

## K R A K A T O A

### Lesson Number 1 -- Title: Vocabulary Building

#### Goals: Students

1. Develop a rich vocabulary.
2. Apply knowledge of English/Spanish cognates and false cognates to derive meaning from words.
3. Apply the knowledge of multiple meanings of words in reading vocabulary lists of words organized by meaning categories.

Time	Students Activities at Each Step	<ul style="list-style-type: none"> <li>• Ways Teacher Supports Learning</li> <li>• Points to Remember</li> </ul>	Materials	Evaluation: "Look-Fors"
45 min.	As students read an extensive vocabulary list of new words found in selected chapters of KRAKATOA – students copy the words and take notes on meanings.	<p>Teacher prepared vocabulary list for students with all new words organized into meaning categories. List is displayed through the use of LCD.</p> <p>As teacher displays words, teacher re-phrases contents of the selected chapters through an oral narrative and through questions.</p> <p>Teacher, through questions, helps students link new words to previously learned words in the same or related categories.</p>	<p>Vocabulary list prepared by teacher.</p> <p>LCD</p>	<p>Students answer questions.</p> <p>Students recall parts of previously read chapters.</p>
45 min.	Students look for English/Spanish cognates throughout the text of the selected chapters.	Teacher develops a list of English cognates found by students and also writes Spanish cognates. Cognates are displayed through LCD	<p>List of English and Spanish cognates generated by students and teachers.</p> <p>LCD</p>	Students recognize English cognates and give Spanish cognates, if known.
38 min.	Students look for word roots and affixes throughout the text of the selected chapters.	Teacher develops a list of English root words with prefixes and suffixes. These words are displayed through LCD	<p>List of English root words with prefixes and suffixes.</p> <p>LCD</p>	Students recognize English root words and affixes.

**Lesson Number 2 -- Title: Listening to taped version of book while reading book.**

**Goals: Students**

1. Listen attentively to taped chapters of “KRAKATOA,” read by Author Simon Winchester. Read silently along with recording.
2. Identify supporting details (descriptions)
3. Identify figurative language (Idioms, Similes, Metaphors, etc.)
4. Select and organize information (descriptions) from chapters heard/read by underlining/displaying it on note cards.

Time	Students Activities at Each Step	<ul style="list-style-type: none"> <li>• Ways Teacher Supports Learning</li> <li>• Points to Remember</li> </ul>	Materials	Evaluation: “Look-Fors”
60 min.	As students read silently following along a taped version of chapters of KRAKATOA, students underline the descriptive language that depicts the volcanic eruption.	Teacher gives examples of descriptive language and parts of chapters that might be selected by students.	“KRAKATOA” –Copies of chapters. “KRAKATOA” -Audio tapes and tape player.	<p>Students ask questions about specific descriptive language in text.</p> <p>Students recall parts of previously read chapters that also include descriptive language.</p>
60 min.	Students re-read text and orally and in writing identify details of informational materials they will use in developing their dialogs.	Teacher gives example of how to identify details of informational materials that might be used in developing a dialog.	“KRAKATOA” – copies of chapters.  LCD or ELMO (Desk-top Presenter)	<p>Students asking questions about specific descriptive language in text.</p> <p>Students recall parts of previously read chapters that also include descriptive language.</p>

**Lesson Number 3 -- Title: Listening to taped version of book while reading book.**

**Goals: Students**

1. Collect information from various electronic sources and take notes on the topic of volcanic eruptions (PDC)
2. Re-read KRAKATOA chapters (or re-listen to taped chapters) and select and organize information by displaying it on note cards.
3. Collect information from electronic and other sources and underline or take notes on the subject of volcanic eruptions.
4. Write responses to selected descriptive language in the text of KRAKATOA that exhibit understanding of the text.

