Viola the Volcano Pops

Learning objectives

• Explain events from nonfictional texts, including what happened and why.
• Determine the main facts and supporting details of a text read aloud, or information presented in diverse media (nonfiction).
• Create dialogue around experiences, events, and the characters’ responses to given situations.
• Choose words, phrases, dialects, and punctuation that add expression and effect.
• Dramatize a real event to make it more interesting while communicating key issues.

Setting the scene

“Here I am reporting from Mrs. Bloggs’ garden in a quiet suburb of Magnaville West. The clouds you can see are not coming from the east or the west, they are coming from the garden right behind me! Yes, believe it or not, a volcano has erupted in Mrs. Blogg’s garden! There are geologists and reporters here to witness this event; it’s the talk of the town.”

What does it mean for poor Mrs. Bloggs? What will happen to Magnaville? Who do they call for help? Can anyone imagine the scene . . .?”

Building the story

Ask the students to build their own “very special” volcano with a reporter and a cameraman.

• How can they show that it’s a volcano?
• What props can be used to make a volcano?
• Who will be coming to see the volcano? There could be reporters, geologists, local residents, the mayor, insurance agents . . .
• Who is worried about the volcano and what are their concerns?

Reflecting

Have the students reflect and talk about each of their characters as they build.

• Where is Mrs. Bloggs? Where is her family?
• What is she doing and saying?
• How are Mrs. Bloggs and her family feeling?
• How will this be conveyed in tomorrow’s headlines?

DID YOU KNOW

In February 1943, a new volcano appeared in a farmer’s cornfield in Mexico. It was the first time in recorded history that people had watched a volcano form on land. Geologists and volcanologists around the world were delighted.

It started very small, just like the sample scene on page 50. The volcano made them famous for a while but permanently destroyed their farm and the surrounding land and villages.

Fortunately no one was hurt, but the ash cloud generated lightning strikes that killed three people. A year later, the ash had buried the farm and two villages. Things like this do actually happen in real life.

http://en.wikipedia.org/wiki/Par%C3%ADcutin

Common Core Standards

Speaking and Listening: 2-5.2
Reading for Literature: 2-5.2
Language: 2-5.3
Writing: 2-5.2

Can be used for Setting the scene:
Sharing and documenting
Ask the students to use the StoryVisualizer software to portray the story and the reporter’s story angle. Have them present their story to an audience.

Suggestions for scripts:

“What we have here is a miracle of nature—the birth of a new volcano, just one week old. It’s so exciting to be here.”

“We are witnessing the total devastation of a farm by the unstoppable force of nature. It’s so sad.”

“It’s my job as a reporter to be at the heart of the action, even if it means putting myself into a dangerous situation. This is as dangerous as it gets. Molten lava is landing all around me.”

“We have tried to interview Mrs. Bloggs, but she’s too upset to appear on camera.”

Sample solution

Extending
• Make the news reporter’s interview with Mrs. Bloggs and other characters, using the StoryVisualizer software. What are their thoughts? Do they have anything to tell about this terrifying volcanic eruption?

• Produce and present a weekly news story based on real-life events.
WEEKLY NEWS
THE VOICE OF THE COUNTRY SINCE 1864
Saturday, February 21

VOLCANO
Erupts in Garden

Jenny Bloggs couldn’t believe her eyes and ears when she was awoken by a loud rumbling noise in her garden early on Thursday morning. A crack had appeared in the ground and hot ash and rocks were flying up into the air. Mrs. Bloggs was witnessing the birth of a new volcano—in her backyard!

WHAT HAPPENS NEXT?
A volcanologist explains:

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OUR WEEKLY NEWS REPORTER DESCRIBES THE SCENE AS...