



**Note:** You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

### TEXT FEATURES

- table of contents
- glossary
- headings
- different sized/bolded fonts

### VISUAL LITERACY

- maps
- scale
- captions
- charts
- diagrams
- graph
- legends
- table
- labels

### TEXT SUPPORTS

- photographs
- illustrations
- text boxes
- pronunciations in glossary

### POSSIBLE TEXT CHALLENGES

- interpreting data presented in graph and diagrams
- scientific vocabulary and explanations
- identifying information in photographs

# WHEN EARTH SHAKES

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**TEXT TYPE:** Non-fiction: Description—Report  
**GUIDED READING LEVEL:** W/X

**SUMMARY:** This non-fiction selection details the different aspects of earthquakes. The cause and effect of earthquakes, measuring an earthquake, and preparing for an earthquake are some of the topics included in this text.

### FOCUS COMPREHENSION STRATEGY

- analyzing

### FURTHER COMPREHENSION STRATEGIES

- self-monitoring
- synthesizing

### ORAL LANGUAGE OPPORTUNITIES

- Ranking Ladder strategy
- discussing with a group
- sharing ideas
- news report (option 3 in Focused Rereading)

### WORKING WITH WORDS

- word solving and building: chunking words, associating sounds, and reblending
- language predictability: using a variety of strategies to solve word meaning
- high-frequency words: recognizes words linked to science and geography

### ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- find facts and recall information from text
- retrieve information from visual features
- locate a supporting detail from text
- identify main idea in a text selection
- check personal strategy use

### ASSESSMENT TOOLS

Select from the following:

- Analyzing Strategy Checklist
- Comprehension Strategies Anecdotal Record

# First Session (pages 3–9)

## Making Connections: Text to Text, Text to World, and Text to Self

## Visual Literacy Features

## Word Solving and Building

## High-Frequency Words

## BEFORE READING

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### **Activate and build prior knowledge**

- Display the cover of the book and read the title to students. Ask what students already know about earthquakes. Allow students to share any information they know about earthquakes. Where did students learn about earthquakes? Discuss the various sources of information on earthquakes (newspapers, television, movies, and so on). Ask, *Has anyone ever felt an earthquake?*

### **Introduce supports and challenges**

- Ask students to turn to page 5 and identify the pie graph. Read the question in the first text box. Direct students to the pie graph, asking, *What type of graph is this? Where have you seen graphs like this one before? Ask, What information does the pie graph give? How can we ‘read’ the information in the pie graph?* Allow students the opportunity to discuss the answers while referencing the pie graph. Why do students think the author presented the information in a pie graph and not in another way?
- Turn to page 6 and direct students to the diagram. Highlight the labelled sections of the diagram. Ask, *What can we learn from the diagram? How do you think the information in the diagram will help us understand the information in the main text?* Remind students that charts, tables, graphs, and diagrams contain additional information about earthquakes not presented in the main text. Emphasize the importance of looking at the charts and diagrams as students read the book, and using the information they provide to support the facts and ideas contained in the main text.
- Direct students’ attention to the word ‘sophisticated,’ on page 4. Ask, *If you did not know this word, what are some strategies you could use to figure out what it means?* Allow students to share appropriate strategies. Ask, *How can chunking parts of the word help? How can we use the sounds of certain letters and parts of the word to help us?*
- Ask students to turn to the map on page 7 and identify words they are familiar with. Ask, *Did you learn any of these words in school? In what classes have you seen these words before?* Tell students the information about earthquakes relates to the areas of science and geography. Explain that some words, such as place names on the map, may have been presented in other subject areas. Encourage students to use their knowledge in other subject areas to help them with their understanding while reading this text.

## Analyzing

### **Set a purpose for reading**

- As a group, turn to the table of contents. Note the first four headings presented. Say, *We are going to be reading the text looking for the main ideas contained within each heading. To help us find the important ideas we are going to turn each heading into a question. I want you to turn to each heading, scan over the text and any pictures, diagrams, and illustrations contained under the heading, and create a question that will help us look for the main ideas in each section.* Provide students with the time to develop appropriate questions. Some sample questions for the first four headings are: Everyday Earthquakes: *How many earthquakes are there in a year, and how do they affect people?*; Looking Into Earth: *What are the parts of Earth's structure?*; When Plates Get Stuck: *What happens when tectonic plates get stuck?*; Wobbling Waves: *What are 'Wobbling Waves' and what do they do?*
- Write the questions on chart paper as an anchor chart to refer to as students read the text. Ask students to find the answers to the questions. Provide students with sticky notes to place near parts of the text containing the answers.

