

Eruption!

from *Eruption! The Story of Volcanoes* by Anita Ganeri

What looks like a mountain but spits out fire?

What shoots clouds of smoke from a hole in its top?

What sometimes explodes with a BANG?

A volcano!

It's starting to erupt.

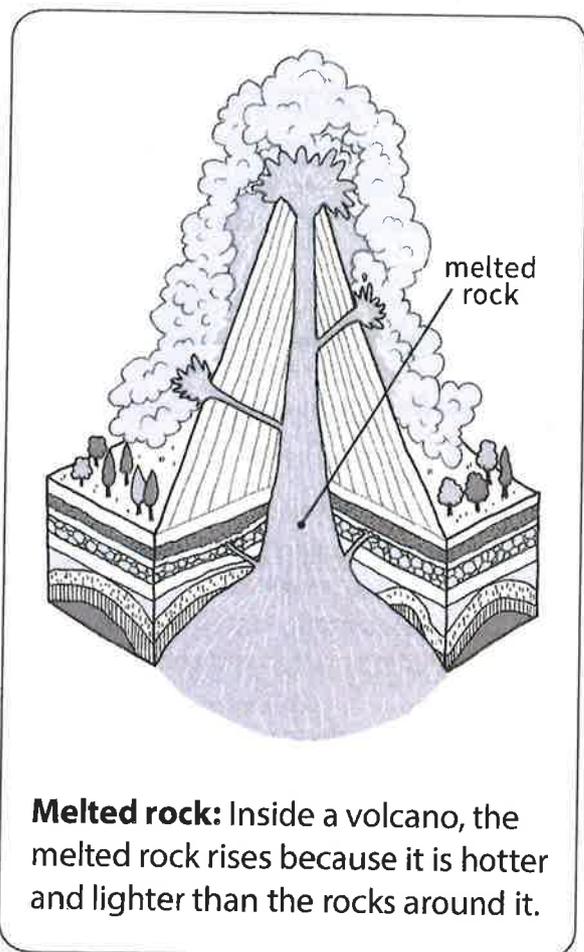
The story of a volcano starts underground. If you jump up and down on the ground, it feels solid and hard.

But inside the earth, it is so hot that the rocks melt. The rocks are runny like melted butter.

Sometimes the melted rock bursts up through a hole or a crack in the ground. This is how a volcano begins.

The rock that comes out of a volcano is called lava. At first, it is runny and red-hot. It cools down in the air and turns into hard, black rock.

Sometimes volcanoes spurt out fiery fountains of lava. Other volcanoes pour out lava in great rivers of fire. Once the lava starts flowing, nothing can stop it. It can bury whole villages and set trees and houses on fire.



Melted rock: Inside a volcano, the melted rock rises because it is hotter and lighter than the rocks around it.

Name: _____

Date: _____

**Talk about this question.**

What do you notice about the first three sentences of the text? Why do you think the writer started the text in this way?

Write the answers to these questions.

1. Why does the title have an exclamation mark? Tick the **best** answer.

- Because it is a question.
- Because the writer is not sure if the title is right.
- Because an erupting volcano is scary.
- Because an erupting volcano is funny.

2. Why have the rocks inside the earth melted?

.....

3. Tick the **best** words to finish this sentence.

A volcano begins when _____

- you jump up and down on the ground.
- melted rock comes up through the ground.
- lava cools down in the air.
- whole villages are buried.

4. What is the name of the rock that comes out of a volcano?

.....

5. Name one thing that flowing lava can do.

.....

Curriculum references:

Year 2 Programme of Study – Reading Comprehension

Pupils should be taught:

- to develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - o being introduced to non-fiction books that are structured in different ways
 - o discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- to understand both the books that they can already read accurately and fluently and those that they listen to by:
 - o drawing on what they already know or on background information and vocabulary provided by the teacher
 - o answering and asking questions
- to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

Running the task

The discussion questions at the beginning of this task assess children’s ability to participate in discussion about texts, taking turns and listening to what others say (3). The written questions in this task assess children’s ability to identify and explain key aspects of texts (1C4 and 1C5).

- Write the title of the text on the board: *Eruption!* Tell children this is the title of the text they are about to read. Ask them to read the title and suggest what the text might be about. (Do not discuss the reason for the use of the exclamation mark in the title, as this is the subject of one of the written questions.)
- Display the text. Before reading, you may want to highlight and discuss any difficult or unfamiliar vocabulary (e.g. “volcano(es)”, “erupt”, “lava”, “fiery”, “fountains”).
- Read the text aloud, asking children to follow silently.
- Ask children to say what sort of text this is, and how they know.
- Ask children what sort of image the picture is (“a diagram”), and why the writer has included it. Revise the term “caption”, and discuss why the diagram has one.
- Read the text aloud together.
- Display the task sheet. Read the discussion questions, one at a time, giving children an opportunity to discuss each question in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask children to write the answers to questions 1 to 5.
- Circulate as children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

Assessment guidance

Use the grid below to identify whether each child is working at the expected standard in each of this task’s assessable elements.

Discussion questions	Written questions	
3	1C4	1C5
Typically, children working at the expected standard will: • participate in discussion, taking turns and listening to what others say.	Typically, children working at the expected standard will: • retrieve relevant details from fiction and non-fiction to demonstrate understanding of character, events and information.	Typically, children working at the expected standard will: • provide simple explanations for key information and for the significance of titles.

Teacher notes: Eruption!

What to expect

Discussion questions

What do you notice about the first three sentences of the text? Why do you think the writer started the text in this way?

3

Children working below expectations may notice that the first three sentences are all questions, but will typically be unable to give a satisfactory explanation of why the writer chose to do this.

Children working at the expected standard should notice that the first three sentences are all questions. Some of them may comment that all the questions begin with the same question word, "What". They are able to give a simple explanation for the use of questions, such as "to make the reader think" or "to get the reader interested in finding out the answer".

In addition, children working above expectations may notice that the questions are like riddles. They may also comment on the use of active/dramatic verbs ("spits", "shoots" and "explodes"). They may suggest that the writer chose these words to make the start of the text more exciting, and to draw the reader in.

Written questions

1. **Why does the title have an exclamation mark? Tick the best answer.**

(1C5)

Because an erupting volcano is scary.

Children working at and above expectations should be able to select the correct answer, understanding that the title has an exclamation mark to indicate alarm. Children working below expectations may select the wrong answer because they confuse an exclamation mark with a question mark, or may mistake the purpose of the exclamation mark in this context.

2. **Why have the rocks inside the earth melted?**

(1C5)

Children at all levels should be able to state that the rocks have melted because it is (so/very) hot.

3. **Tick the best words to finish this sentence. A volcano begins when _____**

(1C4)

melted rock comes up through the ground.

Children working at and above expectations should be able to select the correct answer, which is a simple rewording of the text. Children working below expectations may select one of the incorrect answers, which are all direct quotes from the text.

4. **What is the rock that comes out of a volcano called?**

(1C4)

Children at all levels should be able to identify the word "lava".

5. **Name one thing that flowing lava can do.**

(1C4)

Children at all levels should be able to identify one of the following: bury whole villages/set trees on fire/set houses on fire/set trees and houses on fire.