Time	Students Activities at Each Step	<ul style="list-style-type: none"> <li>• Ways Teacher Supports Learning</li> <li>• Points to Remember</li> </ul>	Materials	Evaluation: “Look-Fors”
<b>60 min.</b>	<p>Students use electronic media at the PDC (Computer Lab) to research the topic of Volcanic Eruptions. Students Collect information electronically in their own files or through hard copies.</p>	<p>Teacher provides URLs of different sites of interest to students concerning volcanic, volcanic eruptions and the results of volcanic eruptions.</p>	<p>List of URLs provided during training and additional URLs research by PDC Director.</p> <p>Teacher and PDC (Computer Lab) Director assist students with their questions and make suggestions as to how to use information.</p>	<p>Active engagement by students in the electronic research process.</p> <p>Students ask questions concerning how to use information they are selecting and organizing,</p>
<b>68 Min.</b>	<p>Working in pairs, students re-read text and orally and in writing identify details of informational materials by re-using, transforming, recombining sentences in the KRAKATOA text.</p> <p>Students select and organize information form selected chapters by displaying it on note cards.</p> <p>Students write responses to selected descriptive language that exhibits understanding of the text.</p>	<p>Teacher helps students organize themselves into “working pairs.”</p> <p>Teacher demonstrates how to identify details of informational materials and re-using, recombining and transforming sentences in the KRAKATOA text.</p>	<p>“KRAKATOA” – copies of chapters</p> <p>LCD or ELMO</p>	<p>Active engagement by students working in pairs.</p> <p>Students ask questions concerning how to use information they are selecting, organizing, copying, transforming, re-using, and recombining.</p>

**Lesson Number 4 -- Title: Writing a Dialog – Samples and Dialog Tags.**

**Goals: Students**

1. Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing the text found in KRAKATOA.
2. Write responses to literature in the format of a dialog that develops interpretations, exhibits careful reading and cites specific parts of the text.
3. Use more complex vocabulary and sentences appropriate for a descriptive dialog.
4. Use figurative language and idiomatic expressions appropriately.
5. Compare and contrast the motivation and reactions of historical figures mentioned in KRAKATOA in different chapters.

Time	Students Activities at Each Step	<ul style="list-style-type: none"> <li>• Ways Teacher Supports Learning</li> <li>• Points to Remember</li> </ul>	Materials	Evaluation: “Look-Fors”
<p><b>60 min.</b></p>	<p><b>Working in established pairs, students identify the historical figures that survived Krakatoa. They compare and contrast their backgrounds and experiences before, during and after the eruption of Krakatoa. Students try to answer these questions about the survivors:</b></p> <p style="padding-left: 40px;"><b>Who are the survivors? Indicate their age, nationality, racial background, physical condition and mental state as a survivor.</b></p> <p style="padding-left: 40px;"><b>Where were the survivors? Why were the survivors at their locations at the time of the eruption?</b></p> <p style="padding-left: 40px;"><b>What did the survivors see, hear, smell, and do when Krakatoa erupted and during the lengthy eruption?</b></p> <p style="padding-left: 40px;"><b>What did the survivors think during and after the eruption?</b></p> <p style="padding-left: 40px;"><b>What did the survivors feel during and after the eruption?</b></p> <p style="padding-left: 40px;"><b>Did they think they would survive? Why or Why not?</b></p>	<p><b>Teacher confirms effectiveness of the working pairs of students and makes changes, if needed.</b></p> <p><b>Teacher prepares a list of survivors identified by the students.</b></p> <p><b>Teacher provides and displays the list of questions to be answered for each survivor.</b></p> <p><b>Teacher enters as an electronic file, and displays through LCD, information gathered by students about each survivor.</b></p> <p><b>Teacher selects one survivor and demonstrates how to use, re-state, transforms and recombine the information gathered as a monolog.</b></p>	<p><b>List of questions prepared by teacher.</b></p> <p><b>LCD, ELMO</b></p> <p><b>KRAKATOA – Copies of chapters.</b></p> <p><b>GRAPHIC ORGANIZERS “Teacher and students producing together.”</b></p> <p><b>Survivor’s NAMES Age, nationality, racial background, physical features, mental state; location: reason. ACTIONS: see, hear, smell, do; think, feel: reason.</b></p>	<p><b>Students answer questions.</b></p> <p><b>Students recall parts of previously read chapters.</b></p> <p><b>Students contribute to Graphic Organizers.</b></p>
<p><b>68 min.</b></p>	<p><b>Students will read, compare and contrast the FIRST DRAFT and the FINAL DRAFT of a dialog written by Janis Cramer in her Unit: “Collaborating to Write Dialogue.” Students will compare and contrast the</b></p>	<p><b>Teacher provides copies of: “Collaborating to Write Dialogue” by Janis Cramer.</b></p> <p><b>FIRST DRAFT FINAL DRAFT</b></p>	<p><b>Copies of:</b></p> <p><b>FIRST DRAFT FINAL DRAFT DIALOGUE TAGS</b></p>	<p><b>Students are meaningfully engaged by contributing to activities:</b></p> <p><b>Volunteering to respond</b></p>

