Theme 1

THEME 1: Nature’s Fury
EXTRA SUPPORT LESSONS FOR

Nature’s Fury

Selections
1 Earthquake Terror
2 Eye of the Storm
3 Volcanoes
Base Words

Warm-Up/Academic Language

Explain that a base word is a word to which word parts such as prefixes and suffixes can be added. Remind students that recognizing base words can help them figure out unfamiliar words.

Teach

Distribute index cards to students. Have them write lock on one card, and the endings -s, -ed, and -ing on separate cards. Tell students that they can use the cards to make new words.

Tell students that they can make new words by adding prefixes and suffixes, or beginnings and endings, to base words. Guide students in using their word index cards to make the words locked, locks, and locking. Point out that each new word starts with the base word lock.

Write the following sentences on the board:

1. If it snows today we can go sledding. snow + s = snows
2. I hope it will be snowing tomorrow. snow + ing = snowing
3. I hope tomorrow is a snowy day. snow + y = snowy

Direct attention to the first sentence and word equation. Explain that adding the base word snow and the ending -s creates a new word, snows.

Repeat the exercise using the remaining sentences and word equations on the board.
Write the following sentences on the board:

1. Helen’s dad is an ambulance driver.
2. He has driven to many hospitals.
3. He has had years of training.
4. He answers each call quickly.

Read the first sentence with students. Point to driver, identifying the base word drive and the suffix -er. You may wish to explain that with base words ending in the vowel e, students should drop the e before they add an ending or suffix. Define driver as “someone who drives.”

Repeat the exercise with the remaining sentences, guiding students as they look for base words and endings.

Guided Practice
Display or distribute Teaching Master ES1-1 and discuss the picture.
Read the passage with students.
Work with students to look for words that contain base words and endings. Circle all such words.
Guide students in filling out the chart, listing each circled word and its base word.

Practice/Apply
Distribute Practice Master ES1-1 to students.
Explain the directions to make sure that students understand what they are to do.
Have students complete the Practice Master independently.
Check students’ responses to be sure that they understand base words.

LITERATURE FOCUS: 10–15 MINUTES
Preview Earthquake Terror
Segment 1
Refer to the bottom of page 29 in the Teacher’s Edition and preview with students Segment 1 of Earthquake Terror (pages 28–35).
Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 30, 31, and 34.
Sequence of Events

Warm-Up/Academic Language

Explain that the sequence of events in a story refers to the order in which story events happen. Tell students that authors sometimes use signal words such as at first, then, next, after, and finally to help readers figure out the order in which events happen.

Teach

Read aloud the following passage:

First, we covered the table with newspapers. Next, we got our paints and brushes ready. After we decided what to paint, we painted our pictures. Finally, we cleaned up the paint supplies.

Have students raise their hands each time they hear a word that signals sequence while you read the passage aloud a second time. As students correctly identify signal words first, next, after, and finally, write each word on the board.

Remind students that the sequence of events in a story refers to the order in which story events happen. Emphasize that signal words and phrases such as at first, then, next, after, and finally are important clues that can help readers figure out the order in which story events happen.
**Guided Practice**

Display or distribute Teaching Master ES1-2. Point out that the details of this story follow a clear sequence of events, but that the pictures do not follow the correct sequence.

Read the story with students.

Remind students to look for any signal words and phrases such as *at first, then, next, after, and finally.*

Guide students as they use details from the story to put the pictured events in their correct order.

**Practice/Apply**

Distribute Practice Master ES1-2 to students.

Explain the directions, making sure that students understand what they are to do. Tell students to use signal words and context clues to help them put each set of sentences in the correct order.

Have students complete the Practice Master independently.

Check students’ responses to be sure that they understand sequence of events.

