Volcano Words

This issue’s nonfiction includes several words you could use when talking about volcanoes. In this activity, you’ll become familiar with them.

Directions: Complete sections A and B below, then respond to the writing prompt on the next page.

A. What words come to mind when you think of volcanoes? Brainstorm some words and write them here:
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B. We’ve highlighted eight key words in “Beauty and Disaster.” Most are related to volcanoes. Here they are with their definitions. Circle the words that are new to you, and refer to these definitions when you are reading.

catastrophic: causing sudden and terrible damage
dwell: to think about something for a long time
lava: melted rock that has erupted from a volcano
magma: melted rock found below the earth’s surface and within most volcanoes
molten: melted by heat
remote: far away; a long distance from other places or people
summit: the highest point of a mountain or volcano
toxic: poisonous

As you read, find one more challenging word in the article that you could use when discussing volcanoes. Write it in the space below, then write a definition based on context or look up the word in the dictionary.

Word: _____________________________
Definition: ________________________________
_________________________________________________________________________________________

Continued on next page >>
Imagine you went on a trip to Hawaii, where there are many volcanoes, and you saw one erupt. On the lines below, write a short letter you could send to a friend back home, describing the eruption. Use at least three of the vocabulary words on the previous page.

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Video Discussion Questions

Directions: Read the article “Beauty and Disaster” and watch the video “Storyworks Author Visit.” Then answer the questions below.

1. According to the video, what is a lede? What was author Lauren Tarshis’s goal for the lede of “Beauty and Disaster”?

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2. What advice does Lauren give for writing about complicated topics, like volcano science?

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3. Lauren says her favorite piece of descriptive writing in the article is “grandma-walking speed.” Find two more examples of descriptive phrases or sentences in the story and explain why they’re effective.

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4. In the section of the video about editing (3:36-4:04), why does Lauren say “you would all run screaming” if she were to read you her first draft? Explain.

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Think About It!

Close-Reading Questions: After reading “Beauty and Disaster,” go back and reread sections to answer the questions below.

1. In the first section, author Lauren Tarshis compares Kilauea to “a purring cat that transforms into a roaring lion.” What does this tell you about how the volcano changed?

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2. Reread “Hawaii Is Born.” In your own words, explain how volcanoes formed the islands of Hawaii.

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3. Look at the map at the bottom of page 6. How does this map support what you learned in the first two sections?

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4. Based on “A Famous Mountain” and the diagram and caption on page 7, how are shield volcanoes different from stratovolcanoes?

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5. Why do people like Josh and his family live around Kilauea, even though the volcano is active? Give at least two reasons.

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6. In “Death and Disaster,” what details help you understand why the Kilauea eruption was so terrifying?

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Think About It! p. 3

7. Reread the last paragraph of “Death and Disaster.” Why do you think the author includes these questions? Who might be asking them?

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8. Based on “Destruction and Creation,” how has the eruption affected people on Hawaii’s Big Island?

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Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole article.

**9.** Compare the Kilauea photo and caption on page 6 with the photos and caption on page 8. What does this comparison help you understand about the volcano’s transformation?

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**10.** At the end of the article, Josh says, “None of us would be living in this beautiful place if it weren’t for volcanoes.” Explain what he means, using details from the article.

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**Think About It!**

**Directions:** After reading “Beauty and Disaster,” go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

**Close-Reading Questions:**

1. In the first section, author Lauren Tarshis compares Kilauea to “a purring cat that transforms into a roaring lion.” What does this tell you about how the volcano changed?

2. Reread “Hawaii Is Born.” In your own words, explain how volcanoes formed the islands of Hawaii.

3. Look at the map at the bottom of page 6. How does this map support what you learned in the first two sections?

4. Based on “A Famous Mountain” and the diagram and caption on page 7, how are shield volcanoes different from stratovolcanoes?

5. Why do people like Josh and his family live around Kilauea, even though the volcano is active? Give at least two reasons.

6. In “Death and Disaster,” what details help you understand why the Kilauea eruption was so terrifying?

7. Reread the last paragraph of “Death and Disaster.” Why do you think the author includes these questions? Who might be asking them?

8. Based on “Destruction and Creation,” how has the eruption affected people on Hawaii’s Big Island?

**Critical-Thinking Questions:**

9. Compare the Kilauea photo and caption on page 6 with the photos and caption on page 8. What does this comparison help you understand about the volcano’s transformation?