Time	Students Activities at Each Step	<ul style="list-style-type: none"> <li>• Ways Teacher Supports Learning</li> <li>• Points to Remember</li> </ul>	Materials	Evaluation: “Look-Fors”
	<p><b>use of Capitals, Quotation Marks, Exclamation Points, and Question Marks.</b></p> <p>Students will read the words in the Meaning Category “Dialogue Tags” from the same Unit. Students will analyze the use of these Dialog Tags in the First and Final Drafts.</p> <p>Students will dramatize or describe the meaning of each word in the Category “Dialogue Tags.”</p>	<p><b>DIALOGUE TAGS</b></p> <p>Teacher helps students understand the meaning of the Dialog Tags, requesting students to describe, define, or dramatize the meaning of these words.</p>		<p><b>to the comparing and contrasting activities.</b></p> <p><b>Volunteering to describe or dramatize or look up in the Dictionary the meaning of Dialog Tags.</b></p>

**Lesson Number 5 -- Title: Grammar Rules: capitalization, punctuation, citations with Quotation Marks.**

**Goals: Students**

- 1. Revises dialog for appropriate word choice and organization, using approximately standard English grammatical forms and spelling.**
- 2. Edits writing for the mechanics to approximate standard grammatical forms, specifically: Capitalization, Quotation Marks, Dialog Tags, Past tense of verbs.**

Time	Students Activities at Each Step	<ul style="list-style-type: none"> <li>• Ways Teacher Supports Learning</li> <li>• Points to Remember</li> </ul>	Materials	Evaluation: “Look-Fors”
<b>60 min.</b>	<p>Students re-read <b>FIRST DRAFT</b> <b>FINAL DRAFT</b> and state why author of Dialog uses <b>Capitals, Quotation Marks, Exclamation Points, Question Marks,</b> and other writing features of these writing samples.</p>	<p>Teacher helps students remember the grammar rules for using:</p> <p><b>Capitals, Quotation Marks, Exclamation Points, Question Marks,</b> and other writing features of these writing samples.</p> <p>Teacher writes student-generated and textbook grammar rules for the use of <b>Capitals, Quotation Marks,</b></p>	<p><b>FIRST DRAFT</b> <b>FINAL DRAFT</b></p> <p><b>Any English Textbook</b> where Grammar Rules may be provided.</p> <p><b>LCD or ELMP</b></p>	<p><b>Students actively participate, providing their definitions of the grammar rules studied in this lesson.</b></p>

Time	Students Activities at Each Step	• Ways Teacher Supports Learning • Points to Remember	Materials	Evaluation: “Look-Fors”
		<b>Exclamation Points, Question Marks, and other writing features that appear in the writing samples.</b>		

**Lesson Number 6 -- Title: Sample Dialog written by the teacher.**

**Goals: Students**

1. Write responses to literature in the format of a dialog that develops interpretation, exhibits careful reading and cites specific parts of the text.
2. Write fictional biography in the format of a dialog.
3. Edit writing for the mechanics to approximate standard grammatical forms, specifically: Capitalization, Quotation Marks, Dialog Tags; Past Tense of verbs.

Time	Students Activities at Each Step	• Ways Teacher Supports Learning • Points to Remember	Materials	Evaluation: “Look-Fors”
<b>60 min.</b>	<p>Students review the <b>ACTIONS</b> category provided in the <b>VOCABULARY</b> list (See: Lesson 1)</p> <p>Students review the <b>GRAPHIC ORGANIZERS – Category ACTIONS</b> (See: Lesson 4) reviewing the Past Tense form of the verbs in these categories.</p>	<p>Teacher helps students remember the Past Tense form of the verbs in the Vocabulary List (See: Lesson 1) and in the <b>GRAPHIC ORGANIZERS – Category ACTIONS</b> (See: Lesson 4), reorganizing these verbs forms in Regular Past (Group 1: /-d/; Group 2: /-t/; Group 3: added syllable /-ed/; Group 4: Past/Past Participle same; Group 5: Past/Past Participle different)</p>	<p>Vocabulary list prepared by teacher (Lesson 1) and produced together by teacher and students (Lesson 4).</p> <p>LCD</p> <p>Charts previously produced of Verb Categories – Groups 1-5</p>	<p>Students correctly pronouncing the Past Form of verbs.</p>
<b>68 min.</b>	<p>Students read the Sample Dialog written by the teacher (Assessment Sample) and recognize how teacher answered the following questions</p>	<p>Teacher provides questions: Who are the survivors? Indicate their age, nationality, racial background,</p>	<p>LCD or ELMO</p> <p>Sample Dialog Written by the teacher (Assessment</p>	<p>Students are actively engaged in reading and pointing out how teacher answered all questions,</p>

Time	Students Activities at Each Step	<ul style="list-style-type: none"> <li>• Ways Teacher Supports Learning</li> <li>• Points to Remember</li> </ul>	Materials	Evaluation: “Look-Fors”
	<p>concerning the survivors:</p> <p><b>Who are the survivors?</b>            Indicate their age, nationality, racial background, physical condition and mental state as a survivor.</p> <p><b>Where were the survivors?</b>            Why were the survivors at their locations at the time of the eruption?</p> <p><b>Describe their location AFTER the eruption.</b>  <b>Describe their location BEFORE the eruption.</b>  <b>Describe their recollections of the area.</b></p> <p><b>What did the survivors see, hear, smell, and do when Krakatoa erupted and during the lengthy eruption?</b>  <b>What did the survivors think during and after the eruption?</b>  <b>What did the survivors feel during and after the eruption?</b>  <b>Who was with the survivors? How did they think/feel? What did they say? What did they do?</b>  <b>Did they think they would survive? Why or Why not?</b></p> <p>Students also recognize 10 Dialog Tags and 150 underlined words used in the KRAKATOA text. Students also recognize Idiomatic Expressions and figurative language.</p>	<p><b>physical condition and mental state as a survivor.</b>  <b>Where were the survivors?</b>  <b>Why were the survivors at their locations at the time of the eruption?</b>  <b>Describe their location AFTER the eruption.</b>  <b>Describe their location BEFORE the eruption.</b>  <b>Describe their recollections of the area.</b>  <b>What did the survivors see, hear, smell, and do when Krakatoa erupted and during the lengthy eruption?</b>  <b>What did the survivors think during and after the eruption?</b>  <b>What did the survivors feel during and after the eruption?</b>  <b>Who was with the survivors? How did they think/feel? What did they say? What did they do?</b>  <b>Did they think they would survive? Why or Why not?</b></p> <p>Teacher compares and contrast the words used in her Sample Dialog with the same words from the KRAKATOA text, the Dialog Tags, and the Grammar Rules teacher and students used in previous lessons.</p>	<p>Sample)</p>	<p>used VOCABULARY, DIALOG TAGS, GRAMMAR RULES, Past Tenses, Idiomatic Expressions, Figurative Language.</p>

**Post Lesson Evaluation Questions.**

<b>Questions</b>	<b>How do you know?</b>	<b>What would need to be changed? Why?</b>