**Literature Focus:** 10–15 minutes

**Preview Earthquake Terror**

Segment 2

Refer to the bottom of page 29 in the Teacher’s Edition and preview with students Segment 2 of *Earthquake Terror* (pages 36–44).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 38, 41, and 44.
Base Words

**Teach**

**Ask** students if they have ever taken something apart to find out how it works (for example, a toy, a motor, a kitchen appliance). Tell them that a good way to figure out the meaning of long words is to take them apart.

**Explain** that the first step in taking a word apart is to look for a shorter word you already know inside the longer word. This shorter word is called the *base word*. Other word parts can be added to the beginning or the end of a base word.

**Write** the following sentence from the selection on the board:

*In his mind, Jonathan could see his father *un*hitching the small camping trailer.*

**Think Aloud**

If I didn’t know the word unhitching, I could take it apart to figure out its meaning. First, I’d look for a shorter word within it that I already know. Oh, I see the word hitch. I know that *hitch* means “to hook one thing up to another thing.” I can take the word apart this way: unhitching.

**Tell** students that if they also know the meanings of the word parts added to the beginning and the end of *hitch*, they can figure out what *un*hitching means. Point out that *un-* can mean “the opposite of.” So *un*hitching means “taking apart two things that are hooked together.”
Practice

Write the following words from the story on the board: rewrapped, unbearably, comforting, connecting. Have students copy the words and underline the base word in each.

Apply

Take eight index cards, and write one of the following words on each one: rewrapped, unbearably, comforting, connecting, unwrapping, bearable, disconnected, uncomfortable. Have students work in pairs to sort the cards according to their base words. Any cards that have the same base word should be put into the same pile.

LITERATURE FOCUS: 10–15 MINUTES

Review Earthquake Terror

Guide students through the Comprehension Skill Lesson for Sequence of Events on page 33 in the Teacher's Edition.
Kinds of Sentences

Teach

Tell students that there are four kinds of sentences and that the author of Earthquake Terror uses all four kinds in the story.

Read aloud the passage on page 35 that begins “That was school,” and read to the end of the page. Ask students to listen to how your voice changes as you read each sentence. Ask: Did you hear any sentence that simply states, or tells, what is happening? Write an example on the board and label it Statement. Point out that a statement ends with a period. (He struggled to his feet again.)

Ask: Did you hear any questions? Write an example on the board and label it Question. Point out the question mark at the end of the sentence. (Where could he hide?)

Ask: Did Jonathan give a command, or tell somebody what to do? Write an example on the board and label it Command. Point out the period at the end of the sentence. (Stay where you are.)

Ask: Did Jonathan say something with strong feeling? Write an example on the board and label it Exclamation. Point out the exclamation point at the end of the sentence. (I’m coming!)

Practice

Place students in small groups and have them write each sentence type and its punctuation on an index card. As one student reads page 38 aloud, have the other students hold up the appropriate card to identify each sentence.

Apply

Have students work in pairs to read the rest of the story and find more examples of each kind of sentence. Have them write at least two examples of each kind of sentence on a four-column chart labeled Statement, Question, Command, and Exclamation.
Subjects and Predicates

Teach

Remind students that a sentence is a group of words that expresses a complete thought. Explain that sentences have two parts: subjects and predicates. Display this sentence: *Jonathan looked in all directions.*

Ask: *Who or what is the sentence about?* Explain that *Jonathan* is the subject of the sentence, or the part that tells who or what the sentence is about. Ask: *What did Jonathan do?* Explain that *looked* is the predicate, or the part that tells what the subject does or is.

Point out that a subject and a predicate can have more than one word. Display this sentence: *Young Jonathan looked in all directions.*

Clarify that *Jonathan* by itself is the simple subject, and *Young Jonathan* is called the complete subject. A complete subject has one main word as well as others. Point out that *looked* is the simple predicate; *looked in all directions* is the complete predicate.

Practice

Have students find the complete subjects and predicates in these sentences:

* A huge tree crashes near Jonathan. Abby is very scared.
* Jonathan takes Abby to a safe place.

