

TEACHER READING GUIDE

**Disaster Strikes:
Volcano Blast**

written by Marlane Kennedy
illustrated by Erwin Madrid

This is book #4
in the **Disaster
Strikes** series.



Essential Question: How does the way a character responds to conflict contribute to the plot of a literary text?

BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative Booklist

Text Type: Literary

Genre: Adventure, Realistic Fiction

Themes/Topics: Survival, Perseverance, Problem-Solving

Lexile: 750L

**SKILLS ALIGNED WITH FLORIDA'S ELA
B.E.S.T. STANDARDS**

Word Work

ELA.4.F.1.3 (a)

Apply knowledge of morphology to decode words.

Vocabulary

ELA.4.V.1.1

Use grade-level academic vocabulary. (Tier 2)

Comprehension

ELA.4.R.1.1

Explain how conflict contributes to the plot.

BUILDING BACKGROUND

Display a map of Alaska, and use the following prompts to engage students in a discussion about volcanoes:

- *Disaster Strikes: Volcano Blast* is set in Alaska, home to over 100 active volcanoes. Most of Alaska's volcanoes are on its islands.
 - What do you know about volcanoes?
 - Would you want to live near a volcano? Why or why not?
- The characters become trapped on an island during a volcanic eruption.
 - What are some challenges they might face?
 - How do you think they will overcome these challenges?

STUDENT LEARNING TARGETS

Today I am:
identifying how a character responds to conflict.

So that I can:
understand how conflict contributes to the plot of a story.

WORD WORK – USE MORPHOLOGY TO READ AND UNDERSTAND WORDS

ELA.4.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

Students will use morphology to decode and understand multisyllabic words. Practice identifying **prefixes, base words, and suffixes** using words from the text to help students read unfamiliar words.

- A **prefix** is a word part that has meaning and is added to a base word, like *un-* in the word *unfriendly*. When a **prefix** is added to the beginning of a base word, the prefix will change the meaning of the base word.
- A **suffix** is a word part that is added to the end of a base word, like *-ly* in the word *friendly*. **Suffixes** have meaning and will change the meaning of the base word when added.
- **Base words** are single words that cannot be broken into smaller word parts and still have meaning.

Guide students in using their knowledge of morphology to decode multisyllabic words.

- **Model:**
 - Display the word *uncomfortable*.
 - Say the word, and ask students to repeat it.
 - Cover *un-* and *-able* and say, "The base word in *uncomfortable* is *comfort*."
 - Then cover the word *comfort* and say, "The prefix is *un-*. The suffix is *-able*."
 - Say, "Now I am going to blend the word parts to read the word *uncomfortable*." Run your finger under the word as you read it.

B.E.S.T. Standards Connection

P. 202 – 203 of Florida’s ELA B.E.S.T. Standards provide a list of common prefixes and suffixes. Each affix includes a part of speech, definition, and examples. These resources can be printed and used as a reference for students.

Prefix		Base Word		Suffix		Word
<i>un-</i>	+	comfort	+	<i>-able</i>	→	uncomfortable

Continue to use morphology to decode unfamiliar multisyllabic words that have a **prefix, base word, and a suffix** as you read.

- Un**read**able, un**pack**ing, rem**ind**ed, imp**ati**ently

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words. Examples of Tier 2 vocabulary words for this text are:

ELA.4.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.



remote (p. 1): **Remote** describes an area which is far away from cities and places where most people live and is difficult to get to. Since arriving at the **remote** Alaskan island with his family, Noah feels like he is living in the setting of a horror novel because he has not seen a single person.



oblivious (p. 2): When something or someone is **oblivious**, they do not notice what is happening around them. Grandma Tilda is **oblivious** to the surroundings of the creepy town and hums a happy tune to herself.



glared (p. 7): If something or someone **glares**, they look at something angrily. Noah **glared** at the volcano because his dad’s job as a volcanologist is why his family moved to Alaska.



frigid (p. 8): If something is **frigid**, it is extremely cold. Noah wants to be a professional surfer, but the water in Alaska is too **frigid** for surfing.

