

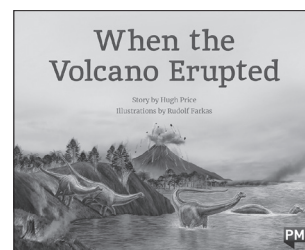
When the Volcano Erupted

PM Level 17

Turquoise

Text Type Narrative

Running Words 258



Preparing for Guided Reading

Prior Knowledge

- Discuss with students what they know about volcanoes. They should be familiar with some common volcano vocabulary, such as *erupt* and *lava*.

Orientation to the Text

- When volcanoes erupt they can devastate the landscape. This is the story of an eruption that changed the lives of a group of dinosaurs. The long-necked Apatosaurus lived in the Jurassic period.

Building the Balanced Reader

Vocabulary

Key Vocabulary

bottom, dinosaurs, volcano

Content Words

deeper, died, downhill, lava, life, rumbled, set, smoke, strong

Decoding

- Apply knowledge of prefixes and suffixes to assist students in decoding unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in illustrations; and attending to print details.

Focusing on the Book – Guided Reading

- Ensure that students understand what is meant by *The volcano stayed asleep* on page 3.
- Read page 4 and discuss the words that help to build an image of an erupting volcano: *shake, roared, rumbled, shot, flew, red-hot*.
- Ensure students understand the concept of a river of red-hot rock. Link the phrase with the illustration on pages 6–7.

- Explain to students: Scientists have found footprints on the bottom of lakes which they believe were made by Apatosaurus (or similar species) in just the same way as described in this book. The sauropods had their front legs touching the lake bottom and used their back legs occasionally to kick off when they changed direction.
- Ask students to name the things that the dinosaurs really needed to keep themselves alive.
- Locate adverbial phrases that tell the reader where or when events take place in the story, e.g. *A long time ago; in the smoke; across the lake*.
- Clap and count the number of syllables in multi-syllable words, e.g. *di/no/saurs; vol/ca/no; e/rupt/ed*.

Comprehension

- What is lava? (*Literal*)
- Why did some dinosaurs die in the smoke? (*Inferential*)
- Why was the lake a safe place for the four dinosaurs to go? (*Inferential*)

Follow-up Activities

- Discuss information about volcanoes and how and why they erupt. Locate a cross-section of the earth showing the molten lava and vents. Explain to students that when the pressure inside the earth builds up, the volcano erupts.
- Ask students to make a list of dinosaurs they are familiar with. Make a chart and list where the dinosaurs lived and what they ate.

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Learning Intentions

- We are learning to explicitly refer to the illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.

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Success Criteria

- I can use the illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, re-reading and reading on to gain a deeper understanding of the text.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up