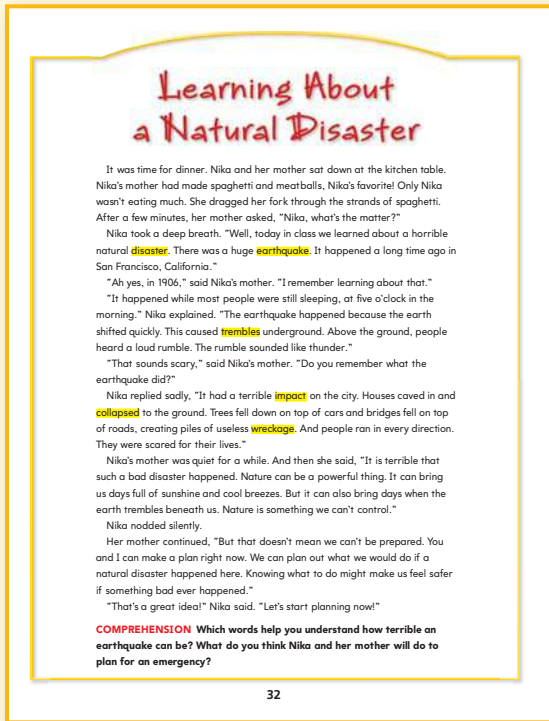


Days 1 and 2

“The Last Day of Pompeii,” Vol. 1, pp. 30–31



Days 3 and 4

“Learning About a Natural Disaster,” Vol. 1, pp. 32–33

Assessment

Pretest/Posttest Administration p. 69
Pretest/Posttest Blackline Masters pp. 106–107

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 106–107. Use page 69 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Volcanoes

erupt v. to burst suddenly or violently *When volcanoes erupt, smoke and melted rock come out.*

exploding v. blowing up *The volcano began exploding.*

fiery adj. glowing like fire *Fiery ashes fell from the burning logs.*

lava n. melted rock from a volcano *Hot lava poured down the hillside.*

molten adj. melted by heat *Molten rock may not be hard, but it's very hot.*

volcanic adj. made by a volcano *Volcanic ash fell from the top of the mountain.*

Discuss Guide children to see the relationship between each word and the category. Ask: **What do you know about volcanoes?** Prompt children to use some of the words.

Read Aloud Explain that you will read aloud a story about a volcano that erupted long ago. Then read aloud “The Last Day of Pompeii.” Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain “The Last Day of Pompeii.” At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About What a Volcano Does	Words About What Comes from a Volcano
erupt exploding	fiery lava molten volcanic

1. What is something fiery that comes from a volcano? (**lava**)
2. Most rocks are hard and cool, but what kind of rock is melted and hot? (**molten**)
3. What words might you use to describe a volcano blowing up? (**erupt, exploding**)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Earthquakes

collapse *v.* to fall down suddenly *Buildings may collapse in an earthquake.*

disaster *n.* an event that harms many people and things *An earthquake can be a terrible disaster.*

earthquake *n.* a shaking of the ground *Some earthquakes aren't strong enough to cause much damage.*

impact *n.* the strong effect made by something *A big earthquake makes a horrible impact on the lives of many people.*

trembles *n.* acts of shaking *An earthquake sends trembles through the ground.*

wreckage *n.* broken pieces *After the earthquake, there were broken dishes among the wreckage.*

Discuss Guide children to see the relationship between each word and the category. Prompt children to tell how each word tells about earthquakes.

Read Aloud Explain that you will read aloud a story about an earthquake. Then read aloud "Learning About a Natural Disaster." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Learning About a Natural Disaster." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Things During an Earthquake	Words About Things After an Earthquake
collapse trembles	disaster impact wreckage

1. What word might you use to describe how an earthquake feels? (**trembles**)
2. If you dented a car, what did you make? (**impact**)
3. If an earthquake makes a building collapse, what will be left? (**wreckage**)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Compare Work with a partner. Compare an earthquake to an exploding volcano.

Role-Play Pretend you are a reporter. Interview your partner about a natural disaster. Describe what he or she saw, heard, and felt.

Draw Draw a picture of a fiery volcano. It can be one you have heard about, such as Vesuvius. It can be one you and your partner make up.

Examples When might you feel trembles? Where might you see wreckage? What are some things that can collapse? Tell your partner.

Write Now write a description of your volcano. Use these words: erupt, impact, lava, molten, volcanic.

Assess To assess what word meanings children have learned, copy and distribute the Pretest/Posttest on pages 106–107. Use page 69 to administer the test. Compare scores with Day 1 assessment.