Vocabulary Extension Activity

Students will write sentences with examples and non-examples of target words to clarify the meaning of new vocabulary and develop a deeper understanding of words.

- Example: I went camping in the woods and wore two pairs of socks because the temperature was **frigid** at night.
- Non-Example: In July, the swimming pool water is warm and feels **frigid**.

READ FOR MEANING – ANALYZING HOW CONFLICT CONTRIBUTES TO PLOT

ELA.4.R.1.1: Explain how setting, events, conflict, and character development contribute to the plot in a literary text.



Before:

Students will identify a character's response to conflict and explain how their response contributes to the plot.

- The **plot** is the framework of the story. It involves the sequence of actions or events that helps the author tell the story.
- Authors create **conflict** to make the story interesting, keep the plot moving forward, and help readers understand characters on a deeper level.
 - **Conflict** refers to the problem or struggle the characters need to solve or overcome.
- Novels often contain multiple conflicts that characters need to resolve throughout the story.



During:

Recreate the graphic organizer on the board or chart paper. As you read, record how Noah's response to each conflict contributes to the plot of the story.

Chapter(s)	What is the conflict in this chapter?	How does Noah respond to the conflict? (Thoughts, Feelings, Actions)	How does Noah's response to the conflict contribute to the plot?
Chapter 1	Noah leaves his home in Hawaii to move to a remote island in Alaska, where his dad will study volcanoes.	He thinks the town looks like the setting of a horror novel. He glares at the volcano he sees in the distance. He says, "This stinks," under his breath.	Readers understand how unhappy and lonely Noah feels about moving to Alaska and how much he misses Hawaii.

Ch. 1: Think aloud to identify the conflict and Noah's response to it, and explain how his response contributes to the plot.

- "The conflict Noah faces in this chapter is leaving his happy home in Hawaii and moving to a remote island in Alaska for his dad to study volcanoes."
- "Noah responds to this conflict through his thoughts, feelings, and actions."
 - "He thinks the town looks like the setting of a horror novel."
 - "He glares at the volcano he sees in the distance, showing his anger towards it."
 - "He says, "This stinks," under his breath."
- "Noah's response to this conflict contributes to the plot because it helps readers understand how unhappy and lonely Noah is at the beginning of the story."

READ FOR MEANING – ANALYZING HOW CONFLICT CONTRIBUTES TO PLOT



Continue to identify the conflict, how Noah responds to the conflict, and how his response contributes to the plot.

- **Ch. 3 – 4:** The fissure creates a large crack in the ground, and Emma begins slipping into the opening.
- **Ch. 5 – 6:** A boulder blocks the entrance to the cave and traps Noah, Emma, and Alex inside.
- **Ch. 7:** Noah falls into the sinkhole and injures his wrist.
- **Ch. 8:** A mudslide rushes down the mountain toward Noah, Emma, and Alex.
- **Ch. 9:** Noah, Emma, and Alex make it back to the shore, but Noah and Emma's dad is missing.

Guiding Prompts: (Explore for each of the above listed chapters.)

- What conflict does Noah face in this chapter?
- How does Noah respond to the conflict with his thoughts, feelings, and actions?
- What can you conclude about Noah based on his response to the conflict?



After:

Students will write about one of Noah's conflicts and explain how the plot might change if Noah responded differently through his thoughts, feelings, and actions.

Paragraph 1:

- What conflict does Noah face?
- How does Noah respond to the conflict with thoughts, feelings, and actions?
- Explain how Noah's response to the conflict contributes to the plot.

Paragraph 2:

- How could Noah respond differently to the conflict with his thoughts, feelings, and/or actions?
- Explain how the new response affects the plot of the story.
- Would the story end differently if Noah responds to this conflict in a different way? Why or why not?