10. At the end of the article, Josh says, “None of us would be living in this beautiful place if it weren’t for volcanoes.” Explain what he means, using details from the article.
Think About It!

Close-Reading Questions: Read “Beauty and Disaster.” Then go back and reread sections of the article to answer the questions below. We’ve started the first two answers for you.

1. Reread the section “Hawaii Is Born.” The author says that volcanoes are a part of life in Hawaii. Why are volcanoes a part of life in Hawaii?

Volcanoes are a part of life in Hawaii because

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2. Reread the section “A Famous Mountain.” Why do people choose to live near Kilauea even though it’s a volcano?

People live near Kilauea because

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Think About It! p. 2

3. Look at the pictures with the caption “Buried by Lava,” and read the first paragraph on page 9. What did lava do when Kilauea erupted?

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4. Reread “Death and Disaster.” How did scientists know that Kilauea was about to erupt?

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5. Look at the picture of the person wearing a mask on page 10. Why might someone have to wear a mask near Kilauea?

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Critical-Thinking Question (big question that makes you think):

6. How are stratovolcanoes similar to shield volcanoes? How are these types of volcanoes different?

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Understanding Text Structures

Directions: Text structure is the way an author organizes information in a piece of writing. Authors use different text structures to achieve different purposes. Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about “Beauty and Disaster.”

1. What is the main purpose of the article? ___________________________  ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
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   ______________________________________________________________
Which text structure does the author use overall in the article to achieve this purpose? _________________________________________________

2. In the section “Hawaii Is Born,” the author uses a cause-and-effect text structure. The effect the author writes about is the birth of the Hawaiian Islands. What caused the islands to form? ___________________________  ______________________________________________________________
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3. In the section “A Famous Mountain,” the author notes similarities and differences between stratovolcanoes and shield volcanoes. Which type of text structure is this? Support your answer using examples. ________________  ______________________________________________________________
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4. Reread the second half of the section “Death and Disaster,” starting at the top of page 9. Give examples of how the author uses details in this section to help you picture the scene in your mind. ______________________
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Which text structure is this? ___________________________________________________________________________________
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5. In the first two paragraphs of the section “Destruction and Creation,” the author explains what Kilauea’s eruption left behind. Which text structure is this? Support your answer using examples. _________________
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Exploring Text Features

**Directions:** Answer the questions below to help you explore the photos, captions, map, and other text features in the nonfiction article “Beauty and Disaster.”

1. Look at the photographs and the headline on pages 4-5. How do these features help you understand the story at a glance? ______________________________________________________________________________
_______________________________________________________________________________________

2. Using the map on page 6, explain why it was lucky that Joshua’s school wasn’t destroyed in the eruption._______________________________________________________________________________________
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3. Reread “A Famous Mountain,” then study the diagram and caption at the top of page 7. What additional information about volcanoes can you learn from these text features? ________________________________
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4. What do the photographs on page 8 tell you about lava flows? ____________________________________
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5. Look at the image of the masked person on page 9. What can you infer about how this person might have been feeling the moment this picture was taken? ____________________________________________
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6. Read the two section titles in orange on pages 8-9. What mood do these titles help create? _________
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**Storyworks S-T-R-E-T-C-H** What additional photo, chart, or other visual would you like to see with the article, and why? ________________________________________________________________
_______________________________________________________________________________________

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Summary of “Beauty and Disaster”

“Beauty and Disaster” is about ____________________________________________

It tells the story of Joshua Gula, ____________________________________________

Hawaii was created by lava from volcanoes and currently has six active volcanoes,
including ________________________________________________________________

In April 2018, volcano scientists noticed signs that ________________________________________________________________

In May, Josh watched as ________________________________________________________________

One frightening thing about the eruption was the lava, because ________________________________________________________________

Another concern was ________________________________________________________________

Kilauea is now quiet again, but people can still see the damage it did by going to ________________________________________________________________

Directions: Complete the summary below, using the prompts in the margins to help you.

1. Begin with a topic sentence that tells what the article is mainly about.

2. How old is Joshua? Where does he live?

3. Give the name and one fact about the volcano this article is about.

4. What were they worried about?

5. What did Josh and his friends see when they were at school?

6. What damage did the lava cause?

7. What else came out of the volcano?

8. Describe one place changed by the volcano.

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.
Quick, Tell Me What Happened!

