

Volcanoes

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Level 22

Getting ready for reading

If possible show the students some video footage or a computer-based animation of a volcano erupting. Ask: *What is a volcano? What does it do?* List any questions the students may have about volcanoes on the board for reference after reading the book.

Talking through the book

Give each student a copy of the book. Turn through the book and talk about what's on each spread. Highlight any technical language likely to be unfamiliar to the students. For example on page 4 you might say: *This page explains what a volcano is. It explains how very hot rock called magma gets pushed to the surface of the earth.*

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

What is a volcano?

What happens to living things near a volcano during a volcanic eruption?

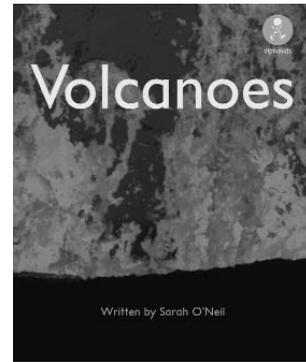
What is a dormant volcano?

Do all volcanoes erupt unexpectedly?

Can an extinct volcano ever become active again?

Being a code breaker

Students could identify any words that they were unsure of. It could be useful to talk about strategies they can use to work out what a word



TEXT FEATURES

- **This book is an explanation about volcanoes, why they erupt, what happens when they do and how a volcanic eruption affects the living things nearby.**
- **Colour photographs extend and enhance the text.**
- **Captions provide specific information about the photographs.**
- **The text has a list of contents and an index.**
- **Chapter headings are used.**
- **Visual information includes a map of the world to show the location of active volcanoes and a cross-sectional diagram of a volcano.**
- **Technical language is used.**

means. For example, students could be asked to read the first paragraph on page 6. Ask: *How can we work out what an eruption is? Which part of the text gives the definition?*

Being a text user

Discuss the questions raised prior to reading the book.

Which of them have been answered in the book?

Which haven't been answered?

You may like to focus on the cross-sectional diagrams on pages 4, 6 and 7.

What information do they contain?

How do you read these diagrams?

Being a text critic

Discuss:

What research would the author need to have done to write this book?

Where might she have looked to find the information?

What other information could have been included?

Literacy learning centres – follow-up activities

T TEXT CENTRE

Students could create a cloze passage for a friend to complete. This paragraph should contain information about volcanoes.

✍ WRITING CENTRE

Students could imagine that they are newspaper reporters sent to write a story about a volcanic eruption. They can use the information in the book as the basis for their stories.

🌊 INTERACTIVE LITERACY CENTRE

Students could work in cooperative groups to make a model of a volcano. They could use coloured plasticine to make the vent. Detergent and red food colouring can be put in the vent. Adding baking soda will cause a simulated volcanic eruption.



😊 WORD CENTRE

Students could work in cooperative groups to make a dictionary of words related to volcanoes. These could be published in a volcano-shaped book.

Keeping track

Observe students as they evaluate the usefulness of a text in relation to the questions they wished to address by reading the text. This provides information about their understanding of the text.