

Volcanoes

A photograph of a volcanic eruption. A large, bright orange and yellow plume of ash and smoke rises from a dark, rocky volcano. A thick, glowing red and orange lava flow is visible, cascading down the slope of the volcano. The sky is a pale, hazy blue.

Author: Seyour Simon

Genre: Nonfiction

Day 1

Day 2

Day 3

Day 4

Day 5

Day 1 Schedule

- Reading
 - Teacher Read Aloud
 - [Vocabulary](#)
 - [Categorize and Classify](#)
 - Read Segment 1 (84-90)
- Word Work
 - Pretest (105g)
- Writing and Language
 - [Daily Language](#)
 - [Singular and Plural Nouns \(105k\)](#)

Vocabulary

- Cinders: charred bits of rock; ashes
- Crater: a bowl-shaped depression
- Crust: the solid outer layer of earth
- Eruption: a volcanic explosion or large flow of lava
- Lava: hot melted rock that flows from a volcano
- Magma: hot melted rock underneath the earth's surface
- Molten: made liquid by heat
- Summit: the top of a mountain

Vocabulary Activity

We will choose the word which best fits the context.

Cinders

Crater

Crust

Eruption

Lava

Magma

Molten

Summit

- A volcano can blast away the _____, the very top of a mountain.
- In a volcanic _____, magma flows upward through an opening inside the earth.
- Then _____ flows out of the opening in the earth. ~~This~~ hot liquid rock can flow slowly or quickly.
- When a volcano blows its top, a huge hole or _____ may be formed.
- Sometimes _____ magma is forced upward toward the earth's surface. This _____ rock can melt the rock around it. _____
- The force will break through the earth's _____, or solid outer layer of earth.
- _____ ~~is~~ hot melted rock that lies deep under the earth's surface.
- _____ Volcanoes often produce _____ charred bits of rock and ash that can coat the ground. _____

Categorize and Classify

We will categorize and classify information.

- Concept
 - Category: a group of people, animals, things, or ideas that are alike.
 - Classify: to put similar items in groups according to their similarities
- Example

Land animals	Sea animals
dogs	sharks

- - Sorting information helps readers understand and remember what they read. It also helps you understand what the categories have in common.

Categorize and Classify

We will categorize and classify information

- Skill
 - Read the text
 - Highlight information that could be part of a group (look at the headings)
 - Create a table with categories
 - Record information in the correct column (classify)

Categorize and Classify

We will categorize and classify information

Skill:

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3. Create a table with categories
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Practice book pg. 39

How Volcanoes Form

Two Types of Volcanic Vents

Where Volcanoes Form

Types of Volcanoes

Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- The boxs were thron out by mistake.
- In my yuth I loved storys about dragons.
- Why do i chuse to wear my red hat every day?

Singular and Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals.

- Concept:
 - Noun: names a person, place, thing, or idea
 - Plural nouns: name groups of people, places, things, or ideas
- Example
 - The cat ran home.
 - The underlined words are nouns. What are nouns?
 - How do you know these are nouns?
- Importance:
 - This skill will help improve your writing and spelling skills.

Singular and Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals.

- Skill:

- To form the plural of most nouns, add –s or –es
- To form the plural of a noun ending with *x, s, ch, sh,* or *ss*, add –es
- To form the plural of a noun ending with a consonant + *y*, change the *y* to *i* and add –es
- To form the plural of a noun ending in a vowel + *y*, add -s

Singular and Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals.

Skill:

1. To form the plural of most nouns, add –s or –es
2. To form the plural of a noun ending with *x, s, ch, sh,* or *ss,* add –es
3. To form the plural of a noun ending with a consonant + *y,* change the *y* to *i* and add –es
4. To form the plural of a noun ending in a vowel + *y,* add –s

- I do:
 - forest
 - valley

- We do:
 - birch
 - stream

- You do:
 - hiker
 - sketch

Singular and Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals.