Apply

Have students write sentences about the story that include subjects and predicates.

Literature Focus:

Preview *Riding Out the Storm*

Walk students through *Riding Out the Storm* and discuss the illustrations, using words from the story such as *hurricane* and *shelter.*

Ask students to predict the story’s sequence of events based on the illustrations, using signal words such as *first, next,* and *at last.*
Sequence of Events

Teach

Ask volunteers to name three things they did before class this morning, in the order in which they did them. Jot down signal words that students use, such as first, next, then, before, and after. Tell students that they have just described a sequence of events—the order in which events happened.

Point out that the story Earthquake Terror describes a sequence of exciting events. Draw a timeline on a long sheet of paper and display it. Tell students that the left side of the timeline is the beginning of the story and the right side is the end.

Write on an index card this sentence: Jonathan and Abby are left alone in the woods. Tack the card to the left side of the timeline. On the right side, tack a card with the sentence: The earthquake ends, and the children are safe. Show students three index cards with the following story events written on them:

• Then the rumbling noise comes closer.
• First, Jonathan hears a rumbling noise in the distance.
• Finally, Jonathan feels a jolt and stumbles.

Model putting these story events in order on the timeline:

Think Aloud

I see the words Then, First, and Finally that will help me know the order. The sentence that begins with the word First must tell the first thing that happened after Jonathan and Abby were left alone. I’ll put it next to the first card on the left side of the timeline. Which event should I put next on the timeline? Which one should I put last?
**Practice**

**Have** students work with a partner to copy the timeline with the events you have ordered so far. Then have them add the following events:

- As Jonathan tries to rescue Abby, a giant tree crashes beside him.
- When the earthquake begins, Abby falls and screams.
- Finally, Jonathan reaches Abby and drags her to safety.

**Have** students compare their timelines in a group discussion and point out word clues.

**Apply**

**Have** students keep track of sequence of events, with an eye to identifying and using signal words such as *first, next, then, before, and after* in the Leveled Reader selection *Riding Out the Storm* by Kathryn Snyder. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit Earthquake Terror and Riding Out the Storm**

**Guide** students through *Earthquake Terror* and *Riding Out the Storm*, helping them to identify the sequence of events using illustration clues and words that signal sequence. Also, help students look for base words with endings. As examples, you may wish to include words such as *isolated* and *stiffling* on pages 30 and 32 of *Earthquake Terror*, and the word *suddenly* on page 6 of *Riding Out the Storm*.
**Syllabication**

**Warm-Up/Academic Language**

Explain how words with the following syllable patterns are divided.

Most words with the **VCCV** (Vowel-Consonant-Consonant-Vowel) pattern are divided between the two consonants, as in *cac/tus*.

Most words with the **VCV** pattern are divided either after the consonant or after the first vowel, as in *mon/ey* and *na/ture*. Words with the **CVVC** pattern are divided between the vowels, which stand for separate sounds, as in *li/on*.

**Teach**

Write the following words on the chalkboard:

- rabbit
- decode
- honey
- diet

Point to *rabbit* as you read it aloud, emphasizing the syllables. Have students repeat the word aloud with you. Circle the letters *abbi* in *rabbit*. Remind students that words with the VCCV pattern are divided between the two consonants. Ask students to arrange *C* and *V* cards in the correct VC/CV pattern for the word *rabbit*.

Repeat the exercise using the word *decode* to model the V/CV pattern (*de/code*) and *honey* to model the VC/V pattern (*hon/ey*). Use *diet* to model the CV/VC pattern (*di/et*).
Display these words: **tripod, topic, shudder,** and **giant.**

**Model** for students how to divide **tripod** into syllables.

**Think Aloud**

I see that the word **tripod** has the **VCV** pattern, but I’m not sure if the first vowel is long or short. I’ll try the short vowel sound, dividing after the consonant. But **TRI pod** doesn’t sound right. I’ll try the long vowel sound instead, dividing after the first vowel. **TRI pod** sounds right. So the syllables should be divided as **tri/pod.**

**Guide** students in decoding the remaining words and identifying their syllable patterns. *(shud/der: VC/CV, top/ic: VC/V, gi/ant: CV/VC)*

**Guided Practice**

**Display** or **distribute** Teaching Master ES1-3.

**Read** the passage with students and help them identify words with more than one syllable. Work with students to complete the chart.