**ESL NOTE:** Allow students to work in pairs to answer the questions.

### **Provide for early finishers**

- Any students who finish early should refer to the glossary to find the meaning of two bolded words they are unfamiliar with. If the glossary still does not clarify meaning, provide extra support where needed.

## **DURING READING**

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### **Monitor reading**

- Listen to individual students read. Ask them to provide answers to the questions on the anchor chart as they read each section.
- Assist students who are experiencing difficulty with finding the facts related to the questions. Ask, *Can you find the information in the main text? Can the graph/diagrams help you to find the answer?*

**TEACHING TIP:** Ask questions related to all aspects of the text: pictures, text boxes, labels, charts, graphs, diagrams, and so on. Such questions will remind students to read and analyze all the components of the text and help their understanding and comprehension.

- Provide continued support to students in word solving and vocabulary as they encounter difficult scientific words and ideas.

## Analyzing

### Observe

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Ensure students are attempting to use strategies suggested, e.g., students using the diagrams and charts to assist in understanding the text's content.
- Commend students who are successfully utilizing appropriate strategies, e.g., *When Jonas came to the words 'contracting' and 'expanding' on page 9 he remembered the words from science class. Recalling the words helped him to understand the information about earthquakes in that paragraph on page 9.*

## AFTER READING

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### Revisit the purpose for reading

- Direct students' attention to the anchor chart containing all the questions. Ask each question, one at a time, allowing students to share the answer for each question before moving on to the next one. Ensure students provide the central idea in each section, as well as supporting ideas. Assist students in using all components of the text to provide the answer by asking, *Where else can we find information in the text to help us answer the question? Can someone show some examples to support that answer? Can you show me where it tells us that information in this section?*

### Check on outstanding challenges

- Ask, *Can someone share an example of how they used the pie graph or diagrams to find information that helped answer a question?* If students are having difficulty using the visual literacy features to find information, model how to find information in these sources, including the graph's legend (which is an important tool for interpreting the pie graph).
- Review and discuss any challenges students experienced related to the text. Ask students to read all the information presented, not simply the main text. How did students overcome challenging scientific words? Did they remember to make use of the glossary?

### Note successful strategy use

- Highlight a student who successfully read the text, e.g., *I noticed when Chayenne was looking for information on the structure of the Earth she used both the diagram and the main text. As she read about each part of the Earth in the main text she looked at that part of the Earth on the diagram. Both the text and the diagram working together gave her a good understanding of the different parts of the Earth's structure. Chayenne told me using both sources of information helped her understanding of earthquakes.*

## Second Session (pages 10–20)

### BEFORE READING

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#### Synthesizing

#### **Activate and build prior knowledge**

- Ask students to share the main things they learned in the first session. Students should be able to present facts and information from the text. Students should discuss what an earthquake is and the causes of earthquakes. Ask students to provide specific examples from the text to support their answers.

#### Self-monitoring

- Say, *Why is it important for you to think about and keep track of your understanding of a text as you read?* Allow students to share their thoughts. If it is not mentioned, explain to students they must be able to check their own understanding so they can use appropriate strategies to help themselves if they experience difficulties. Remind students that self-questioning is a strategy to use when keeping track of their understanding of a text. Suggest some simple questions students can ask themselves as they read, such as: *Am I understanding this text? Does this diagram make sense to me? Should I reread this section? What do I think is going to happen next?*
- Ask, *What can you do when you are having difficulty understanding a text?* Review some strategies students can use when they are experiencing problems with a passage, including: reading slowly, rereading, looking at illustrations/photographs/diagrams, and talking it over with a friend or teacher. Look at where understanding stopped and go back to the previous page or paragraph and review known information. Remind students to question whether it is a word they don't understand. Is it a set of ideas? Is it a chart/diagram/graph? Explain that if it is a word causing difficulty they might want to check the glossary, the context, or a dictionary. If it is an idea, read the section aloud. Remind students that asking someone else—a teacher or fellow student—is another strategy to help monitor their own understanding.

#### Text and Visual Literacy Features

#### **Introduce supports and challenges**

- Direct students to the diagram on page 10. Allow students to review the diagram. Ask, *Has anyone heard the word 'tsunami' before?* Point out the text box with the definition of the word. Ask students how the text box, diagram, and text, combined, can help them understand what a tsunami is. Remind students that in the reading there will be explanations for other important concepts (e.g., the Richter scale) where they will need to use all the information provided (including a table) to help their understanding. Remind students to use self-monitoring strategies if they are experiencing difficulties.

