

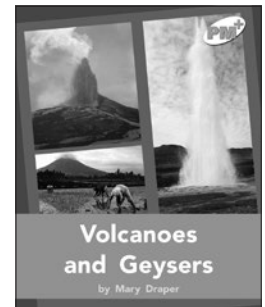
Volcanoes and Geysers

PM Levels 24/25

Silver

Text Type Information Report / Explanation

Running Words 753



Preparing for Guided Reading

Orientation to the text

- Read the title, and study the cover and title page photographs. Involve students in a discussion about the features of volcanoes and geysers.

Prior knowledge

- This text introduces students to volcanoes and volcanic activity. It also describes the effect of volcanic activity upon the environment.

Building the Balanced Reader

Vocabulary

Key vocabulary

damage, discovered, easily, escapes, melts, pieces, spurts, usually

Content Words

active, destroyed, dormant, electricity, erupted, fertiliser, geysers, lava, medicines, mudslides, sulphur, uncovered, volcanoes

Decoding

- Use knowledge of text types, language features and vocabulary related to the theme of the text to assist with decoding unfamiliar words.

Focusing on the story – guided reading

- Read each chapter heading with students. Encourage predictions about why volcanoes and geysers are included in the same text. Write students' ideas on a chart.
- Study the diagrams on pp. 6–7 before reading the text. Discuss what students already know about the Earth's composition. Ensure that they understand the meaning of *plate*. Further discuss the composition of each different layer inside the Earth. Recall that volcanoes are special kinds of mountains. Read the *Did you know?* statement. Ask, *How do you think scientists know that the plates move?*
- Discuss the meaning of *active*. Use information in the text to reinforce the features of active volcanoes, e.g. they may erupt suddenly. Talk about the impact of this on people who live in the immediate vicinity. Read the *Did you know?* statement. Locate some active volcanoes on a world map.

- Discuss the meaning of *dormant*. Ensure that students understand that dormant volcanoes can become active! Read and discuss the newspaper report. Use the date at the top of the report to discover when this event occurred. Identify factual information and descriptive statements in the report. After reading about Mount Vesuvius and the city of Pompeii, talk about how the ash preserved many of the buildings. Read the *Did you know?* statement. Ask, *What might happen to Pompeii if there was another eruption?* Find Mount Vesuvius and Pompeii on a world map.
- Invite students to refer to the text as they explain what happens when volcanoes erupt under the ocean. Read the *Did you know?* statement. Find the islands of Hawaii on a world map.
- Reinforce the positive outcomes left by some volcanoes. Explain that some volcanic rocks break down to form fertile soil. Describe the mineral *sulphur*.
- Compare the way a volcano erupts with the eruption of a geyser. Talk about the tourist attractions that have developed in localities where there are geysers and hot pools. Read and discuss the *Did you know?* statement.
- Study the photographs on pp. 22–23. Read and discuss the *Did you know?* statement. Recall how electricity can make things happen. Encourage students to share their understandings of volcanoes and geysers, i.e. they are destructive and dangerous, and yet people have learned to live with them and even use them.
- Read and answer the questions. Practise using the index (see inside back cover) to find relevant information.

Comprehension

- How are volcanoes and geysers similar? (*Literal*)
- How is rich soil 'good for farming'? (*Inferential*)
- Why are geysers exciting to watch? (*Applied Knowledge*)

Follow-up activities

- Have students design a building that will give protection from volcanic activity. Add labels. Construct a model, if appropriate.
- Debate the topic, *It is dangerous for people to live near a dormant volcano*. Ask the speakers to first record their ideas on small prompt cards. Hold a discussion with the audience after each speaker has had their turn.

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Learning Intentions

- We are learning to apply a complex range of skills to decode unfamiliar words in the text.
- We are using our knowledge of text types, language structures, vocabulary, Contents and the Index to gain a deeper understanding of the text.
- _____

Success Criteria

- I can use a wide range of skills to assist me in reading unfamiliar words in the text.
- I can use my knowledge of text types, language structures, vocabulary, Contents and the Index to gain a better understanding of the text.
- _____

Guided Reading Notes

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