



About the Book

Text Type: Fiction/Adventure Page Count: 24 Word Count: 2,939

Book Summary

The Eruption of Mount Shasta is a fictional story about a boy named Kyle, his dog Oz, and his pet crow, ironically named Raven. Kyle and his family live near an active volcano in Shasta City, California. When the volcano erupts, everyone is told to evacuate. Kyle refuses to leave without Oz and Raven, who have disappeared. Suspense and tongue-in-cheek humor keep the reader entertained.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge while reading to understand text
- Identify and understand problem and solution
- Understand and identify nouns, adjectives, verbs, and adverbs
- Recognize and use content vocabulary

Materials

Green text indicates resources available on the website

- Book—*The Eruption of Mount Shasta* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution; describing words; content vocabulary worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *avalanche* (n.), *descending* (v.), *disoriented* (adj.), *heroism* (n.), *imploring* (v.), *spewing* (v.)

Enrichment: *accumulated* (v.), *aspired* (v.), *composed* (v.), *fend* (v.), *generated* (v.), *intermingled* (v.), *irony* (n.), *oblivious* (adj.), *obnoxious* (adj.), *pumice* (n.), *surge cloud* (n.), *therapy* (n.), *unconvincingly* (adv.)

Before Reading

Build Background

- Ask students to tell what they know about earthquakes and volcanoes. List their responses on the board.
- Have students identify the items on the list that might lead to additional problems, such as floods, lava flows, or fire. Have them tell what they might do to solve the problem, move to higher ground, relocate, or evacuate, respectively.

Preview the Walk

Introduce the Book

- Give students a copy of the book. Have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Direct students to the table of contents. Review or explain that this is a chapter book in which the chapters are not titled. Tell students that authors often divide books into chapters that have the same main idea in order to make the book easier to understand.

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that having some prior knowledge about a topic and making a connection with what they know while reading helps them understand and remember the information in the book. Refer to the list generated by students to reinforce how much they already know about volcanoes and earthquakes.
- After reviewing the title and the cover illustrations, model using these as a way to connect to prior knowledge.
Think-aloud: Seeing how afraid the boy on the cover looks makes me wonder how close he is to the volcano. I felt an earthquake at my house once. It was unexpected, and I was afraid. Because I've been in an earthquake, it might be easier for me to understand some of the information in this book about a natural disaster. (Tailor comments to fit personal experience.)
- Have students preview the rest of the book, looking at the illustrations.
- Have students turn to the glossary on pages 23 and 24. Have them read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words as necessary.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words within words, prefixes, and suffixes. They can use context clues within a sentence or in surrounding sentences to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 5 and have them find the bold word *aspired*. Explain that they can use context clues to figure out the meaning of the word. Read the first paragraph with students. Review that the sentences before the one that contains *aspired* tells that Kyle has named a crow *Raven*. Explain that according to the author, ravens have been thought of as smarter, stronger, and wiser. The sentence says that crows have always *aspired* to be ravens. In other words, crows want to be like ravens because ravens are smarter than crows. Tell students that this is called *tongue-in-cheek humor* because no one really knows whether or not a crow wants to be like a raven. Write on the board: *tongue-in-cheek* (adj.) *joking, ironic, lighthearted, humorous*. Tell students that sometimes a context clue can be found in the same sentence, but at other times students need to use the clues in the rest of the paragraph to make a reasonable guess about the meaning of an unfamiliar word. Tell them if their guess doesn't make sense in the sentence, they can look up the word in a dictionary or a thesaurus.

Set the Purpose

- As students read the book, they should remember what they know about earthquakes and volcanoes.

During Reading

Student Reading



Guide the reading: Have students read to the end of page 6. Tell them to underline the names of the characters, where and when the story takes place, and any important events that occur. If they finish before everyone else, they can go back and reread.

