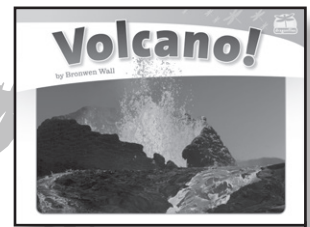


# Volcano!

by Bronwen Wall



## Overview

This book explains how a volcano can change the shape of the land. Vivid photographs and cross-section diagrams show how a volcanic eruption can create a mountain, island, or lake. (Big idea: The land can change shape over time.)

## Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text **MC**
- summarising the main ideas. **SUM**

It supports the following **non-fiction strategies**:

- gaining information from photographs
- reading captions
- using cross-section diagrams
- using a glossary (boldface type).

## Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *change, land, shape*
- Content words – *ash, crater, eruption, field, ground, island, lake, lava, mountain, ocean, rain, rock, seabed, surface, volcano, water*
- High-frequency words – *an, made, make, off, out, with*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (landforms), which expands on pages 8 and 9 of the anchor book *Discovering My World*
  - preview question on the back cover
  - subject-specific vocabulary – *crater, eruption, lava, ash*
  - vivid photographs
  - cross-section diagrams
  - captions that describe photographs
  - glossary (boldface type)
- Word study:
  - initial consonant blends – “gr-”, “bl-”, “sl-”, “cr-”
  - final blend – “-st”
  - digraph sounds – “th”, “sh”, “ch”
  - repetition of “bigger”
- Exclamation marks
- Descriptive language – *The ground shakes and rumbles*



## Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Discovering My World*), you can review the discussion and show the students pages 8 and 9 of the anchor book.

Discuss volcanoes and make connections with the students' prior knowledge. Prompt them by using the vocabulary in the book.

- *What is a volcano?*
- *What can a volcano do?*
- *Where might you find a volcano?*

## ELL support

ELL students need specific, focused, and regular feedback on their use of language. Feedback can come from the teacher and peers through conferencing and peer review.

## Introducing the book

**Front cover** – Discuss the photograph. *What does the photograph show? What is flowing over the sides? (lava) What might happen to the lava?* Read aloud the title and the author's name.

**Back cover** – Read aloud the preview question. Lead a discussion to build the students' background knowledge.

**Using the flap** – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Discovering My World*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

**Title page** – Read aloud the title. Discuss the exclamation mark. *How does the exclamation mark work with the photograph? (explosively, like the action of a volcano) How could we read the title?*

## The first reading

**MC** **Pages 2 and 3** – (**Making connections**) Point to the diagram on page 3. Explain that the diagram gives us the same information as the text. *How does the diagram help us to understand volcanoes? (simplifies information, displays key points, shows how it all works) What is happening in the photograph? Where does the lava come from?* Discuss the eruption, using the diagram. *What does the diagram show? (inside the volcano)* Point out the boldface type and explain that it identifies key words about volcanoes. Have the students find the words in the glossary. Have them brainstorm words and images about volcanoes (fire, red, orange, flowing, danger). Display the words and use them when writing poems and descriptions.

**SUM** **Pages 4 and 5** – (**Summarising**) Discuss the photograph on page 5. Read the caption. *What is happening? What has the volcano made? (mountain) Has the mountain finished growing? Why/why not? What might the farmer be thinking? What might the volcano have done to his farm?* (**Making connections**) Have the students use the diagrams to explain how the volcano erupted. Encourage them to use the anchor and content words. *How do the text and the diagram work together? (both describe how a volcano can make a mountain, show how the mountain gets bigger and bigger) What do you notice about this diagram? (three separate pictures, a sequence, no words) Does this diagram need words? Why/why not?* Explain that the diagram is like a flow chart because it shows a sequence of events.

**SUM** **Pages 6 and 7** – (**Summarising**) Discuss the images. *What is happening? What has the volcano made? (island) Where did this volcano grow? (from the seabed)* Read the caption. (**Making connections**) Use the diagrams to explain how it happened. Look up “seabed” and “surface” in the glossary. Ask the students to point to the seabed and surface in the diagram. Compare the diagrams with those on page 4. *What are the similarities? What are the differences?*

**SUM** **Pages 8 and 9** – (**Summarising**) Discuss the photograph. *What has this volcano made? (a crater)* Read the caption. (**Making connections**) Use the diagrams to explain how it happened. Have the students look up “crater” in the glossary. Ask them to point to the crater on the diagram.

