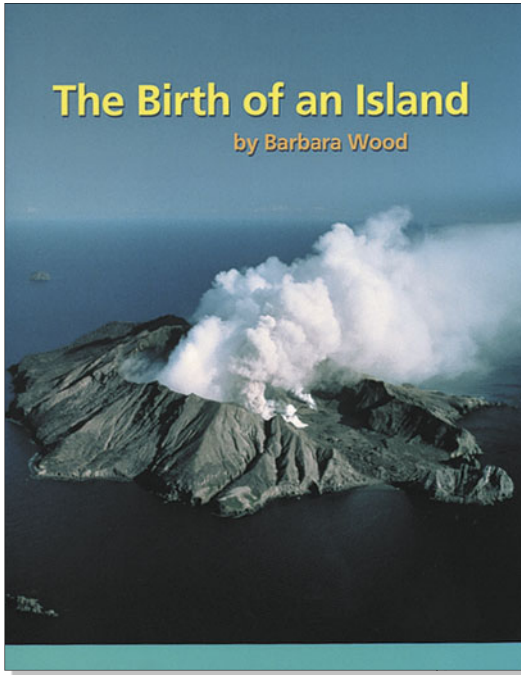


The Birth of an Island



This nonfiction book explains how islands are born from underwater volcanoes. The challenging content is made accessible with simple text, captions, photographs, labels, and diagrams. *16 pages, 231 words*

Leveling Systems
Avenues: ● Beginning
DRA: NF28
Fountas and Pinnell: I
Lexile: 150

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Landforms: island ocean sea</p> <p>Changing Earth Words: blow erupt flow soil steam volcano</p>	<p style="text-align: center;">Spotlight STRATEGY</p> <p style="text-align: center;">Ask Questions; Reread</p>	<p>Volcano Performance Piece: Sound Effects</p> <p>Life of an Island: Sequence Illustration</p>	<p>Interpret Graphic Aids (PDF)</p>

The Birth of an Island

Build Background

Make an Island Map Point out Australia on a world map or globe. Explain: **Australia is an island because its land is surrounded by water.** Point out physical features on the map:

- bodies of water: oceans, seas, lakes, rivers
- landforms: mountains, valleys, deserts

Then have pairs of students draw their own islands. Help them name and label the features, as needed. Post the maps and invite students to conduct island tours.

Materials

- world map or globe
- chart paper, 1 sheet per pair of students
- art supplies

Build Vocabulary

Island Search Have students name islands they know, including places they have visited or lived. Use a world map or globe to identify their locations, along with oceans and seas in the area. (Download maps at www.nationalgeographic.com/maps/.)

Assign students different sections of a world map. Have them write *island*, *ocean*, and *sea* in their part of the world.

Key Vocabulary

island
ocean
sea

Volcano Simulation Display pages 14–15. Say:

- ▶ **Here are two volcanoes. When volcanoes erupt, or blow up, hot steam that looks like smoke can rise. Then lava can flow, or come out.**

Conduct a simulation of an erupting volcano:

1. Fill a bottle $\frac{3}{4}$ full of warm water. Add 3 T. baking soda, 3 drops of dishwashing detergent, and red food coloring.
2. Set the bottle in the center of a baking pan.
3. Carefully add $\frac{1}{2}$ c. vinegar to begin the eruption.
4. Stand back as steam (carbon dioxide) and red “lava” expand to flow down the sides of the bottle.

Discuss the simulation using the key words. Discuss how the eruption could affect plants, animals, and soil where food is grown.

Key Vocabulary

blow
erupt
flow
soil
steam
volcano

The Birth of an Island

1 Preview the Book

Cover This nonfiction book is called *The Birth of an Island*. It explains how some **islands** are born, or made. Islands are areas of land with water on all sides.

Pages 2–3 *Point to the islands.* These are islands because they are in the **ocean**. Oceans are huge bodies of water.

Pages 4–5 This picture shows the ocean floor. Hot, melted rock called magma, pushes up from below the surface. *Trace the magma's path.* Let's turn the page and see what happens.

Page 6 These two diagrams show the magma rising through the **volcano**. The volcano is a small mountain. It **erupts** when the magma reaches the top. Then the magma shoots out of the top. Page 6 says that after a volcano erupts, the lava gets hard. Is the melted rock called lava or magma? I can reread this page and find that magma is in the earth. When it comes out, it is called lava.

Pages 7–9 Look at the words below the picture. The caption tells me that this picture shows **steam**. *Point to the diagram on page 8.* The volcano is now an island. When the red lava cools, it gets hard. The mountain gets bigger.

Pages 10–11 Now there are plants and animals on the island. How did they get there? I can look at the page again. *Point to the chart on page 11.* This chart shows how plants and animals come to the island.

Pages 12–13 Strong winds **blow** away sand and **soil**. *Point to the falling rocks.* Waves carry rocks away. The island is changing again.

Pages 14–16 The volcano erupts! What do the red circles and white curves mean? (they show motion) Steam and lava pour out. The lava hardens and the island grows again.



**Ask Questions;
Reread**



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Ask Questions and Reread** Students may have questions about the scientific details in the book (pages 5, 6, 7, 8, 9). Remind these students to reread parts of the book, including charts and captions, to find answers to their questions.

