

Days 1 and 2

"The Last Day of Pompeii," Vol. 1, pp. 30-31

Learning About a Natural Disaster

Nika's mother had made spaghetti and meatballs, Nika's favorite! Only Nika wasn't eating much. She dragged her fork through the strands of spaghetti. After a few minutes, her mother asked, "Nika, what's the matter?

After a few minutes, her mother asked, "Nika, what's the matter?"
Nika took a deep breath, "Well, todoy in class we learned about a horrible natural disaster. There was a huge earthquoks. It happened a long time ago in San Francisco, California."
"It happened while most people were still sleeping, at five o'clock in the morning." Nika explained. "The earthquoks happened because the earth stiffed quickly. This caused trambles underground. Above the ground, people heard a loud rumble. The rumble sounded like thunder."

"That sounds scary," said Nika's mother. "Do you remember what the

"That sounds scary," sold Nika's mother. "Do you remember what the earthquake did?"

Nika replied sadly, "It had a terrible impact on the city. Houses caved in and collapsed to the ground. Trees fell down on top of cars and bridges fell on top of roads, creating piles of useless wreckage. And people ran in every direction. They were scared for their lives."

Nika's mother was quiet for a while. And then she said, "It is terrible that

such a bad disaster happened. Nature can be a powerful thing. It can bring us days full of sunshine and cool breezes. But it can also bring days when the earth trembles beneath us. Nature is something we can't cor

eat in inemials betterain s. insulies a souriering we can common. Nika nodded silently.

Her mother continued, "But that doesn't mean we can't be prepared. You and I can make a plan right now. We can plan out what we would do if a natural disaster happened here. Knowing what to do might make us feel safer if something bad ever happened."

"That's a great idea!" Nika said. "Let's start planning now.

COMPREHENSION Which words help you understand how terrible an earthquake can be? What do you think Nika and her mother will do to

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

T16 • Curious About Words

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

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* <u>collapse</u> 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 <u>earthquakes</u> 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 <u>trembles</u> 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	Words About Things After an
Earthquake	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.