- Closure:

- What are nouns? Plural nouns?
- If a noun ends in *ch* what ending should be added?
- Change the following into plural nouns:
 - fern
 - moss
 - bear
 - blackberry
 - bluejay

Day 2 Schedule

- Reading
 - Segment 2 (91-99)
 - Categorize and Classify
 - Finish practice book pg. 39
 - Comprehension questions (pg. 100)
 - Practice book pg. 40
 - Vocabulary
 - Practice book pg. 38
- Word work
 - [Word roots *struct* and *rupt*](#)
 - Practice book pg. 43
 - Spelling
 - Practice book pg. 44
- Writing and Language
 - [Daily Language Practice](#)
 - Grammar
 - Practice book pg. 48
 - [Writing \(105m\)](#)

Word Roots *struct* and *rupt*

We will use context clues to determine which *struct* or *rupt* word best completes each sentence.

- Prior knowledge:
 - What does the word eruption mean?
 - It contains the Latin word root *rupt*.
- Concept:
 - rupt: to break
 - struct: to build
- Example:
 - The eruption of Mount St. Helens was the most destructive in the history of the United States.
- Importance:
 - Recognizing word roots can help you figure out the meaning of words that contain them.

Word Roots *struct* and *rupt*

We will use context clues to determine which *struct* or *rupt* word best completes each sentence.

- Skill:
 - Highlight the word root
 - Look at the prefix and suffix
 - What do they mean?
 - Define the word
 - Use context clues to help you

Word Roots *struct* and *rupt*

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Skill:

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2. Look at the prefix and suffix
 1. What do they mean?
3. Define the word
 1. Use context clues to help you

• I do

- The damaged railway lines had to be reconstructed after the blast.

• We do

- The emergency broadcast interrupted the regular programming.

• You do

- The earthquake ruptured the earth's surface.

Word Roots *struct* and *rupt*

We will use context clues to determine which *struct* or *rupt* word best completes each sentence.

- Closure

- What does *rupt* mean?
- What does *struct* mean?
- How do you determine the meaning of a word with one of these Latin roots?
- What do you think the word deconstruct means?
- Independent practice (practice book pg. 43)
 - Use the following words to complete the pg.
 - destruction, disruptive, construct, eruption, interrupt, instructor, rupture, structure

Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- being sick puts me in a bad moud.
- Look at the loos peachs all over the road!

Informational Paragraph

We will use the characteristics of a good paragraph of information to write an informational paragraph

- Prior Knowledge:
 - Tell your partner everything you know about your favorite sport.
 - The written version of this is an informational paragraph.
- Concept:
 - Informational paragraph: writing which shares facts
- Example:
 - You have learned many facts about volcanoes and volcanic eruptions. You will share this information in an informational paragraph.
- Importance:
 - Many of your classes throughout the rest of your educational career will expect you to share information using this format.

Informational Paragraph

We will use the characteristics of a good paragraph of information to write an informational paragraph

- Skill:

- Choose an interesting topic that you know something about.
- Write a topic sentence that tells what the whole paragraph is about (1st sentence)
- Write 3 or 4 supporting sentences that give more information about the topic.
- Reread to make sure only facts were included- no opinions!

Informational Paragraph

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Write a topic sentence that tells what the whole paragraph is about (1st sentence)

Write 3 or 4 supporting sentences that give more information about the topic.

Reread to make sure only facts were included- no opinions!

Topic

Topic Sentence

3 or 4 Supporting Sentences

Informational Paragraph

We will use the characteristics of a good paragraph of information to write an informational paragraph

- Closure:
 - What is an informational paragraph?
 - What are the steps for writing an informational paragraph?
 - What does an informational paragraph include, facts or opinions?
- Independent Practice:
 - Use practice book pg. 51 to plan your paragraph.
 - Write your own paragraph of information.

[Back to Day 2 Schedule](#)

Day 3

- Reading
 - Partner Read
 - Categorize and Classify
 - Practice book pg. 41, 42
- Word Work
 - [Spelling](#)
- Writing and Language
 - [Daily Language](#)
 - [More plural nouns \(105L\)](#)

Spelling Practice

We will identify exact words and tell why.

I can play the <u>flute</u>	I can play an <u>instrument</u> .
The like to <u>talk</u> about their grades.	They like to <u>boast</u> about their grades.
We took a <u>stroll</u> through the park.	We took a <u>walk</u> through the park.
Rivers <u>flow</u> to the ocean.	Rivers <u>go</u> to the ocean.