3 Respond to the Book

Volcano Performance Piece Explain volcano sounds: **When a volcano erupts, it makes many sounds.** Demonstrate with low rumbles, hisses, and pops. Write the following words on separate index cards:

birds	crash	shake
boil	erupt	steam
burst	flow	wave
crack	ocean	wind

Have students choose an equal number of word cards and create sound effects for each of their words. Provide time for students to develop and practice their sounds. Then reread the book aloud, pausing for students to make their sound effects when they hear their words.

Life of an Island Display a Sequence Chain. Guide students in recording the book’s important events. Assign partners a section of the chain to illustrate. Have students arrange the illustrations in the correct sequence and create a title. Then have them read the sequence aloud, adding sequence words, such as *first*, *second*, *next*, *then*, and *last*.

Materials

- 12 index cards

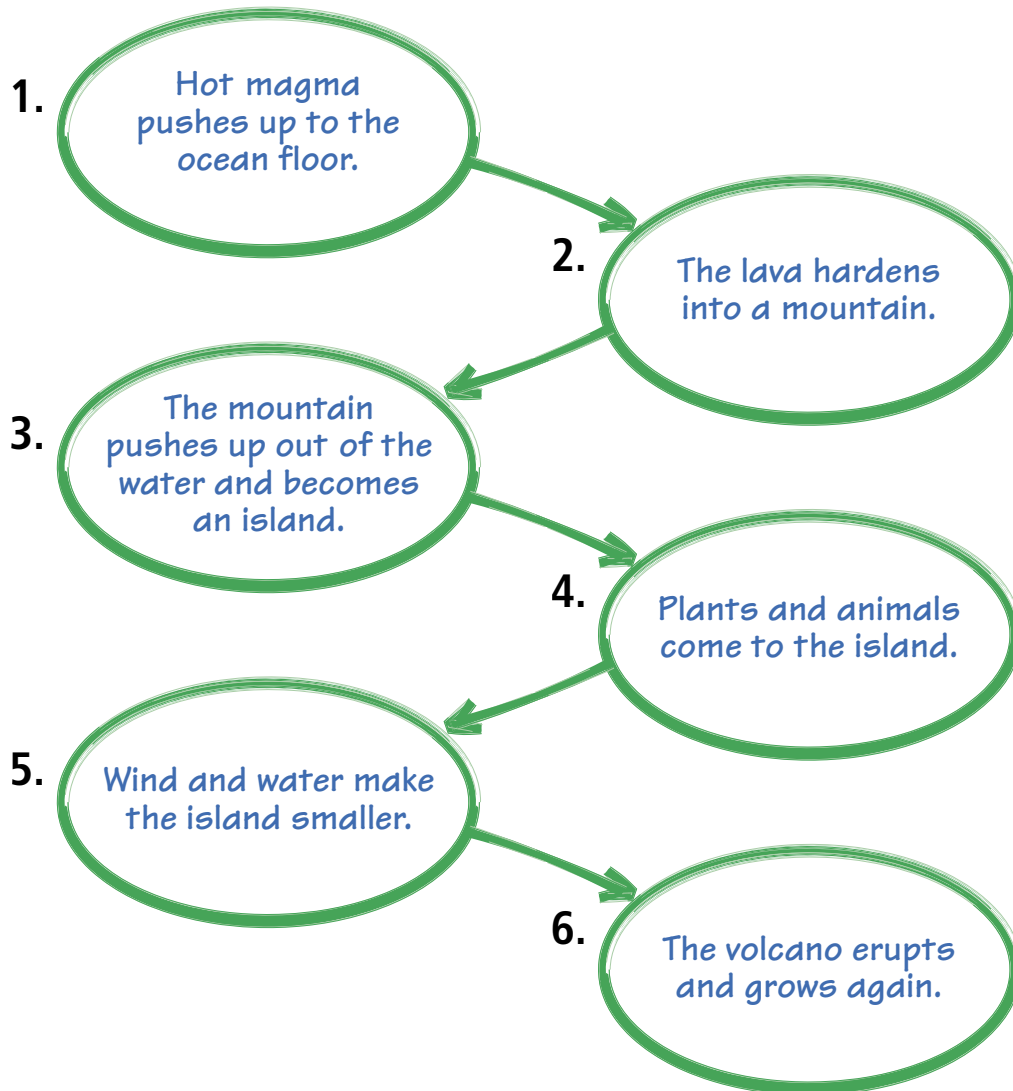
Materials

- Sequence Chain from *Picture It! Big Book*, page 13

Answers will vary. Sample response:

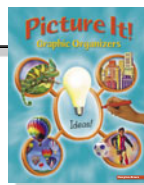
Sequence Chain

The Birth of an Island



Use only a black dry-erase marker.

13



Picture It! Big Book, page 13

from The Birth of an Island

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
2	Where do islands come from? How do they get in the middle of the ocean? Some islands start as volcanoes!		
4	The bottom of the ocean looks quiet. It is not. Something is happening.		
5	There is a crack in the ocean floor. Hot, melted rock pushes through the crack. The melted rock is called magma.		
6	The volcano erupts. The magma flows out. Now it is called lava. The lava gets hard. More lava flows out. It gets hard. The volcano starts to look like a mountain under the water.		
7	The volcano heats the water. The water boils. Steam rises.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

(98 words - _____) ÷ 98 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	<p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
The shuttle orbits the Earth.	<p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
No one has been to Mars.	<p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
There is no liquid water on the Moon.	<p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.