- When they have finished reading, have students identify the characters and setting. Have students tell the major events that happened in the story.
- Use the information generated above to model connecting to prior knowledge.
Think-aloud: When I felt my house tremble I was afraid at first. After it was over, Kyle and I realized no one was hurt, I thought it was cool that I had experienced an earthquake tremor. Kyle also thought it was cool to be in an earthquake—after it was over and he was safe.
- Ask students what they think will happen next in the story. Remind them to think of their prior knowledge about earthquakes and volcanoes as they read. Have students read the remainder of the book.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how making connections with information in the text that they know something about keeps them actively involved in the reading process and helps them remember what they read.

Teach the Comprehension Skill: **Problem and solution**

- **Discussion:** Review or explain that one way to understand a story is to think about the problems a character has and how he or she plans to solve them.
- **Introduce and model:** Write the following on the board and tell students that there are usually four steps involved in problem solving:
 1. *Identify the problem*
 2. *Ask why the character has the problem*
 3. *Ask what will happen if the problem isn't solved*
 4. *Think of solutions to the problem*
- **Check for understanding:** Draw a Problem/Solution Chart on the board (see the [problem-and-solution worksheet](#) for the format). Under *Problem* write the first three answers. Ask students to identify the first problem Kyle has on pages 5 and 6 (Kyle awakes to the house shaking). Have them tell why Kyle has the problem (there is an earthquake). Ask them to explain what will happen if the problem isn't solved (Kyle is in danger of the house collapsing and needs to go to the safest place). Have them tell how he plans to solve the problem. Write the fourth answer under *Solutions* (He meets his family in the main entrance where the beams are the strongest).
- **Independent practice:** Give students the problem-and-solution worksheet to complete. Discuss their responses. (Problems may include the eruption of Mt. Shasta and evacuation, Kyle looking for Oz and Raven, Kyle being trapped beneath a fallen tree, or the family trying to escape.)

Build Skills

Grammar and Mechanics: Describing words

- Review or explain that writers use adjectives and adverbs to make their stories or books more interesting. Review that *adjectives* are describing words that provide details about nouns, and that they tell what kind, how many, or which one. Review that *adverbs* are describing words that provide details about verbs by telling *how*, *when*, or *where*. Remind students that while many adverbs end in *-ly*, not all do.
- Have students find the second paragraph on page 5. Ask them to tell whom Kyle's dad talked to about the baby crow (*wildlife experts*). Review that *wildlife* is an adjective that describes the noun *experts* and tells what kind of experts.
- Have students find the bold word *unconvincingly* on page 8. Have them tell the verb it describes (*says*). Ask if the adverb tells *how*, *when*, or *where* Justin spoke (*how*).



Check for understanding: Select a paragraph, page, or chapter in the book. Have students circle the adjectives and nouns and underline the adverbs and verbs they describe.

- **Independent practice:** Give students the [describing words worksheet](#). Discuss their responses.

Word Work: Content vocabulary

- Tell students that many of the words in the book are used to tell about volcanoes and earthquakes, and to describe how people deal with the destruction caused by each. Provide opportunities for students to talk about difficult words such as *aspired*, *heroism*, and *oblivious*. Provide opportunities for students to pronounce the new vocabulary words and to use the words in sentences.
- **Check for understanding:** Give students the [content vocabulary worksheet](#). Explain that they need to find the answers in the book and then locate the word in the words search.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students write a description of how they would feel if they were caught in an area where a volcano was erupting or an earthquake was occurring. Have them tell what they would do. Remind students to use adjectives to describe nouns and adverbs to describe verbs in their writing. Have students share their descriptions with the group.

Science Connection

Make print and Internet resources available for further research about natural disasters, such as volcanoes, earthquakes, tsunamis, hurricanes, tornadoes, and floods. Have students work in groups to select one type of event. Then have them identify a problem associated with the event. Remind students to use the four problem-solving steps to identify their problem and solution. Have students share their findings with the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- connect to prior knowledge about earthquakes and volcanoes while reading to aid in understanding text
- identify problems and solutions in fictional text and on a graphic organizer
- recognize nouns and verbs in text; add adverbs and adjectives on a worksheet
- correctly find and use content vocabulary to solve a word-find worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**