## High-Frequency Words and Language Predictability

### Analyzing

- Ask students to turn to page 11. Say, *Does everyone notice there are a lot of photographs on the page, but no main body of text? Why do you think the author focused more on photographs than words here? What information can you learn from photographs that you cannot learn from words?* Provide students the opportunity to discuss their ideas. Remind students there are additional pages in the text that focus more on photographs than words, and they should carefully review all the photographs in the book.
- Say, *In the first session you read some scientific words and words related to earthquakes. Can you give me some examples?* Allow students the opportunity to share the words from the first session. Say, *The words given from the text are words you probably don't see or hear every day. Ask, What did you do to figure out these words when you came to them in the text?* Students can discuss the strategies they used and provide specific examples. If not mentioned by students, point out the glossary. Ask students to demonstrate how to use the glossary. If students are having difficulty in doing so, demonstrate how to use the glossary. Encourage students to continue to use the glossary in this session.
- Remind students that not all the scientific words are contained in the glossary. Highlight the word 'vibrations' (page 12, top text box). Ask students how they can determine the meaning of this word. Remind students it could be a word they have learned in other school subjects. Explain to students that they can choose from a wide range of strategies (glossary, context within the text, captions, pictures, background experiences and knowledge) to figure out scientific words they encounter.

### **Set a purpose for reading**

- Explain to students that as they read the remainder of the book, they are going to locate another fact about earthquakes in each of the remaining sections. Provide students with sticky notes to place by any new facts they learn.

### **Provide for early finishers**

- Students who finish early can pair up and share their facts with a partner.

## **DURING READING**

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### **Monitor reading**

- Continue to ensure all portions of the text (main information, maps and diagrams, text boxes) are being read. Provide support to students who may still be finding this a challenge.

- Allow students to read to you. During their reading, provide them with appropriate comprehension prompts, e.g., *Did the information you read in the first session help you with understanding what you are reading now? What does the diagram on page 10 tell you about how tsunamis are formed and move? How are the photographs helping your understanding?*

### **Observe**

- Make observations on your assessment tools. (See the Analyzing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Give feedback on any successful use of strategies you observe. Highlighting the strategies discussed prior to reading can support other students experiencing difficulty with this text.

## **AFTER READING**

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### **Analyzing**

### **Revisit the purpose for reading**

- Ask students to share the new facts they discovered about earthquakes and identified with the sticky notes. Ask students to provide examples and give support for their answers.
- Using a Ranking Ladder activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*), ask students, *What is the best way to protect yourself from an earthquake?* In small groups allow students to brainstorm possible answers. Students have to narrow their choices down to their top five, ranking them from the first to last choice. Allow each group to present their top two ideas.

### **Check on outstanding challenges**

- Your observations will help you identify any challenges students experienced during reading. Address any of these issues at this time. Did students successfully use self-monitoring strategies? Were they able to use photographs to provide them with additional information on earthquakes? Did students have difficulty figuring out the meanings of the numerous scientific words and concepts presented in the text?

### **Note successful strategy use**

- Explain a successful strategy you observed, e.g., *Gizell used the photographs on page 17 to find out a lot of information on the destructive power of earthquakes. She paid attention to the time frame in the four pictures and realized a wave created by an earthquake could move in and out of an area in just over two hours. She could see from the pictures there can be more than one wave created by an earthquake. The pictures showed waves can cause a lot of damage. By paying attention to the differences in the photos, along with keeping the time frame in mind,*

*Gizell demonstrated good use of the book's visual features, as well as sequencing.*

## FOCUSED REREADING

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Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

### **Written**

#### **Analyzing**

- Ask students to write an acrostic poem (a poem that takes a word or phrase and makes each letter the first line of the poem) using the word 'earthquake.' Remind students to include facts they learned about earthquakes in their poems.

### **Artistic**

#### **Analyzing and Synthesizing**

- Direct students to the information on page 19 regarding planning for an earthquake, and what to do during and after an earthquake. Ask students to form small groups and design a media text (poster, flyer, survival guide, and so on) with the title 'Are you ready for an earthquake'? Remind students to create something that is appealing and contains all the important information related to the title. Instruct students to consult with you before they begin their work to identify what form it will take and why they chose that particular way of presenting their information. Ask them, *Why is this method of delivering this message the best one for the job?*

### **Oral/dramatic**

#### **Synthesizing**

- Working in small groups, students will create a news report about an imaginary earthquake. The format of the report will include a news anchor introducing the report, a reporter on the scene describing what happened (including the size of the earthquake and the damage done), eyewitness accounts from individuals in the area, and a scientist talking about the cause of earthquake. The report will be presented to the whole class. Before students begin, discuss how their skills in writing and reading will help them to deliver an engaging dramatic presentation—that their study and comprehension of earthquakes using this text can have a significant role to play in the content they present orally.