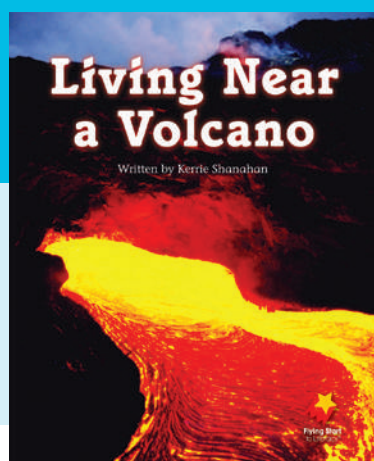


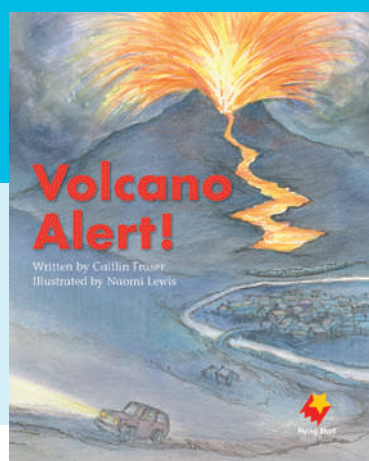
Lesson Plans



Living Near a Volcano is a report on what it is like living near Mt Etna, an active volcano. The book outlines what happens when the volcano erupts and how the people living nearby keep safe.

Running words: 415

Text type: Report



Volcano Alert! is a narrative about two scientists who discover that an active volcano is about to erupt near a town. They warn the townspeople, who evacuate, and they try to save the town from being covered in lava.

Running words: 513

Text type: Narrative

Content vocabulary

active alert ash billowing burns erupt eruption evacuate explosion fertile gas instruments lava measure minerals molten rock mount mountain predict rock scientists smoke tremble tremors volcano

Phonics

- Identifying the r-controlled vowels in *air*
- Identifying the r-controlled vowel as in *fertile*

Text features

Living Near a Volcano

Volcano Alert!

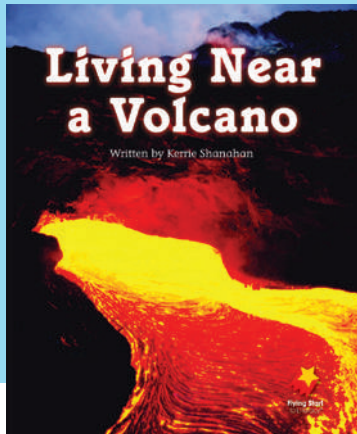
- Contents, headings and glossary
- Dialogue
- Illustrations support and extend the plot

Reading strategies

- Searching for meaning cues in the photographs and text
- Using multiple sources of information to solve words

ELL support	Key concepts	Curriculum links
• Photographs and illustrations support the introduction of new terms and concepts about volcanoes.	• Active volcanoes can erupt. • Some people choose to live near active volcanoes. • Scientists can predict eruptions and warn people.	• Earth and space sciences • Civics and citizenship: Communities working together

Lesson 1 Living Near a Volcano



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Give students the opportunity to browse through books about volcanoes. Ask students to talk with a partner about what they know about volcanoes. Then ask the whole group: *Do you think people would live near a volcano? If so, what might happen when the volcano erupts?*

★ Support students by explaining what happens when a volcano erupts. You could say: *When a volcano erupts there is a huge explosion. Ash, smoke, gas, steam, rocks and melted rocks called lava can spurt out of the top of the mountain.*

Vocabulary building

★ Have students draw and label a picture of a volcano erupting. Invite students to share their pictures with the group. Use the labels from the students' pictures to make a list of words about volcanoes.

Introducing the book

Give each student a copy of *Living Near a Volcano* and have them read the title. Say: *This book is about people who live near an active volcano called Mount Etna. Mount Etna could erupt at any time. The book outlines what happens when it does erupt. It also reports on how scientists predict an eruption and what the people nearby do when they are warned of an eruption.* Talk through the book, discussing the photographs and asking students to make predictions. For example, on pages 4 and 5 you could say: *This is Mount Etna. It is an active volcano. This means it could erupt at any time. What can you see coming out of the top of the mountain?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, say: *Remember in nonfiction that the information is not only in the words. Make sure you use both the words and the photographs as you read.*

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What is an active volcano? Why do people live near Mount Etna? What are scientists checking for on Mount Etna? What do people living near Mount Etna do if they are warned of an upcoming eruption?* (Literal)
Why would people live near an active volcano such as Mount Etna? (Inferential)
What might happen the next time Mount Etna erupts? (Synthesising)
What would the author have needed to know in order to write this book? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book? Can you find a place where you did some problem-solving?* If appropriate, comment on how the students used the photographs and the text. For example, you could say: *You did what good readers do and got information from both the photographs and the words.*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could read the book to younger students from another class. Encourage students to read with fluency. Say: *Think about where you need to pause in your reading. Try to make your voice sound smooth.*

Word work

Phonics

Say the word *alert*. Ask: *What sounds do you hear in this word? What letters do you think make the /er/ sound in this word?* Write *alert* on the board. Ask: *What other words have the same letters making the /er/ sound?* Make a group list (*fertile, fern, stern*).

