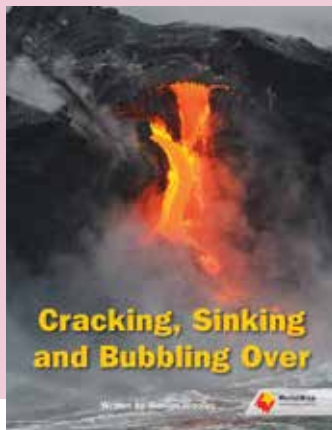


# Lesson Plan

Fluent  
reading stage  
Levels 19–20



*Cracking, Sinking and Bubbling Over* explains how the moving earth can create earthquakes, tsunamis, sinkholes, and volcanoes.

**Informative text types:**  
**Explanation**

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## Science Curriculum links

Australia

- **NDS (ACSHE034)** Science involves observing, asking questions about, and describing changes in, objects and events

New Zealand

- **PW:** Explore, describe, and represent patterns and trends for everyday examples of physical phenomena

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## Key concepts

- The surface of the earth is constantly moving.
- The moving earth can cause earthquakes, tsunamis, sinkholes and volcanoes.

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## Content vocabulary

active volcanoes, aftershocks, earth, earthquake, earth tremor, landslides, lava, melts, plates, rock, sinkholes, tsunami, volcano

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## Text features

- Chapters with headings and sub-headings
- Maps, newspaper article, captioned photographs, text boxes
- Glossary and index

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## Reading strategy

- Making connections

## First reading session

### Getting started

#### Introducing the book

Activate students' prior knowledge. Ask: *Does the surface of the earth move? What happens when it does?* Invite students to share their ideas.

Ask: *What do you know about earthquakes, tsunamis, sinkholes or volcanoes?* Have students turn and talk about this with a partner. Discuss as a whole group.

Provide each student with a copy of *Cracking, Sinking and Bubbling Over*. Say: *This book explains what can happen when the surface of the earth moves.* Have students browse through the book.

#### Exploring vocabulary

Ask: *What words or phrases might be in this book?* Have students work with a partner, then share with the group. List the words on a chart and invite students to make suggestions about what each word means. Where appropriate, have the students add a drawing (for example, a picture or a symbol) to the words on the chart to make the meaning clear. Discuss each word as you list them on the chart. If necessary, introduce the content vocabulary and add these words to the list.

#### Introducing the reading strategy

Say: *Good readers think about the information they already know about a topic and use this to connect to the new information they are reading about.* Have students fill in the "KNOW" section of the Blackline Master. Keep these to revisit later.

#### Reading the text

Have students turn to pages 4 and 5 and read the introduction independently. Ask: *What might we learn about in this book?*

Have students read chapter 1 independently. Say: *As you read, remember to think about what you already know, and how this links to what you are reading. This can help you to understand the text better.*

## Second reading session

### Building understanding

Ask: *What new information did you find out about earthquakes?* Discuss as a whole group.

Have students read chapter 2 independently.

Ask: *What new information did you learn about sinkholes? Did this information change your view on sinkholes? What extra information did you find out by reading the newspaper article? How is this type of text different to the rest of the book?*

Have students turn and talk to a partner about their ideas.

## Final reading session

Have students read chapter 3 and the conclusion independently. Say: *As you read, remember to make links to what you already know about the topic.*

### Bringing it all together

Ask: *What have you learnt about how the earth moves and what happens when it moves?* Have students turn and talk with a partner. Invite students to share their knowledge. Create a group chart by recording their responses.

Ask: *Are there things you wonder about the topic? What new information would you like to learn about?* Discuss as a whole group.

Students could complete the remaining two sections of the Blackline Master.

#### Reflecting on the reading strategy

With a partner, have students share their completed Blackline Masters.

Ask: *How does connecting to what you already know about a topic help you to read about that topic? Why is this an important skill?* Discuss as a whole group.

## Going beyond the book

### Speaking and listening

Have students work with a partner to role-play an interview between a reporter and an "expert" on earthquakes, tsunamis, sinkholes or volcanoes. Have the pairs come up with three or four questions and answers about the topic. Students can practice their interview and then present it to the group.

### Vocabulary

Revisit the introduction on page 4 and read it aloud to the students. Write the words *sink*, *shake*, *crash* and *crack* on a chart.

Ask: *What do these words have in common?* Have students turn and talk with a partner. Discuss and draw out that these words tell the reader what action is happening. Say: *These words are called verbs. Verbs describe an action or what is happening to something.*

Have pairs of students search through the book for other verbs and create a list. Have pairs report back to the group, and add their words to the group list.

### Visual literacy

Have students work with a partner to draw a diagram that explains the steps that occur when a volcano erupts or when an earthquake, a tsunami or a sinkhole occurs. Encourage students to refer to the book to find the relevant information. Have them add labels and captions to their diagrams.

## Writing

Have students write an explanation about how an earthquake, a tsunami, a sinkhole or a volcano happens. Provide the students with a template detailing the structure and elements of an explanation.

### Planning to write an explanation

Name: \_\_\_\_\_

#### Getting started

What is my topic? \_\_\_\_\_

What do I want to explain? \_\_\_\_\_

Who am I writing for? \_\_\_\_\_

Where will I find information? \_\_\_\_\_

#### Planning my explanation

##### 1. General statement

What am I explaining? \_\_\_\_\_

##### 2. Explanation of the process

First \_\_\_\_\_

Next \_\_\_\_\_

Then \_\_\_\_\_

Finally \_\_\_\_\_

 **Hint:** Explanations tell how and why things happen. They use words like *an*, *because* and *result*. They use phrases that describe time.

**Additional features I could use**

- Maps to show location
- Text boxes to provide additional information
- Photographs and diagrams to support text
- Captions and labels to explain photographs and diagrams
- Time line to show history of key events

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**Download the template at**

**[www.WorldWiseReading.com.au/teacherresources](http://www.WorldWiseReading.com.au/teacherresources)**

Say: *Reread information in the book about the natural earth event you are going to write about.* Students can also use research skills to find out extra information.

Encourage students to share their ideas with a partner. Say: *Talk about the event you are writing about and what information you will include.*

Use the template to remind the students about the structure of an explanation. Say: *Follow the template when you write. Start by stating what it is you are explaining; how an earthquake, a tsunami, a sinkhole or a volcano happens. Then write about the steps that take place when it happens.*

# Blackline Master: KWL: Know, Wonder, Learnt

Name/s: \_\_\_\_\_

## KNOW

What can happen when the surface of the earth moves? Write about what you know.

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## WONDER

What do you wonder about the moving earth? Write about what you would like to find out.

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## LEARNT

What have you learnt about earthquakes, tsunamis, sinkholes and volcanoes?  
Write about your new learnings.

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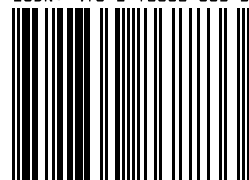
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