

Key Question

What are the positive and negative impacts of volcanoes?

Vocabulary

Academic vocabulary

- *cause (v.), example (n.), impact (n.)*, produce (v.), release (v.), remain (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

(*) word appears in the lesson but not the book

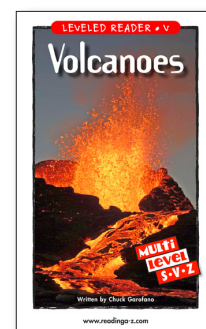
Story words

- *dormant (adj.), geothermal (adj.), magma (n.), seismic (adj.), surge cloud (n.), tectonic plates (n.)*

Enrichment words

- *accumulates (v.), billowed (v.), caldera (n.), cinders (n.), crater (n.) debris (n.), extinct (adj.), forges (n.), geysers (n.), obliterated (v.), pyroclastic flow (n.), vents (n.), volcanologists (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Volcanoes*.



Ask and answer questions

Before reading, have small groups write one question they have about the volcanoes on a sticky note. Display the questions for all the students to see. After reading the book, allow time for students to tell which of their questions were answered. Invite them to cite the evidence in the book that supports their answers and whether any new questions emerged during the reading.

Text features: Analyze diagrams

Have students locate the diagram on page 10. Have them notice the title and labels. Pose the following questions: *How do the labels in the diagram help us to understand plate movement and how some volcanoes are formed? What do the arrows in the diagram represent?* Have students read the Do You Know? information. Ask the students to explain how this information helps support the information in the diagram.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What was the effect of Mount Vesuvius's surge cloud?* (level 1)
- *Explain why the edge of the Pacific Ocean is known as the "Ring of Fire."* (level 2)
- *What are the different types of volcanoes? How are they similar and different?* (level 2)
- *What are the signs of a volcanic eruption?* (level 2)
- *Why do people live near volcanoes?* (level 2)

Graphic organizer: Main idea and details

Review or explain main idea and details with students. Introduce the lesson [graphic organizer](#) to students. Model and discuss locating important details in the text that reflect the topic of the book. Have them write these details on their organizer. Then invite students to use these details on their organizer to both identify the main idea of this book and write a summary of the text.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Write the main idea and supporting details for the section titled "Shield Volcanoes."
Then write a summary for the section, using the main idea and details you've already gathered.

Main Idea	Details

Volcanoes • Level V

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Summary

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Common Core Supplement