Your friend Tomas was absent from school and didn’t get to read “Beauty and Disaster” in Storyworks. But you can help him out! You call and tell him about it, but he has only one minute before he needs to read 30 pages in a book for tomorrow. Quick, give him a short summary!

Directions: Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Think about:
   - What do the title and subtitle suggest the article is about?
   - What appears in the pictures on pages 5-6?
   - What do the section titles help you understand?

   Use your answers to create a topic sentence for your summary:

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don't have to be complete sentences. We've given you some examples (and crossed out what does not belong).

   Opening Section
   - Josh Gula lives in Hawaii and saw Kilauea erupt.
   - Some people go to Hawaii to visit the beaches there.
   - Hawaii is a group of islands that were made by volcanoes.

   “Hawaii Is Born”

   “A Famous Mountain”

Continued on next page >
Quick, Tell Me What Happened! p. 2

“Death and Disaster”
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

“Destruction and Creation”
________________________________________________________________________________________
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3. Look at your notes. Cross out anything you wrote that is not necessary. Add anything that’s missing.
   Ask yourself:
   * Did I include information about what happened? Where and when it happened? Why it happened? How
     things changed?
   * Is there a detail or two describing what the main subject is like?
   * Did I write details that aren’t essential for understanding the main topic?
     Get rid of those! (See example on page 1.)

4. Number your notes above so you can retell them in an order that makes sense.

5. Use your topic sentence and your notes to write your one-paragraph summary
   on a separate sheet of paper, retelling what happened in your own words. Reread it to make sure it’s
   clear and that it sums up what’s important in the article. Then you can share your summary with your
   friend Tomas!

Tip! Use your notes to summarize the article out loud with a partner. This will help you decide if you
need to add or take out any information.
Find the Evidence

**Directions:** Read each question below carefully. Some will ask you to select text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text evidence.

1. The author writes that Hawaii is “one of the most beautiful spots on Earth.” Circle the letter of the piece of text evidence that best demonstrates why this is so.
   a. “Hawaii is remote, a thousand miles away from any other land.”
   b. “It’s . . . a paradise of swaying palm trees, glittering ocean views, and lush forests bursting with flowers.”
   c. “Lava spurts in lazy fountains.”
   d. “More than 1.4 million people make their home in Hawaii.”

2. In your own words, explain the difference between a stratovolcano and a shield volcano. Use details from the text.

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3. The section “A Famous Mountain” explains why Joshua and many of his neighbors did not believe Kilauea was dangerous. Circle the letter of the piece of text evidence that best explains why they believed this.
   a. “Millions have traveled to the Big Island just to see it.”
   b. “Six volcanoes on the islands of Hawaii are active . . . Kilauea is the most active in the world.”
   c. “Kilauea has been oozing and spraying like this almost constantly since 1983. But nobody has been killed.”
   d. “Its fiery sprays made the volcano famous, the Beyoncé of mountains.”

4. Explain in your own words how the Hawaiian islands were formed over millions of years.

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Find the Evidence, p. 2

5. Circle the letter of the piece of text evidence that describes a warning sign that Kilauea was about to erupt.
   a. “Giant clouds of ash and poisonous gas rose from the top of Kilauea when it exploded.”
   b. “Red-hot rivers of the glowing molten rock poured into neighborhoods, devouring houses and cars.”
   c. “Hawaii’s largest lake turned into a steaming pit of lava.”
   d. “Small earthquakes were rumbling under the ground.”

6. Using evidence from the text, explain how the eruption of Kilauea physically affected the island.
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   __________________________________________________________________________
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7. Which of the following describes a fear Joshua had during the Kilauea eruption?
   a. “. . . the roads would become blocked, making it impossible for his family to escape if a more powerful eruption occurred.”
   b. “An explosion shatters the peaceful afternoon.”
   c. “He knows another eruption is possible.”
   d. “Like gooey melted chocolate that hardens in the fridge, this lava turned rock-solid when it hit the cold seawater.”

8. How did the eruption affect Joshua’s family and other people living in the area? Use specific evidence from the text.
   __________________________________________________________________________
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Find the Evidence

Directions: Read each question below carefully. Some will ask you to select two or three pieces of text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text.