Exploring words

Ask students to close their eyes and imagine what it might be like to be near an erupting volcano. Ask: *What would it sound like? What would it look like? What would it feel like?* Students could use describing words to fill in a Y-chart about an erupting volcano with the headings: *Smells like...*, *Feels like...* and *Looks like...*

Writing

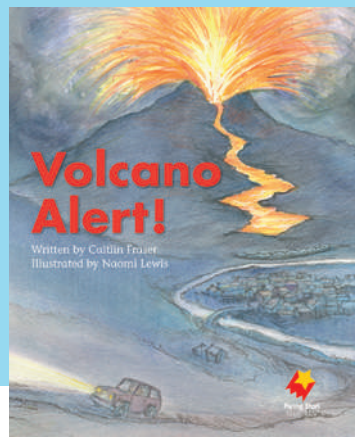
★ Ask: *Do you think it is safe living near a volcano? Why? Why not?* Discuss students' responses. Ask: *How do people who live near volcanoes keep safe?* Encourage the students to use information from the book and their background knowledge.

Have students write about these ideas using a two-column chart with the headings *The dangers of living near a volcano* and *Ways to keep safe if you live near a volcano*.

Sharing and presenting

Students could sit knee-to-knee with a partner and take turns to read aloud and discuss their writing about living near volcanoes.

Lesson 2 Volcano Alert!



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *If you lived near a volcano, how would you know when it was going to erupt? What would you do if you were told that it was about to erupt?* Discuss students' responses.

★ Support students by talking about scientists who monitor volcanoes. You could say: *Active volcanoes can erupt at any time. Scientists measure what is happening to an active volcano. If the measurements show that more smoke, ash and lava is coming out of the volcano and that the ground is shaking then they might predict that the volcano is going to erupt. They then alert people living nearby.*

Vocabulary building

★ As needed, introduce the vocabulary from the book. Write the words *alert, predict, erupt, evacuate, explosion* and *scientist* on the board. Talk through each of the words, one at a time, building on the students' knowledge of each word.

Introducing the book

Give each student a copy of *Volcano Alert!* and have them read the title. Say: *This book is a story about what happens when two scientists realise that a volcano is about to erupt. The scientists alert the townspeople but then realise that there is a big problem. When the lava starts to come out of the volcano, it heads straight towards the town. They decide to try building a rock wall to see if that will save the town.* Talk through the book, discussing the illustrations, introducing vocabulary from the text and encouraging the students to make predictions. For example, on pages 4 and 5 you could say: *This is Demi and Ivan. They are scientists monitoring Mount Fulton. They are using instruments to collect information about the volcano. What do you think they might discover?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students using meaning, syntax and visual cues as they read? Do the students read for meaning? Are they asking themselves, “Does that sound right?”, “Does that look right?”

After reading

Talking about the book

Ask the students to talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

What alert did Demi and Ivan sound? What did Demi and Ivan find out about the lava flow? What did they do about it? (Literal)

Why did they only have a short time to get the wall built? Why does it say on page 20 that Demi and Ivan saved the town? (Inferential)

What might happen next time this volcano erupts? (Synthesising)

Could this have really happened? Why do you think so? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What are some of the things you did that helped you make sense of this book?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Small groups of students could make a model of a volcano using playdough. They could also make stick puppets of Demi and Ivan. Using the stick puppets and the model volcano, students could perform a reader’s theatre of the book. Encourage students to concentrate on reading with expression. Say: *Try to make your voice sound urgent like Ivan’s would have been.*

Word work

Phonics

Write the word *air* on the board. Say: *This word says air. Other words can also have the letters “air” in them.* Ask: *What words can you think of that have the same sound and letters?* Make a group list (*flair, hair, chair, stairs, pair, hairy*).

Exploring words

Students could use coloured paper, cellophane, cotton wool, etc to make a collage of an erupting volcano. Students could then use words from the book to label their collage.

Writing

★ Model writing a newspaper article about the events from the story. Ask: *What would Demi say if she was being interviewed?* (E.g. I was holding my breath as the larva started to flow).

Have students write their own newspaper article. Encourage students to include a catchy headline and quotes from Demi, Ivan and the townspeople.

Sharing and presenting

Students could read the newspaper articles they have written to the group.

