

Volcanoes – Scientist or Reporter?

Read your set of cards carefully and divide them into two piles:

*What a scientist
might say when
talking about a
volcano*

*What an eyewitness
or newspaper
reporter might say
about a volcano*

All the land on the surface of the earth was once joined together. Heat from inside the earth cracked it into huge pieces. These pieces, called continents, began to drift.

Crowds of people, screaming and crying, surged through the streets in panic trying to escape.



There is evidence that without volcanoes the earth's crust would become arid and infertile.

A sheaf of flame, like a hurricane of fire, poured down the mountainside.

Volcanoes

Not an activity devised for the now not so current volcanic eruption in Iceland, but something from our paper archive devised by Susan Hart in 1981 when at Thomas Tallis School in Greenwich. Susan has kept her collaborative principles and is now researcher and author of the Learning Without Limits project at the University of Cambridge:

<http://learningwithoutlimits.educ.cam.ac.uk/>

We have only tweaked it slightly at this stage, but we also have a lot of extra material produced after the Mount St Helens eruption to add to this if there is demand. It satisfies the principles of collaborative work: builds on prior knowledge and gets children working together with a common purpose. Please send us more up to date versions of science talk and newspaper reporter speak!

Notes: children work in pairs, but if they can cross check with other pairs this works well. The cards are printed in two sets but you need to print them in the same colour and mix them up before giving them out. The cloze activity takes out every seventh word which is a much better conversation producer than cloze where all the nouns are removed.

Webaddress:

<http://www.collaborativelearning.org/volcanoes.pdf>

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Collaborative Learning = Oracy in Context

makes challenging curriculum accessible.

improves social relations in the classroom.

provides scaffolding for exploratory talk.

Basic principles:

1. Build on prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge more than once.

Good for all pupils!

Vital for EAL pupils!

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

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Volcanoes

What do you already know about volcanoes? Discuss the questions and write down brief answers.

What would you see/hear during a volcanic eruption?	How is it different from an earthquake?
What causes earthquakes and volcanoes?	Anything else you know about volcanoes?

Read your set of cards carefully and divide them into two piles:

*What a scientist
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talking about a
volcano*

*What an eyewitness
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about a volcano*

Draw a picture of a volcano based on what you have read on the cards.

There was a deafening roar like a giant explosion. A cloud of steam rose up from the top of the volcano.

People were suffocated. They could not breathe because of the tremendous heat and poisonous gases.

The sky grew pitch black. Then suddenly it was a blaze of fire. It was like a massive firework display.

Houses and building toppled and fell. Others were buried in the burning rock and ashes.

Crowds of people, screaming and crying, surged through the streets in panic trying to escape.

The sea boiled and sent up clouds of steam. Huge waves battered the shore, rising higher and higher.

A sheaf of flame, like a hurricane of fire, poured down the mountainside.

Cinders and ashes rained on down on nearby villages.

The inside of the earth is very hot. The hot rock is called magma.

Eventually a crack opens up and a volcano erupts. Hot rock and hot gases spurt through the vent.

All the land on the surface of the earth was once joined together. Heat from inside the earth cracked it into huge pieces. These pieces, called continents, began to drift.

The molten rock is called lava. It is so hot it sets fire to trees and bushes instantly.

Volcanoes usually happen in the places where the continents have cracked. These cracks are called faults.

Great heat and pressure build up in the rock under the earth's moving crust.

There is evidence that without volcanoes the earth's crust would become arid and infertile.

There are 485 active volcanoes in the world.

Volcanoes of the World

Do this work in pairs. You each need a copy of an atlas.

- one person finds a map of all the countries of the world.
- the other person finds map show volcanoes in the world.

Tick whether volcanoes are likely to happen in these countries

Country	Yes	No	Country	Yes	No
United States of America			United Kingdom		
Mexico			Italy		
Colombia			Greece		
Peru			Russian Federation		
Chile			Turkey		
Brazil			China		
Argentina			India		
Morocco			Japan		
South Africa			Sweden		
Egypt			Australia		

Write here the names of other countries where volcanoes might happen:

Our Amazing World - Version 1

Work in pairs. Write out the passage. Think of words that make sense to go in each of the blank ? spaces. Compare your version with others.

The greatest volcanic eruption in recent ? was at Krakatoa in 1883, where ? entire island blew itself up. The ? of the explosion was heard four ? later, 4,775 kilometres away. Rock was ? 50 kilometres in the air, and ? great cloud of dust circled the ? for three years

Our Amazing World - Version 2

Work in pairs. Write out the passage. Think of words that make sense to go in each of the blank ? spaces. Compare your version with others.

The greatest volcanic eruption _____
recent times was _____ Krakatoa _____ 1883,
where _____ entire island blew
itself _____ and disappeared.
The sound _____ the explosion was heard
4,775 kilometres _____. Rock was _____
50 kilometres _____ the air, and _____
great cloud of dust circled the _____ for
three years