**Practice/Apply**

**Distribute** Practice Master ES1-3 to students.

**Review** the instructions with students.

**Have** students work independently to complete the Practice Master.

**Check** students’ responses to be sure that they understand VCCV, VCV, and CVVC syllable patterns.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview **Eye of the Storm**

**Segment 1**

**Refer** to the bottom of page 57 in the Teacher’s Edition and preview with students Segment 1 of *Eye of the Storm* (pages 57–68).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 64, 67, and 68.
Text Organization

Warm-Up/Academic Language

Explain that authors organize text information in different ways. An author could base his or her text organization on main ideas, or the most important ideas in a selection. The author could also organize text information based on sequence of events, or the order in which events happen.

Teach

Read aloud the following paragraphs, helping students understand that both contain the same information, but are organized differently.

We have many activities on Field Day. We have a soccer game, a volleyball game, and a three-legged race. We have a sing-along, and arts and crafts activities. We also get to eat a picnic lunch.

We start Field Day with a volleyball game. Next we have a three-legged race. Then we do arts and crafts activities. After that, we eat a picnic lunch and have a sing-along. Finally, we end the day with a soccer game.

Explain that the first paragraph is organized by a main idea, found in the sentence: We have many activities on Field Day. Reread the first paragraph and have students raise their hands when they hear a detail that supports the main idea. (any of the remaining sentences) Explain that by organizing information by main idea, an author can help readers find the most important ideas in a selection.

Help students understand that the second paragraph is organized by sequence of events. Explain that by organizing information by sequence of events, an author can help readers figure out the step by step order in which events happen.
Write this chart on the board. Guide students in completing the chart.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Idea:</strong> We have many activities on Field Day.</td>
<td><strong>Sequence of Events:</strong></td>
</tr>
<tr>
<td><strong>Supporting Details:</strong> soccer, volleyball, three-legged race, sing-along, arts and crafts, lunch</td>
<td>1. volleyball</td>
</tr>
<tr>
<td></td>
<td>2. three-legged race</td>
</tr>
<tr>
<td></td>
<td>3. arts and crafts activities</td>
</tr>
<tr>
<td></td>
<td>4. picnic lunch</td>
</tr>
<tr>
<td></td>
<td>5. sing-along</td>
</tr>
<tr>
<td></td>
<td>6. soccer</td>
</tr>
</tbody>
</table>

**Guided Practice**

Display or distribute Teaching Master ES1-4.

Read the paragraphs with students. Help them understand that the first paragraph is organized by main idea and details, while the second paragraph is organized by sequence of events.

Complete the chart with students.

**Practice/Apply**

Distribute Practice Master ES1-4 to students.

Review the directions with students.

Have students work independently to complete the Practice Master.

Check their responses to be sure that they understand text organization.

**LITERATURE FOCUS:**

10–15 MINUTES

**Preview Eye of the Storm**

**Segment 2**

Refer to the bottom of page 57 in the Teacher’s Edition and preview with students Segment 2 of *Eye of the Storm* (pages 69–75).

Note the suggestions in the Extra Support box on Teacher’s Edition page 74.
Syllabication

Teach

Remind students that sometimes they can recognize a shorter word inside a long word they are trying to figure out. Some long words, however, do not contain shorter words. Point out that a good way to decode a long word is to break it into syllables. A syllable is a word part with just one vowel sound.

Pronounce the following words: school, kitchen, president, gymnasium. Have students tell how many vowels sounds they hear in each word and then how many syllables each has.

