Disaster Creeps In

Preparing to Read

1. **Domain-Specific Words:** Make a list of vocabulary words specific to the topic of volcanoes. Review their definitions.

2. **Close-Reading Questions**

   - **What does the title “Disaster Creeps In” suggest about how the lava is moving?** The title suggests that the lava is flowing out slowly. The text supports this idea. According to the sidebar, when a shield volcano erupts, “lava usually oozes out slowly.” **RI.4.4 WORD CHOICE**

   - **Is this a firsthand or secondhand account? How do you know?** This is a secondhand account. The author is not telling us about her own experiences but those of others, like Treston Paio, who live close to Kilauea. **RI.4.6 POINT OF VIEW**

   - **How do you think Pahoa residents feel about the volcanic eruption near their town?** Because of the lava flow, roads have closed and stores have shut down. Some people have had to leave their homes. It seems like these changes would make Pahoa residents anxious and upset. **RI.4.1 MAKING INFERENCES**

   - **What is the main idea of the section “Lava Land”? How does it differ from the rest of the article?** The section “Lava Land” is mostly about how volcanoes create new land. The rest of the article discusses the destruction caused by volcanoes. **RI.4.2 MAIN IDEA**

   - **How does the diagram “Inside Kilauea” help you understand why Kilauea has been causing problems recently?** The recent lava flow began when a new vent opened on Kilauea. The diagram shows what a side vent looks like and how magma can travel there. This helps the reader visualize the lava’s movement. **RI.4.7 TEXT FEATURES**

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3 Skill Focus
Paired Texts (RI.4.9)

**Objective:** Integrate information from two texts on Kilauea.

**Hook:** Ask students to name a topic in which they consider themselves experts. Point out that they probably read multiple texts to learn about it.

**Direct Instruction:** After reading the cover story, introduce the article “The Volcano Next Door” on page T3.

1. **Read for the gist.** Have students read the text independently to get the gist of it. Discuss the article’s main idea.

2. **Set the purpose.** Tell students that they’ll read “The Volcano Next Door” a second time. This time, they’ll compare the information in it with what they learned in “Disaster Creeps In.”

3. **Turn and Talk.** After reading the first two paragraphs, ask students, “How is Kai’s experience living near Kilauea different from Treston’s in “Disaster Creeps In”?

**Discussion:** Have students discuss how “The Volcano Next Door” adds to their knowledge from “Disaster Creeps In.” If needed, provide sentence starters such as:

- *After reading the first article, I thought … but now I realize …
- *The first article talks about … The second one also mentions …
- *Based on both articles, I can tell that …

**Practice:** Have students respond to the questions on page T3 independently.

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**Debate, Page 7: Performance Task**

**Fishbowl Debate**

**Standards:** SL.4.1, SL.4.3

**Preparation:** Divide the class into four groups, two on each side of the debate about taxing sugary drinks. Have groups prepare reasons and evidence to support their arguments.

**Debate:** Ask all students to sit in a large circle. Have one “delegate” from each group meet in the middle. Remind students to follow rules of discussion, like taking turns and staying on topic. As the delegates debate, the other students should observe and take notes.

**Review:** As a whole class, review how the debate went. Ask whether the arguments presented changed students’ original opinions.
**Paired Texts**

*Common Core RI.4.9*

**Name:** __________________________________________

**Living Near Lava**

In “Disaster Creeps In,” you learned about the eruption of a volcano named Kilauea in Hawaii. Below is another article about the same volcano. It was written in 2013, before lava from Kilauea started flowing toward the nearby town of Pahoa. Read the article, then use information from both texts to complete the tasks below.

**The Volcano Next Door**

What’s it like to see a volcano up close? A group of students in Hawaii know. They go to school next to Kilauea, one of the most active volcanoes in the world.

The Volcano School is about 1 mile from Kilauea. “Most people never get to see lava or how [Hawaii’s] land is made,” says student Kai Gonzalez-White. “We do!”

Kai and his classmates often take field trips to the volcano. They hike across hardened pools of lava, called lava lakes. They look at the remains of a forest that was wiped out by a past eruption. They even get to eat lunch near a steam vent. “I like getting out of the classroom to see how our island was created,” says Kai.

Each day, scientists called volcanologists study Kilauea. They warn people about heavy lava flows. They also measure the levels of poisonous gases, called vog. If there is too much vog in the air, the students at Volcano School can’t have recess outside. Vog also stinks. “We have to hold our noses if the vog is coming,” says Adrian Cellini, another student at that school.

1. According to “The Volcano Next Door,” what is an advantage of going to school near Kilauea?

______________________________________________________________________________________________
______________________________________________________________________________________________

2. What are some of the hardships of living near Kilauea? Record details from both articles in the chart below.

<table>
<thead>
<tr>
<th>“The Volcano Next Door”</th>
<th>“Disaster Creeps In”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

3. **WRITE ABOUT IT!** Based on what you read in both articles, would you like to live near Kilauea? State your opinion and support it with details from both texts. Write your response on the back of this page.

**TEACHERS:** Go online for a digital version of the magazine, with videos, pop-up maps, quizzes, and much more! [www.scholastic.com/sn4](http://www.scholastic.com/sn4)
What’s in Your Soda?

Read the nutrition label for a 20-ounce bottle of Sippy Soda. (We made up the brand, but the nutritional information is based on actual sodas.) Use the label to help you answer the questions.

1. How many servings are in one bottle of Sippy Soda?______

2. a. How many calories are in one serving? _________
   b. How many calories are in two servings? _________

3. a. How many milligrams (mg) of sodium (salt) are in one serving? _________________
   b. What percent of the daily recommended amount of sodium is in one serving? _________________

4. a. How many grams (g) of sugar are in one serving? _________
   b. If someone drank two servings of Sippy Soda, how many grams of sugar did that person drink? _________________
   c. The daily recommended amount of sugar for children is 12 grams. If a child drank two servings of Sippy Soda, how much more sugar did he or she consume than is recommended? _________________

5. How can reading nutrition labels help you make smart food choices? _________________
   _________________
   _________________

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size: 8 fluid ounces</th>
<th>Servings Per Container: 2.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td>100</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g 0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g 0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg 0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>25mg 1%</td>
</tr>
<tr>
<td>Potassium</td>
<td>0mg 0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>27g 9%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0g 0%</td>
</tr>
<tr>
<td>Sugars</td>
<td>27g 9%</td>
</tr>
<tr>
<td>Protein</td>
<td>0g 0%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
</tr>
<tr>
<td>Iron</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000-calorie diet. Your daily values may be higher or lower depending on your calorie needs.

**Ingredients**

carbonated water, high-fructose corn syrup, caramel color, phosphoric acid, natural flavors, caffeine