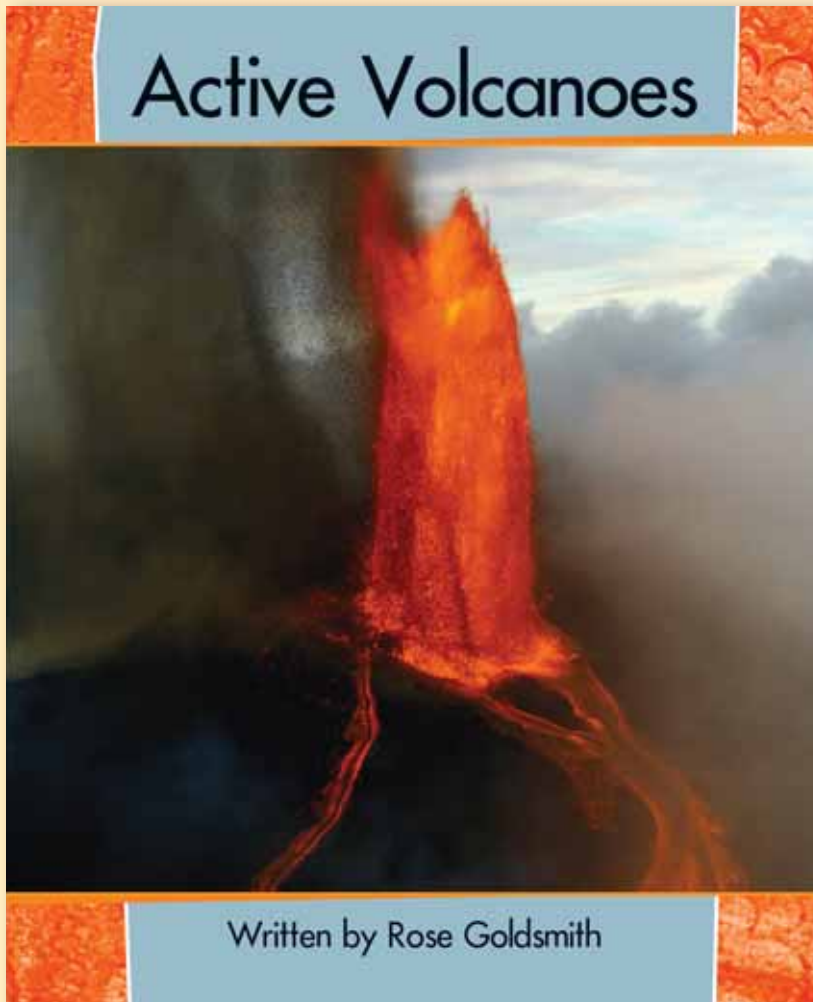




Level 23

Book h



Level	23
Word Count	572
Text Type	Information report
High-Frequency	hard, hot
Word/s Introduced	



MACMILLAN

T. Rex Trek

Chocolate...Yum!

Thomas Tries
Something New

What Lived in
That Shell?

Camping In

Australian
Sea Lions

Why the Turtle
Does Not Fly

Active Volcanoes

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Read the title on the front cover and talk about the connection with the photograph.

Ask what the active volcano is doing, and what is coming out of the crater.

Ask students what they know about volcanoes and write the information in the *K* column of a *KWL* chart. Discuss what new information they want to learn about volcanoes, and write the responses in the *W* column.

Read the table of contents and make predictions about whether their questions will be answered in this book. Revise the use of the glossary and index with students.

Introduce the *Comparison Chart* BLM.

DURING READING

Ask students to read the introduction and then name the three types of volcanoes.

Pages 4–5 Discuss the labelled diagram of an active volcano with students. Ask students to read and find out how and when a volcano occurs.

Pages 6–13 Read, and then be prepared to discuss what comes out of a volcano.

Pages 14–15 Find out about two types of volcanoes.

Pages 16–17 How does hard lava build up to form a mountain?

Continue through the book setting students purposes to read, encouraging them to read for key facts.

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AFTER READING

Have students reread the book independently focusing on new information.

Bring the group together and ask if the questions asked before they read the book were now answered. Have them tell the group new information they have learned. Write the facts in the *L* column of the KWL chart.

Ask students to complete the *Comparison Chart* BLM.

CODE BREAKER



Developing Specific Skills

Homophones – weak/week, blew/blue, heard/herd

Words with a short vowel sound before a single last consonant usually double the consonant before adding *y* – run/runny

If a word ends in *sh* add *es* – pushes

Some words ending in *o* add *es* for plural and some *s* – volcano/volcanoes

TEXT USER



Compare text of two different types of volcanic eruptions.

Provide opportunities for extending knowledge by exploration of concepts and ideas.

Develop understanding of technical vocabulary.

MEANING MAKER



Create an interactive display by making a large mural of a cross-section of an active volcano. Write the labels on card for students and make cardboard arrows. Have students attach the arrow and word cards to the appropriate parts of the cross-section.

Ask students to compare three of the volcanoes in the book.

Have students research for more information about the volcanoes referred to, and add other active volcanoes to their database.

Set up and record liquid/solid experiments.

Ask students to pretend they are in the location of a volcano when it begins to erupt, and write about the experience.

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TEXT CRITIC



Have students consider what new information they may acquire by going beyond the book. Discuss where the extended information could be found and which key words and phrases would help further their research.

Ask students to discuss the point of view of people who live in the vicinity of an active volcano.

23h Active Volcanoes

Name _____

1. Some words become plural by adding *es* and some by adding *s*. Write the plural for the following words.

banjo _____

video _____

volcano _____

cuckoo _____

cello _____

hero _____

dynamo _____

tomato _____

photo _____

domino _____

echo _____

cargo _____

tornado _____

torso _____

2. If a word ends in *s*, *sh*, *ch*, or *x*, add *es* to make it plural. If a word ends in *f* or *fe*, change *f* to *v* and add *es*.

Copy these words and make them plural.

stitch _____

box _____

wolf _____

watch _____

knife _____

thrush _____

wife _____

lunch _____

3. Write a sentence using three of these words.

23h Active Volcanoes

Name _____

Comparison Chart

Compare volcanoes that have had weak eruptions with the volcano that had a strong eruption.

Weak Eruptions	Strong Eruption
1.	1.
2.	

23h Active Volcanoes

Name _____

1. Match the words on the left with the meanings on the right.

extinct	like paste
erupt	erupting or have erupted in historical times
dormant	not having erupted in recorded history
active	a destructive wave of highly compressed air spreading outwards from an explosion
pasty	forcefully eject lava, rocks, ash, or gas
blast	temporarily inactive

2. Write two sentences, with each one using two of the words.

a. _____

b. _____

3. Draw a picture about one of the sentences.