1. The author of “Beauty and Disaster” describes Hawaii as “one of the most beautiful spots on Earth.” Circle the letters of the TWO pieces of text evidence that best support this description.
   a. “More than 1.4 million people make their home in Hawaii.”
   b. “Lava spurts in lazy fountains.”
   c. “Hawaii is remote, a thousand miles away from any other land.”
   d. “It’s . . . a paradise of swaying palm trees, glittering ocean views, and lush forests bursting with flowers.”
   e. “Kilauea was a favorite spot for family hikes and school trips.”
   f. “Before the eruption last spring, Kilauea was known for its fiery yet gentle beauty.”

2. In your own words, explain the differences between a stratovolcano and a shield volcano. Use details from the text.

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3. Circle the letters of the THREE pieces of text evidence that best demonstrate why many people did not believe Kilauea was dangerous.
   a. “Millions have traveled to the Big Island just to see it.”
   b. “Lying on a beach breathing in flowery breezes or surfing monster waves, a person can easily forget the islands’ volcanic beginnings.”
   c. “Kilauea has been oozing and spraying like this almost constantly since 1983. But nobody has been killed.”
   d. “Its fiery sprays made the volcano famous, the Beyoncé of mountains.”
   e. “‘We knew that the system would bust open,’ she says. ‘But we didn’t know where.’”
   f. “What Josh—and most people living nearby—didn’t realize is that shield volcanoes can turn violent.”

Continued on next page >
Find the Evidence, p. 2

4. In your own words, explain why scientists at the Hawaiian Volcano Observatory predicted that Kilauea would erupt in 2018.

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5. You can infer that Kilauea is still a danger to the people who live near it. Circle the letters of the THREE pieces of text evidence from “Beauty and Disaster” that best support this inference.
   a. “It killed thousands and buried the city of Pompeii under 20 feet of ash and rock.”
   b. “Six volcanoes on the islands of Hawaii are active, which means they can erupt at any moment. Kilauea is the most active in the world.”
   c. “Hundreds of people were left homeless. Many lost everything they owned.”
   d. “And Kilauea has a deadly past. In 1790, the volcano exploded without warning, unleashing a churning river of lava and killing as many as 400 people.”
   e. “But like a purring cat that transforms into a roaring lion, this volcano had changed.”
   f. “He knows another eruption is possible. But Josh doesn’t dwell on the danger of living in this fiery land.”

6. Using text evidence, explain how Kilauea’s eruption physically affected the island.

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“Beauty and Disaster” Quiz

Directions: Read the article “Beauty and Disaster” in the December 2018/January 2019 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. What is “Beauty and Disaster” mostly about?
   - A how Hawaii was formed
   - B a boy who studies volcanoes
   - C two different types of volcanoes
   - D a volcano that erupted in Hawaii

2. Kilauea was “like a purring cat that transforms into a roaring lion.” This shows that the volcano erupted ______.
   - A slowly
   - B each day
   - C with a soft noise
   - D in a surprising way

3. Why don’t people usually worry about Mount Kilauea?
   - A It is a small volcano.
   - B Most eruptions are mild.
   - C Scientists said it was safe.
   - D It has not erupted in many years.

4. How did Josh feel when Mt. Kilauea first erupted?
   - A scared
   - B unsafe
   - C thrilled
   - D nervous

5. Which phrase from the story supports the answer to question 4?
   - A “I worried my school would collapse,’ he says.”
   - B “Nobody was scared,’ Josh says. ‘It was exciting.’”
   - C “Josh felt lucky to be able to hike up to its summit and peer inside.”
   - D “Josh’s family lived 20 miles from the worst lava flows, so their house was safe.”

6. Which volcano is a shield volcano?
   - A Krakatau
   - B Kilauea
   - C Mount Vesuvius
   - D Mount St. Helens

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

7. Why did Kilauea surprise so many people with its eruption in May?

8. What does having Josh’s story add to this article?
“Beauty and Disaster” Quiz

Directions: Read the article “Beauty and Disaster” in the December 2018/January 2019 issue of Storyworks. Then fill in the bubble next to the best answer for each question below.

