that sometimes occur when suffixes are added to words. Have students locate the word *explored* on page 18 and identify the base word *explore*. Discuss how the base word *explore* ends with a final **e**, which was dropped before adding **-ed**. Explain that final **e** gets dropped when adding a suffix beginning with a vowel. Next, have students locate the word *spotted* on page 19 and identify the base word *spot*. Point out that the final **t** was doubled before adding **-ed**. When a word ends in a single vowel and a single consonant, the final consonant is doubled before adding a suffix beginning with a vowel. Finally, have students locate the word *replied* on page 21. *What is the base word in replied?* [*reply*] Observe that the final **y** was changed. When a base word ends in **y** preceded by a consonant, the final **y** is changed to **i** before adding a suffix beginning with a vowel. See Extend the Experience 2.

## PAGES 30–39: Guide the Reading

Invite volunteers to recall what happened the morning that the boys went into the cave. Have students predict what will happen next. *How could the darkness help them or hurt them?* Tell students that in this chapter they will find out what kind of insect is in the cave.

Remind students that science fiction often combines facts and non-facts. Instruct students to look for examples of both in this part of the story. Then, have students read Chapters 5 and 6.

Have students discuss why Andy decides to light the granola wrappers on fire and toss them into the cave and why David doesn't think much of the idea. *Why isn't the insect afraid of fire?* [because it is a cockroach] Revisit the list of facts and add a second list for non-facts. Work with students to express factual details, such as cockroaches are insects, and non-facts using details in the text, such as some cockroaches have legs the size of pine saplings.

Use the illustration on page 35 to help students identify the meaning of selected words and phrases on page 34. Discuss how the precise details help make the creature more believable and how they add to the suspense.

## Word Analysis

Have students locate the word *handful* on page 31. Read the entire sentence. Demonstrate how to determine if the group of letters at the end of *handful* is a suffix. *If I underline -ful, the remaining part should stand on its own, and hand is a real word.* Tell students that the suffix **-ful** means "full of." Guide students to derive the meaning of *handful* from its two smaller word parts.

Then, ask students to locate the word *darkness* on page 30. Read the sentence. Underline **-ness**, determining that this cluster of letters is also a suffix. Using the base word and suffix, guide students to understand that *darkness* describes the conditions in

the cave. Repeat the process, analyzing the word parts in *speechless* on page 34. Identify and discuss the meaning of the suffix **-less**. See Extend the Experience 3.

## PAGES 40–48: Guide the Reading

Have students explain why Andy lit the granola wrappers on fire. *What happened next? What did the boys do after the gigantic cockroach shuffled off to the back of the cave?*

Tell students that in the last chapter of the book the boys will make an important decision and another puzzling discovery. Have students predict what the boys will do about the gigantic cockroach. Then, allow time for students to read Chapter 7.

Discuss the boys' decision. *What were some of the reasons the boys decided not to tell anyone about the cockroach or do anything else about it?* Invite students to debate whether the boys made the right decision. *If you see something potentially dangerous, should you keep it a secret?* Remind students to give reasons for their answers.

Discuss the ending of the story. Point out that the story ends with the boys asking a question: *Do you think there could be a connection between this piece of material [from the nuclear power plant] and that insect thing?* Students who have read the first book may recall the reference to an accident at a nuclear power plant in Chernobyl and the damage and health problems that it caused. Explain that it is a fact that nuclear radiation can cause deformities in living creatures, but that it is a non-fact that a nuclear accident could change an ordinary cockroach into a gigantic one. Tell students that in the third and final book in the trilogy the boys will try to answer their big question and find out more about the nuclear power plant.

## Vocabulary Development

Observe that students will get even more enjoyment and understanding out of this science fiction story as they become familiar with the scientific words. *Why do you think David and Andrew use words and phrases like this in their everyday conversations at the farm? What are some science words that tell about the cave?* Have students categorize selected scientific words and phrases in the story by subject area. Examples include: *labyrinth, limestone* (page 4), *technology, nuclear power* (page 6), *speleologists, vibrations* (page 13) *stalactites, stalagmites, columns* (page 14), *seismology* (page 24), *abyss* (page 31), *meteorite* (page 32), *adrenalin* (page 33).

## INFORMAL ASSESSMENT

Ask students to give an example of a fact or a non-fact from the story. Invite students to discuss a favorite illustration and explain how it relates to details in the text.