Write the following sentence from page 59 on the board: “The spectacular storms that sometimes appear in the sky have helped to make weather one of the most mysterious of all natural forces.”

Underline the word spectacular, and use a Think Aloud to model the process of syllabication.

Think Aloud

I see that the first vowel in this word is e. The letters s-p-e-c form a syllable with one vowel sound. I know that when a vowel is followed by a consonant, the vowel sound is short. I'll pronounce that syllable spehk.

Where is the next vowel sound in the word? Oh, there's the vowel a between the consonants t and c. The letters t-a-c form another syllable with a short vowel sound. I'll pronounce this tak.

What's left now? There's the letter u. A vowel can be a syllable all by itself. Then there are the letters l-a-r. I'll try making u and lahr into separate syllables.

Write spec / tac / u / lar on the board. Have students pronounce the syllables and then the whole word.
Practice

Have pairs of students break these words from the article into syllables: mysterious, tornado, horizon, hurricane. Discuss with students how they decoded the words.

Apply

Have students read aloud pages 60–61, jot down words they do not know, and try to decode the words by breaking them into syllables.

LITERATURE FOCUS: 10–15 MINUTES

Review Eye of the Storm

Conjunctions

**Objectives**
- use the conjunctions *and* and *or* to combine sentences
- identify sentences that contain the conjunction *and* or *or*

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**Teach**

**Say** the following sentences aloud: *Warren Faidley photographs tornadoes. Warren Faidley photographs lightning.*

**Model** how to combine both of these ideas into one sentence:

**Think Aloud**

Both sentences begin the same way. *If Warren Faidley photographs two things, I could name both in the same sentence. What would I put in between the two words to show that he photographs both things? I’ll put and. I can use the conjunction and or or to combine sentences.*

**Say** the following sentence aloud: *Warren Faidley photographs tornadoes and lightning.*

**Write** these two sentences on the board:

*A thunderstorm might occur in August.*

*A hurricane might occur in August.*

**Point out** that these end the same, but begin differently. Ask students to express both ideas in one sentence by using the conjunction *or.*

*(A thunderstorm or a hurricane might occur in August.)*

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**Practice**

**Have** pairs of students read page 59 together and look for sentences with the conjunctions *and* or *or.* Ask students to copy the sentences, circle the conjunction in each one, and underline the words that are joined by the conjunction. Have students share and compare their sentences.

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**Apply**

**Have** students write three sentences about thunderstorms, tornadoes, and hurricanes using *and* and *or.*
Compound Sentences

Teach

Display the following sentences: *The air is hazy. A storm to the west is blocking the sunlight.*

Combine the sentences into a compound sentence: *The air is hazy and a storm to the west is blocking the sunlight.* Tell students to add a comma to show where the first complete thought ends and the second one begins.

Display these sentences: *He tries to photograph a tornado. The light isn’t good enough for the picture.*

Explain that students can use the conjunction *but* to show a contrast between the first and the second thoughts. Write the compound sentence on the board: *He tries to photograph a tornado, but the light isn’t good enough for the picture.*

Practice

Write these compound sentences on the board:

*We’ve got two thunderstorms and there are tornadoes everywhere.*

*The sky is hazy but we can see the tops of storm clouds.*

Have students identify the conjunctions and add the commas.

Apply

Have students form a compound sentence using these sentences: *His pictures are amazing. His pictures appear in magazines.*

Objectives

• form a compound sentence using a conjunction
• separate ideas in a compound sentence by using a comma

Materials

• Leveled Reader: *White Dragon: Anna Allen in the Face of Danger*

Preview *White Dragon: Anna Allen in the Face of Danger*

Walk students through *White Dragon: Anna Allen in the Face of Danger* and discuss the illustrations, using words such as *avalanche* and *survive*. Ask students to predict the story’s main ideas and its sequence of events based on section headings and illustrations.
Teach students that reading a long nonfiction article is like taking a long car trip. Readers need to know where they are in the article and where the author is taking them next, or they can get “lost.”