1. What is “Beauty and Disaster” mostly about?
   A a boy who studies volcanoes in his free time
   B how volcanoes formed Hawaii over time
   C a Hawaiian volcano that erupted in 2018
   D different types of volcanoes and the reasons they are dangerous

2. The author describes Kilauea as “a purring cat that transforms into a roaring lion.” This shows the volcano changed . . .
   A daily.  
   B easily.  
   C slowly.  
   D surprisingly.

3. Why don’t people who live near Kilauea usually worry about it?
   A It is a small volcano.
   B Most of its eruptions are mild.
   C It has not erupted in many years.
   D Scientists said it was not likely to erupt.

4. Which phrase from the story supports the answer to question 3?
   A “Kilauea was a favorite spot for family hikes and school trips.”
   B “Its fiery sprays made the volcano famous, the Beyoncé of mountains.”
   C “. . . most people living nearby didn’t realize that shield volcanoes can turn violent.”
   D “. . . scientists at the Hawaiian Volcano Observatory detected signs that the volcano was changing.”

5. How did Josh Gula feel a few weeks after Kilauea’s first eruptions in April?
   A nervous  
   B cheerful  
   C bored  
   D unconcerned

6. Which line from the story supports the answer to question 5?
   A “‘I worried my school would collapse,’ he says.”
   B “‘Nobody was scared,’ Josh says. ‘It was exciting.’”
   C “Josh felt lucky to be able to hike to up its summit and peer inside.”
   D “Josh’s family lived 20 miles from the worst lava flows, so their house was safe.”

7. Which word means the same as summit in the sentence “Josh felt lucky to be able to hike up to its summit and peer inside”?
   A lava  
   B peak  
   C trail  
   D shield

8. Which of the following best describes how Hawaii was formed?
   A Land from the ocean floor floated up to the surface, creating islands.
   B Rocks that erupted from volcanoes piled up and formed the islands.
   C Lava from volcanoes hardened over time, forming land.
   D Ash from volcanoes settled on the ocean, forming Hawaii.

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the article.

9. Why was the eruption of Kilauea so surprising to the people of Hawaii?

10. Why did the author most likely include Josh’s firsthand account in the article?
Beauty and Disaster

To the teacher: We suggest using these questions with the lower-Lexile version of the story, supported by the lower-Lexile audio version. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.

Yes/No Questions
These questions allow students who are new to English to show their understanding with a simple answer.
1. Was Joshua scared of Kilauea erupting? (No, he wasn’t.)
2. Look at the map on page 6. Are there four active volcanoes on the Big Island of Hawaii? (Yes, there are.)
3. Is Hawaii made of lava? (Yes, it is.)
4. Are shield volcanoes more dangerous than stratovolcanoes? (No, they aren’t.)
5. Were there earthquakes during the eruption of Kilauea? (Yes, there were.)
6. Did more than 1,000 people leave their homes when Kilauea erupted in 2018? (Yes, they did.)

Either/Or Questions
These questions allow slightly more-advanced students to use language from the question in their answer.
1. Is Kilauea usually gentle or dangerous? (It’s usually gentle.)
2. Which is under Earth’s surface: lava or magma? (Magma is under Earth’s surface.)
3. Does Hawaii have eight main islands or one big island? (It has eight main islands.)
4. Are shield volcanoes shaped like cones or domes? (They’re shaped like domes.)
5. Did the eruptions of Kilauea kill more people in 1790 or 2018? (They killed more people in 1790.)

Language Questions
Explain that a simile is a figure of speech that compares two different things using like or as. Ask what two things are being compared in each simile below:
- “But like a purring cat that turns into a roaring lion, this volcano had changed.” (p. 6)
- “Like gooey melted chocolate that hardens in the fridge, this lava turned rock-solid when it hit the cold seawater.” (p. 6)
Volcano Contest

My name: ________________________________

Teacher’s name: __________________________

School name: ______________________________

School address: __________________________________________ (Remember to include city, state, and ZIP code!)

School phone: ________________________________________

Parent’s name and email (optional): ____________________________________________________________

See page 9 of the December 2018/January 2019 issue of Storyworks for more information about this contest.

My Response

Pretend you were on Kilauea in May 2018. Write a blog post about what you saw and why it happened. Draw from the article and text features.

Entries will be judged on:

- a clearly stated main idea
- good organization and transitions
- effective use of supporting evidence
- grammar, spelling, and punctuation

Continue on another piece of paper if you need more room.

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