Explain why you chose the sentences you chose.

Independent Practice: Practice book pg. 45

Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- The two thieves stoal all the food in the kitchen.
- When she fell, Pam got a bruse on her knee and lost two tooths.
- The cruse was filled with relaxed mans and women.

More Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals.

- Prior Knowledge:
 - Change the following singular nouns into plural nouns:
cherry, fox, girl
- Concept:
 - Noun: names a person, place, thing, or idea
 - Plural nouns: name groups of people, places, things, or ideas
- Importance:
 - This skill will help improve you writing and spelling skills.

More Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals.

- Skill:

- In some nouns that end in *f* or *fe*, the *f* changes to *v* before *–s* or *–es* is added.
 - thief -- thieves
- In nouns that end in *o*, the plural may be formed by adding either *–s* or *–es*.
 - tomato -- tomatoes
- Some nouns have plural forms that do not end in *–s* or *–es*.
 - child -- children
- Some nouns have the same singular and plural form.
 - deer -- deer

More Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals.

Skill:

In some nouns that end in *f* or *fe*, the *f* changes to *v* before *-s* or *-es* is added.

thief -- thieves

In nouns that end in *o*, the plural may be formed by adding either *-s* or *-es*.

tomato -- tomatoes

Some nouns have plural forms that do not end in *-s* or *-es*.

child -- children

Some nouns have the same singular and plural form.

deer -- deer

- I do
 - volcano
 - plate
- We do
 - half
 - island
- You do
 - person
 - memento
 - life
 - wolf

More Plural Nouns

We will determine the plural forms of nouns with regular and irregular plurals

- Closure:
 - What are plural nouns?
 - What do you do to words that end in *f* or *fe*?
 - What are the plural forms of the following nouns:
moose, deer, bear

Day 4

- Reading
 - Listen to story
 - Folktale Link (102-105)
 - [Using graphic aids \(105c\)](#)
- Word Work
 - Spelling
 - Practice book pg. 46
 - Dictionary definitions (105i)
 - Practice book pg. 47
- Writing and Language
 - [Daily Language](#)
 - Grammar
 - Practice book pg. 49
 - [Sentence Fragments \(105n\)](#)

Using Graphic Aids (105c)

We will use a table to find information

Volcano name	Height in Meters	Date of Last Eruption (as of 2000)	Number of recorded eruptions
Akutan	1303	1989	32
Makushin	2036	1987	20
Okmok	1072	1988	18
Pavlof	2519	1988	41
Shishaldin	2856	1987	35
Trident	1864	1968	15

How many times has Okmok erupted?

Which volcano has erupted the most times?

Which volcano has erupted the fewest times?

Which volcano has had the second highest number of eruptions?

Which volcano is the tallest? Which is the shortest?

Which one has erupted most recently?

[Back to Day 4 Schedule](#)

Daily Language Practice

We will proofread and correct sentences with grammar and spelling errors.

- My parents love to bost about their three childs.
- The five womans took a stroal along the bank of the river.

Sentence Fragments

We will correct sentence fragments.

- Concept:
 - Sentence fragment: a group of words which is missing a subject or a predicate
 - Subject: the “who” or “what” of the sentence
 - Predicate: the action in the sentence
- Example:
 - Went to the store.
 - What is missing?
 - The sad girl.
 - What is missing?
- Importance:
 - This will help improve your writing skills.

Sentence Fragments

We will correct sentence fragments

- Skill:
 - Read the sentence.
 - Highlight the subject
 - If it is missing, add a “who” or “what”
 - Circle the predicate
 - If it is missing, add an action
- Practice:
 - Italy’s Mount Vesuvius.
 - Swiftly buried the cities.
 - People around the world.

Sentence fragments

We will correct sentence fragments

- Closure:
 - What is a sentence fragment?
 - What is a predicate?
 - What is a subject?
 - Correct the following sentence:
 - A Greyhound bus.
 - What is missing?
 - How can you fix it?
- Independent Practice:
 - Practice book pg. 52

Day 5

- Reading
 - Comprehension Test
 - Vocabulary Test
- Word Work
 - Spelling Test
- Writing and Language
 - Exact nouns
 - Practice book pg. 50