Point out to students that writers of nonfiction often include features such as headings, photographs, and charts to help readers understand the information in an organized way. Add that the headings are like road signs on a highway. They let us know what kinds of information we can expect to find as we read.

Think aloud as you ask students to help you make predictions about the article, based on its headings.

I know this article is about a man named Warren Faidley, a man who chases storms. The title tells me that. I wonder what I’m going to find out about him. I can look at the headings in this article to get an idea of what it’s about.

On page 59 I see two headings. I’ll probably learn how Faidley chases storms in the first section and what he or others learn from watching the sky in the second section.

On page 60 I see two headings. The first one mentions Warren Faidley, so it probably gives some background about him. The second one is “Becoming a Storm Chaser.” What do you think this section will be about?

Discuss the headings in the rest of the article. Encourage students to make their own predictions about the article, based on the headings.
Practice

Separate students into three groups. Assign each group one of the following sections of the article to read and discuss: pages 56–59, pages 60–63, pages 64–67.

Have all the groups gather together to discuss what they learned. Write each heading on the board, and ask group members to tell the most important information in the section they read.

Apply

Have students keep track of text organization, with an eye to identifying features authors use, in the Leveled Reader selection *White Dragon: Anna Allen in the Face of Danger* by Maryann Dobeck. Ask students to complete the questions and activity on the Responding page.

Literature Focus:

Revisit *Eye of the Storm* and *White Dragon: Anna Allen in the Face of Danger*

Guide students through *Eye of the Storm* and *White Dragon: Anna Allen in the Face of Danger*, helping them to identify the text organization for each. Also, help students to look for words with the VCCV, VCV, or CVVC syllable patterns. As examples, you may wish to include words such as *giant* (CVVC), *radar* (VCV), and *pictures* (VCCV) on pages 59 and 60 of *Eye of the Storm*, and the words *skiers* (CVVC) and *cover* (VCV) on page 27 of *White Dragon: Anna Allen in the Face of Danger*. 
Word Roots *struct* and *rupt*  

### Warm-Up/Academic Language

Explain that some words have a word root, or a word part that has meaning but is not a word by itself. Tell students that the word root *struct* means “build,” and the root *rupt* means “break.”

#### Teach

Write the word *construct* on the board and circle the root *struct* in *construct*. Write *struct* = “build” beneath *construct*. Explain that *construct*, similar to the word root *struct*, means “to build.”

Write the word *interrupt* on the board and circle the root *rupt* in *interrupt*. Write *rupt* = “break” beneath *interrupt*. Point out that when you interrupt someone, you cause a break, or stop, in whatever that person is doing.

Point out that when students are reading, they may come across words with the root *struct* or *rupt*. When they do, they can use what they know about the meanings of the roots, along with context clues, to figure out the meaning of the word.

Write the following sentences on the board:

1. Her *instructions* helped me learn to ski.
2. Don’t *disrupt* the class by being noisy.
Model how to decode instructions.

Think Aloud

I see the root struct in instructions. I know that struct means “build.” So instructions must mean something that has to do with building. The sentence says that instructions helped the narrator learn to ski, so I think instructions means “to give or build knowledge” on how to ski.

Repeat the exercise using the second sentence, guiding students to use context clues and what they know about rupt to decode disrupt. Help them to define disrupt as “to stop the progress of, to break up.”

Guided Practice

Display or distribute Teaching Master ES1-5 and read the passage with students.

Help students identify words that contain the root rupt or struct. Enter the words on the chart as they are identified.

Guide students in defining each word using context clues and what they know about the meaning of each root.

Practice/Apply

Distribute Practice Master ES1-5 to students.

Explain the directions to make sure that students understand what they are to do.

Have students complete the Practice Master independently.

Check students’ responses to be sure that they understand the word roots struct and rupt.

LITERATURE FOCUS: 10–15 MINUTES

Preview Volcanoes Segment 1

Refer to the bottom of page 85 in the Teacher’s Edition and preview with students Segment 1 of Volcanoes (pages 84–90).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 86, 89, and 90.
Categorize and Classify

Warm-Up/Academic Language

Explain that a category is a group of people, animals, things, or ideas that are alike in some way. To sort information, or to classify it, means to put items that are alike into groups. Tell students that classifying items into categories helps them understand and remember information about those items, especially how the items are alike and different.

Teach

Ask students to think about an orange, apple, and banana. Ask students what they have in common. Point out that each item is a type of fruit.

Write the following chart on the board. Explain that “Fruit” is a category. Help students fill out the chart with characteristics about each fruit.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Orange</th>
<th>Apple</th>
<th>Banana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color:</td>
<td>orange</td>
<td>red or green</td>
<td>yellow</td>
</tr>
<tr>
<td>Shape:</td>
<td>round</td>
<td>rounded, with bumps</td>
<td>long</td>
</tr>
</tbody>
</table>

Point out that students classified, or sorted, the items based on what they all had in common—they’re each a type of fruit.
Guided Practice

Display or distribute Teaching Master ES1-6.

Read the passage with students.

Help students find information about red wolves and gray wolves within the paragraph.

Guide students in completing the chart.

Practice/Apply

Distribute Practice Master ES1-6 to students.

Explain the directions, making sure that students understand what they are to do.

Have students work independently to complete the Practice Master.

Check students' responses to make sure that they understand how to categorize and classify.

LITERATURE FOCUS: 10–15 MINUTES

Preview Volcanoes Segment 2

Refer to the bottom of page 85 in the Teacher's Edition and preview with students Segment 2 of Volcanoes (pages 91–99).

Note the suggestions in the Extra Support boxes on Teacher's Edition pages 93 and 98.
Word Roots *struct* and *rupt*

**Teach**

Write the following list of words on the board: *erupt, interrupt, disrupt, eruption, rupture*. Ask students if they can see anything alike in all of the words. Underline the root *rupt* in each word.

Tell students that the word part *rupt* is called a word root. Explain that recognizing this root in unfamiliar words can help students decode new words. Also point out that most words with this root have a similar meaning. They are related, like members of the same family.

Use a Think Aloud to model the process of figuring out the meaning of the root *rupt*.

**Think Aloud**

*Let’s see. When a volcano erupts, it explodes. Erupt means “to explode” or “to break out.” When you interrupt someone, you “break into” their conversation. If someone disrupts the class, he or she disturbs, or breaks the flow of, the lesson. It looks like all these words have something to do with breaking things. I think the root rupt means “to break.”*

Use a process similar to that above to discuss the root *struct* with the following list of words: *construct, structure, destructive, construction.*

Lead students to recognize that the words all have something to do with building or with taking apart something that has been built. Help students recognize that the word root *struct* means “to build, arrange, or put together.”
**Practice**

*Have* pairs of students work together to read pages 85–88 and look for words with the roots *rupt* and *struct*. Have them copy the sentences in which the words appear. Then have them share their sentences with the group and discuss the meanings of the words in context.

**Apply**

*Have* students write a paragraph in which they include four words with the root *rupt* or four words with the root *struct*. Have students underline the root in each word. Invite students to read their paragraphs aloud in small groups.

**LITERATURE FOCUS: 10–15 MINUTES**

**Review Volcanoes**

*Guide* students through the Comprehension Skill Lesson for *Categorize and Classify* on page 97 in the Teacher’s Edition.
Objectives

- identify singular and plural nouns
- form plural nouns by adding -s or -es

Singular and Plural Nouns

Teach

Write these two sentences on the board:

A highway, a road, and a railway were destroyed.
Highways, roads, and railways were destroyed.

Ask students what is different about the nouns in the two sentences. Underline each s in highways, roads, and railways.