## Extend the Experience



### Prefixes, Suffixes, and Root Words Kit

Have students find these word parts on their Reading Rods: *care*, *help*, *play*, *wonder* (green rods); **ful**, **less**, **ness** (orange rods).

Challenge students to build Reading Rods words ending with these suffixes. Students can attach the suffixes in any combination, such as the following ways: **-ful**, **-fulness**, **-less**, **-lessness**. Have them record their words. [Sample answers: *careful*, *carefulness*, *helpful*, *helpfulness*, *helpless*, *helplessness*, *playful*, *playfulness*] *How do the suffixes contribute to the meaning of each word?* Write students' definitions on the board. Have volunteers use the words orally in sentences. Use context clues to fine-tune the definitions. Advise students to use context clues as well as word-part clues to define new words.

# REVISIT THE TEXT

## Sequence of Story Events

Have students recall what happened from the time the boys went into the cave until the time they came out again. *What happened first that made Andrew nervous? What happened next that made David also start to worry? Then what happened? How did the story end?*

**BLM** Use Worksheet 1 to record the sequence of the story events.

## Fact and Non-Fact

Remind students that science fiction uses some real facts to help make the non-facts sound more believable. Point out that a fact is something that can be proved to be true, and that, in science fiction, a non-fact states something that is not true in real life. Have students review and evaluate the important information from the story to identify fact and non-fact.

**BLM** Use Worksheet 2 to identify fact and non-fact.

# AFTER READING

## Writing in the Genre

Remind students that the boys decided not to tell anyone about the giant cockroach. *What if the boys had told Rusty about the cockroach? What would have happened if a newspaper reporter found out about it? Who else might have shown up at the cave once the word got out?*

Invite students to change the outcome of the story by changing the boys' decision and writing a new ending. Remind students to include at least one scientific fact and one non-fact.

## Independent Writing

Revisit page 20. Ask a volunteer to read aloud the description of the cave. Remind students that science fiction includes some realistic scientific detail. Invite students to look on the Internet for websites with information about caves and caverns. Students can take a virtual tour of a cave, compare

facts and non-facts about caves, and find related activities, a list of books about cave, and other information at <http://www.cavern.org>, the Web site of the American Cave Conservation Association.

Ask students to choose one cave to research. Have students write and illustrate a brief report that includes a description of the cave is like inside, where it is located, how big it is, and what animals or insects are found in or around it.

## Fluency

Select a suspenseful passage of the story, such as Chapter 4 with its emotional dialogue, rich description, and use of special print and punctuation. Explain that the way you read aloud often depends on what you are reading. Discuss the way you would read words in special print on page 33.

Explain how the speed and volume with which you read aloud can add or take away from the suspense of the story. Model the effect of reading too slowly, too quietly, and word by word. Then model reading fluently, altering your tone of voice and volume as appropriate and reading in phrases.

Analyze the four-paragraph passage that starts with the last line on page 30.

Discuss the purpose of the dashes on page 31. Read that passage aloud twice, once with little or no expression and without using the dramatic pauses indicated by the dashes and a second time with good expression, using the pauses, and emphasizing the phrase *or them*.

Discuss with students the importance of reading aloud dialogue in a way that sounds natural. Point out that with each line of dialogue, one character is responding to what the other character just said. A good example is the part on page 31 where David calls Andrew "dumbo." Even though Andrew does not comment on that directly, he must feel upset or annoyed by it because he then calls David a name. Point out that a good reader will use a tone of voice that reflects how Andrew feels about what David called him. Also point out that on page 31 there are no phrases like *David said* or *Andrew replied*. Model how to read each character's dialogue in a distinct tone of voice so that listeners will know who is who.

Record and play back students' readings. Guide students to discuss what they like about their reading and what they would change.

# WORKSHEET 1: Sequence of Events

What happened after the boys went into the cave?  
Record events in sequence.

## Title: The Cave

That morning the boys \_\_\_\_\_

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p. 20 Once inside, \_\_\_\_\_

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p. 21 No sooner had the boys \_\_\_\_\_

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p. 22 Momentarily, Andrew forgot \_\_\_\_\_

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p. 26 Then, from the darkness \_\_\_\_\_

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p. 31 Then Andrew had the idea to \_\_\_\_\_

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p. 34 When the thing \_\_\_\_\_

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## WORKSHEET 2: Fact and Non-Fact

Record one fact and one non-fact from the story.  
List details for each one to explain your choice.

Fact	Non-fact
Reasons this is a fact:	Reason this is a non-fact: