

Natural Disasters

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Level 19

Getting ready for reading

If possible, share a newspaper headline or television report of a current natural disaster. Ask the students to think of other natural disasters – list these on a chart.

Type of disaster	What it is	How does it affect people?
Bush fire	Fire that is out of control in a forest or grassland	Burns their houses. Kills their animals. Can kill them.

Talking through the book

Give each student a copy of the book. Turn to the contents page. Read through the list of contents to ensure that all students know how to pronounce each of the words listed.

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

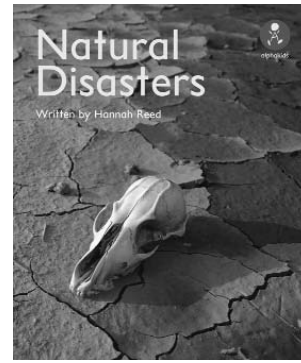
Encourage the students to support their answers with evidence from the book as they discuss these questions.

What are natural disasters?

How are they caused?

Which type of natural disaster do you think is the most dangerous? Why?

If there was an earthquake here, what is likely to happen?



TEXT FEATURES

- **This book is an information report about a range of natural disasters caused by the weather and the movement of the earth's crust.**
- **Colour photographs support and extend the text.**
- **Each natural disaster is defined.**
- **The text features a list of contents and an index.**

Being a code breaker

Students may like to compare the plural and singular forms of words ending in 'o': *tornado/tornadoes, volcano/volcanoes*.

Being a text user

Discuss:

What type of book is this? Fiction or factual?

What from is it written in – report, explanation, procedure?

What can you learn from this book?

Does this book help you to know what to do in a natural disaster?

Being a text critic

Discuss:

What did the author have to know to write this book?

Does this book give information about all natural disasters?

Is the information in the book accurate? How could this be checked?

Literacy learning centres – follow-up activities

WRITING CENTRE

Students could choose one of the natural disasters in the book to write a first-hand report of a disaster as it occurs.

TEXT CENTRE

Students could reread the book and make a chart.

Name of disaster	What is it?	What does it do?
Volcano		
Tidal wave		
Flood		
Drought		

INTERACTIVE LITERACY CENTRE

Students could work in cooperative pairs to make a quiz about natural disasters. Each pair could ask another pair their questions.

WORD CENTRE

Students could use dictionaries to investigate the spelling for plurals of other words ending in 'o': *potato, tomato, mango, dingo*.

Keeping track

Students' ability to analyse words and come to general understandings about English spelling can be observed in discussing the lists of words they have compiled and what general rules they can recognise from these lists.