Explain that highway, road, and railway are singular and each names one thing. Highways, roads, and railways are plural and name more than one thing. To form the plural of most nouns, we add -s.

Display these two sentences: A hot ash came out of the volcano. Hot ashes came out of the volcano.

Point out that ash is singular and ashes is plural. Tell students that the plural of ash is formed by adding -es, instead of -s. Tell them to add -es to form the plural of nouns ending in s, ss, x, ch, or sh.

Practice

Display the following sentence and have students tell whether the nouns are singular or plural: The early Hawaiians told legends about two goddesses named Pele and Namaka.

Apply

Have students rewrite these sentences, changing each noun from its singular form to its plural form.

Hot gas, rock, and ash destroyed the home.
The eruption blew down the tree and formed the crater.
More Plural Nouns

Teach

Tell students that many singular nouns ending in \( o \) add -\( es \) to form the plural, especially if a consonant comes before the \( o \). Give them the following examples:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tornado</td>
<td>tornadoes</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>tomato</td>
<td>tomatoes</td>
</tr>
</tbody>
</table>

Tell students that when a singular noun ends in \( y \) preceded by a consonant, they must change the \( y \) to \( i \) and then add -\( es \) to form the plural. Give them these examples:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>party</td>
<td>parties</td>
</tr>
<tr>
<td>puppy</td>
<td>puppies</td>
</tr>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
</tbody>
</table>

Practice

Have students find the nouns in the following sentence and make each noun plural: *The tornado and the volcano destroyed the country.*

Apply

Have students write the plural form of each noun: *hero, memory, echo, dictionary.* *(heroes, memories, echoes, dictionaries)*

Literature Focus:

Preview *Floods*

Walk students through *Floods* and discuss the illustrations, using words from the story such as *overflow* and *levees.*

Ask students to predict three causes of floods using the illustrations on pages 53, 54, and 62. *(too much ice, dams breaking, hurricanes)* Help students classify these into a category such as “Causes of Floods.”
Categorize and Classify

Teach

Invite students to suggest items that we often group together in our everyday lives in order to organize them. Students might suggest forks, knives, food items, and so on. Discuss the ways in which the items in each group are alike.

Display index cards with the names or pictures of six animals: robin, dog, cat, blue jay, squirrel, cardinal. Ask students to suggest ways to sort, or group, the cards into two stacks.

Use a Think Aloud to model the process.

Think Aloud

Let’s see. Do I see any animals with something in common? Well, a robin is a bird. It has feathers and wings. Are there any other birds here? Yes, there are. A blue jay and a cardinal are birds too. I’ll put the robin, the blue jay, and the cardinal in the same stack. I’ll call it the bird stack.

Discuss the remaining three cards and whether or not they are a group. (Yes, because a dog, a cat, and a squirrel all have fur.) Explain that sorting similar things into groups is called classifying.

Ask students what name they might give to the other stack. (furry animals or mammals) Explain that giving a name to all the items in a group is called categorizing.

Tell students that a good way to organize the information in what they read is to classify and categorize facts. Add that this helps readers to remember important information and compare the facts.

Practice

Point out to students that Volcanoes gives facts about four different groups of volcanoes. Read the first paragraph on page 94 aloud. Ask students what information about volcanoes can be classified. Write the information on the following chart.
Repeat the procedure after reading the second paragraph on page 94 with students. Have students work in pairs to read pages 94–96 and fill in the chart for the remaining categories.

Have students compare their charts.

Apply

Have students categorize and classify facts from the Leveled Reader selection Floods. Ask students to complete the questions and activity on the Responding page.

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Revisit Volcanoes and Floods

Guide students through Volcanoes and Floods, helping them to categorize and classify information in the texts. Also, help students look for words with the word roots struct and rupt. As examples, you may wish to include words such as erupted, eruption, and destructive on pages 86 and 88 of Volcanoes.