**SUM** **Pages 10 and 11** – (**Summarising**) Discuss the photographs. *What is the message of the book? (A volcano can change the land.) How does a volcano do this?* Encourage the students to describe to a partner how a volcano makes a mountain, an island, and a lake.

## Vocabulary activity

### Focus word: turns

1. Turn to page 6. Read *The lava turns into hard rock*.
2. Say “turns” with me.
3. Explain that “turns” describes the action of something becoming something else. Another word for “turns” is “changes”. Explain that one change can cause another. *When lava comes out of the ground, it turns into rock. As more and more lava turns into rock, the rock turns into a mountain or an island.*
4. Tell the students that we can turn things into other things. Give examples such as the following:
  - *We turn water into ice by putting it into a freezer.*
  - *When you act in a play, you turn yourself into another character.*
5. Which of these things can turn into something else?
  - tree
  - iceberg
  - caterpillar
  - couch
  - cardboard carton.

Have the students discuss with a partner how these things might turn into something else. Prompt: “[A tree] can turn into ...”
6. What is the word we’ve been learning that means becomes something else? Say “turns” with me.

## ELL activity

### Language objective: Using text features to support the students’ understanding of glossary words (erupts, ash, lava, seabed, surface, crater)

- Tell the students that you are going to read aloud the book, and when you come to a word you don’t know, you are going to write it on a sticky note and place it on the page.
- Read page 3. Identify “erupts”, “lava”, and “ash”. Model how to use the diagram to figure out the meaning of the unknown words. *I see lava going up the volcano and ash shooting out. Point to the lava and ash. I think that when the volcano erupts, the lava and ash will burst out really fast.*
- Model how to check the meaning in the glossary.
- The students can follow this process for the remaining content words – seabed, surface, and crater.
- When the students are finished, discuss the process. *What did you use to help you figure out the meanings of the words? Were you able to understand the words? Did the definitions in the glossary match your predictions?*
- Review the meaning of the words.

- Encourage the students to use this strategy when they read independently.

## Ideas for revisiting the text

### 1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

### 2. Stop and learn

#### a. Decoding/word attack activities

##### Practising past tense with irregular verbs

- Write “blow” and “grow” on the board. Have the students say them with you.
- Write “The volcano will blow up”. *This means that the volcano hasn’t blown up yet, but it will.*
- *How would you say that the volcano has already blown up?*
- Write “The volcano blew up.” on the board. Explain that this is called past tense.
- Repeat with “island”. *The island will grow out of the ocean. The island grew out of the ocean.*

##### Practising using the digraph “sh”

- Write “sh” on the board. Have the students say it aloud, holding the palm of their hand close to their mouth.
- Explain that these two letters make a “sh” sound.
- Have the students find words in the book that begin with “sh” (shakes, shoot, shape).
- Have them find another word that ends with “sh” (ash).
- Practise using other words that begin or end with “sh” (shade, shadow, shake, shampoo, share, shark, sharp, shed, sheep, sheet, shelf, shell, shiny). Put the words on the word wall.

##### BLM – Practising writing words that begin or end with “sh”

Have the students write the correct words in the spaces.

#### b. Comprehension activities

- Discuss summarising the main ideas. When we summarise, we find the main ideas. Have the students reread page 4 and look for the main idea. *Which sentence is the main idea? (A volcano can make a mountain.) Why wouldn’t you choose any of the other*

*sentences?* (“Lava comes out of the ground” is a detail that doesn’t give the big picture. “The pile of lava grows bigger and bigger” tells us how a mountain grows but not what it is. “It becomes a mountain” doesn’t give us enough information.)

- Repeat the activity with pages 3, 6, and 8.

BLM – Writing the main ideas

Have the students write the four main ideas in the book.

### c. Writing activities

Have the students write:

- labels for a cross-section diagram of a volcano
- a poem about a volcanic eruption (using the list brainstormed earlier)
- a story about an island appearing out of the ocean
- a list of questions about volcanoes
- expressive phrases that describe a volcano.

### 3. Suggestions for further activities

- Role-play what a volcano does when it erupts. Spark the students’ imagination using interesting words and phrases such as the following:
  - shake and rumble.
  - ... erupts!
  - Ash and lava shoot into the air.
  - The pile of lava grows bigger and bigger.
  - It blows the top off the mountain.
  - A volcano is powerful.