

CLOSE READING LESSON

DIRECTIONS | Make a Volcano

ANCHOR

ACTIVATE BACKGROUND KNOWLEDGE

Pass out homemade cookies to the class (**OPTIONAL**) and / or show a printed recipe with one or more photographs to support the directions.

SAY

I love to make homemade cookies! The smell of baking cookies always makes me smile. When I get ready to bake a new kind of cookie, I look for a recipe to tell me what ingredients I need and how to mix those ingredients together into yummy cookies. A recipe is a set of directions that tell me how to make my favorite treat!

Place a jar of nut butter, a jar of jelly, two slices of bread, and a knife on a plate on a table or desk.

Let's write directions to help someone learn how to make a nut butter and jelly sandwich. What would we tell this person to do first?

SAY

Once students agree on the first step, follow that direction to verify the direction works as they have described it. Then, write the first direction on the board.

Great! What would our next directions be?

Continue acting out and then writing directions until the sandwich is complete.

PURPOSE STATEMENT

SAY

Have you heard of a book called Journey to the Center of the Earth? It's a book all about people going on an adventure. In the book, three men followed directions to find the volcano that would lead them deep below the Earth's surface. Today, we will read directions for making a very small volcano right here in our classroom!

Pass out **Directions**.

DIRECTIONS

The image shows four identical-looking cards for a volcano simulation, each with a different reading level indicated by a letter in a circle: E (L1+2), T (L3+4), C (L5), and C (L6+7). Each card is titled "Let's Make a Volcano!" and "Directions".

Things you need:

- tray
- baking soda
- jar
- vinegar
- measuring cup
- red food coloring

Directions:

1. Put the jar on the tray.
2. Put in the baking soda.
3. Put a few drops of red food coloring into the vinegar.
4. Pour the vinegar into the jar. What is happening?

Each card also features a small illustration of a volcano and a photo of the simulation in progress.

READ

Perform the volcano simulation in the classroom using the **Directions** at the **Conventional Level 5** or **6-7**. Have student volunteers read each direction where possible. Support students in following the directions to complete the simulation.

APPLY

SAY *We read to learn how to make a very small volcano in our classroom. What did we use to make the volcano? Was it easy or hard to follow the directions? Would you want to make a volcano again? Take your directions home so you can make one with your family or friends!*