Talk about the pair

Ask: *What is life like near an active volcano?*
What happens when an eruption is predicted?
Would you live near a volcano? Why?

In small groups students could complete a PMI (plus, minus, interesting) chart about living near a volcano.

Living near an active volcano . . .		
Plus	Minus	Interesting

Students could work further with these books by completing the Activity card.

Blackline master

Parts of a narrative

Fill in the chart after reading *Volcano Alert!*

Volcano Alert!

Setting:

Characters:

Problem that arises:

How the problem was solved:

My thoughts on this book:

Assessment

Does the student understand the structure of a narrative?

Can the student recall specific parts of a story?

Activity card

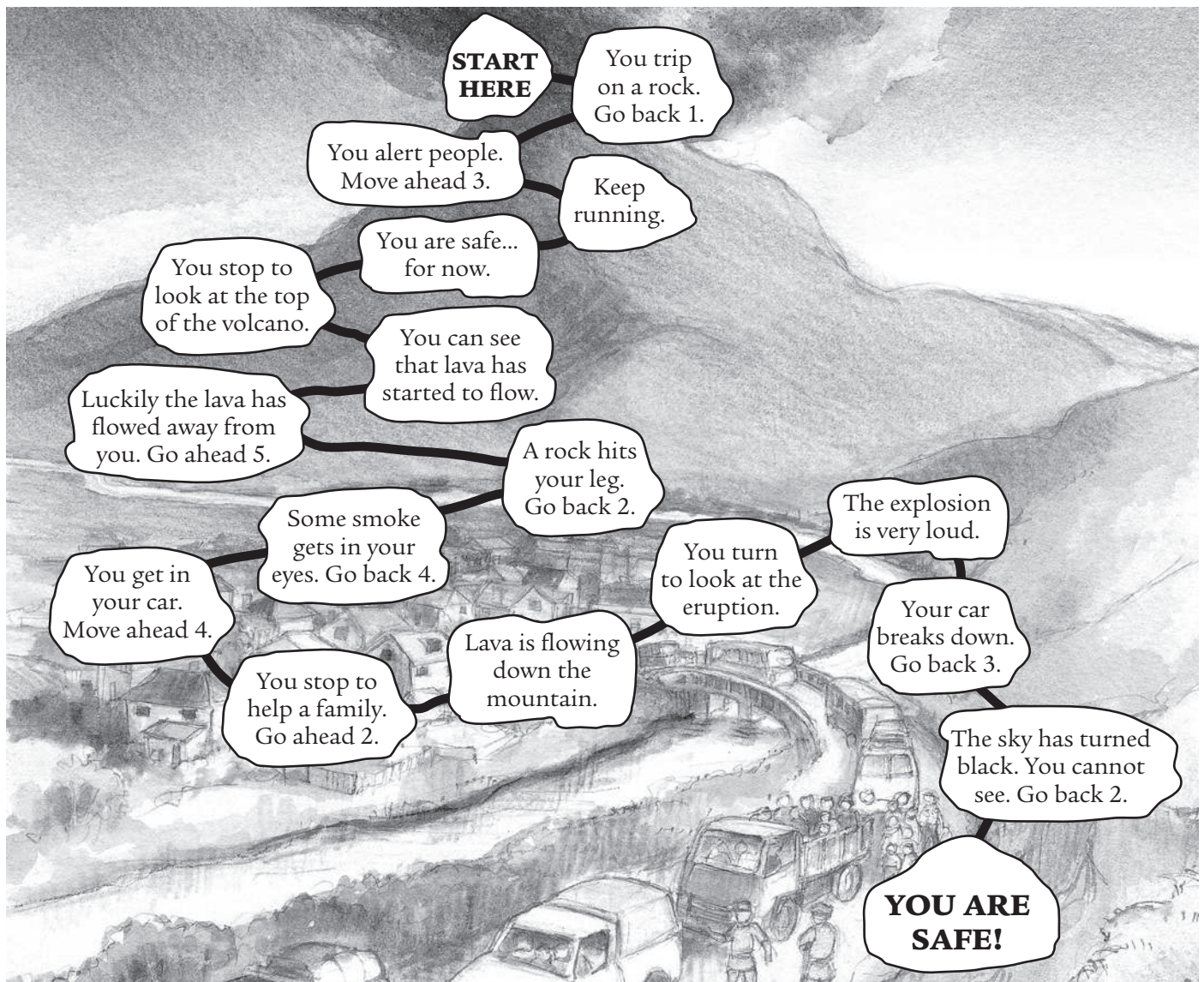
Evacuate!



Race down the mountain to get to safety before it's too late!

You will need: a die, a counter for each player

What to do: Take turns to roll the die and move the same number of places. The first player to reach safety is the winner.



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