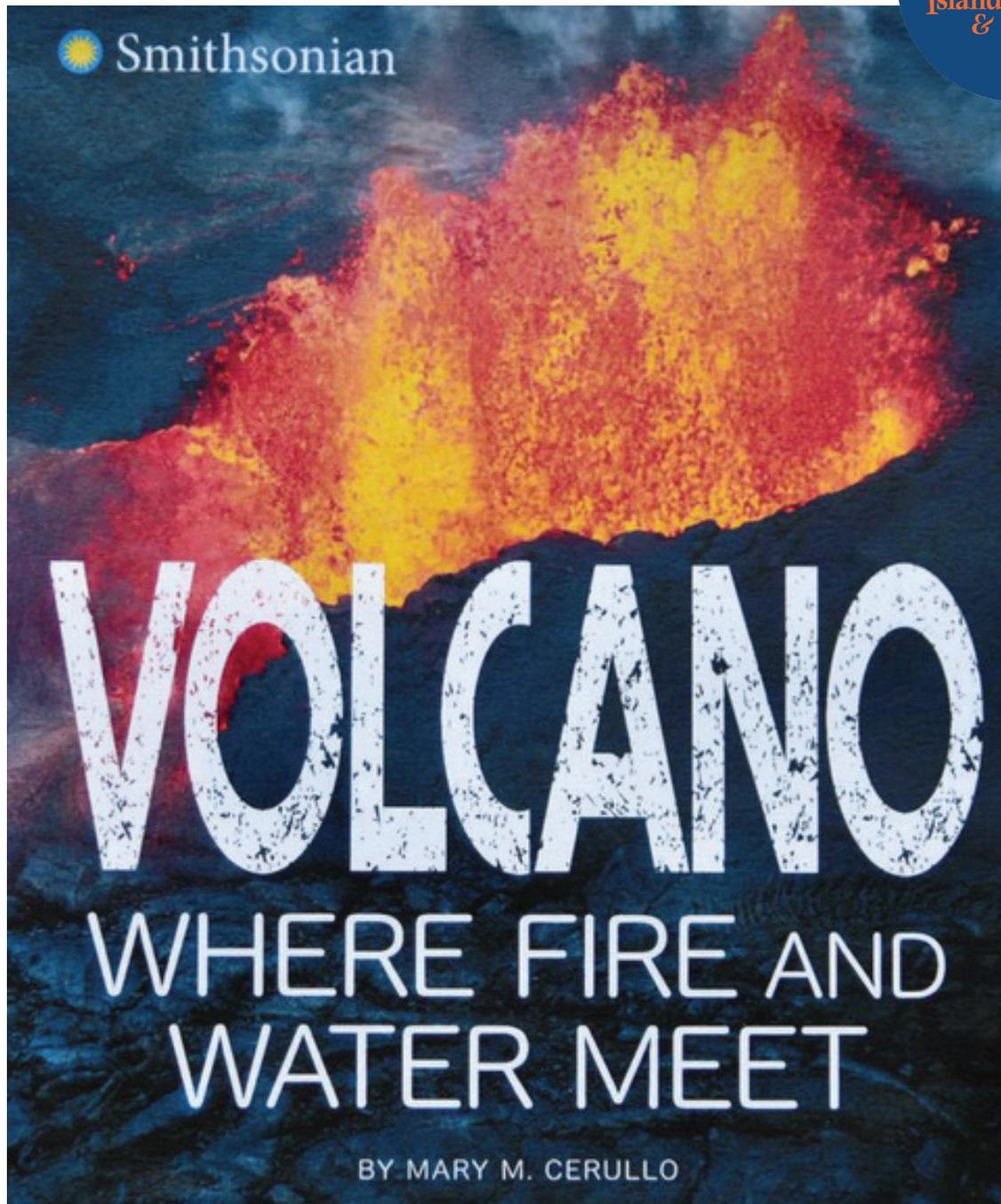


EXPLORE MORE BOOK GUIDE

We've created this guide of resources and suggested activities, paired with the classroom standards they support, to expand student learning and build excitement for this book and IRW program.



HAVE QUESTIONS?

Please contact Alison Johnson at IRW, 207-460-6828 or ajohnson@islandreadersandwriters.org.

EXPLORE MORE BOOK GUIDE

Getting Started: **BEFORE** reading the book!

Interested in a guided session with a trained facilitator in the Visual Thinking Strategies process?

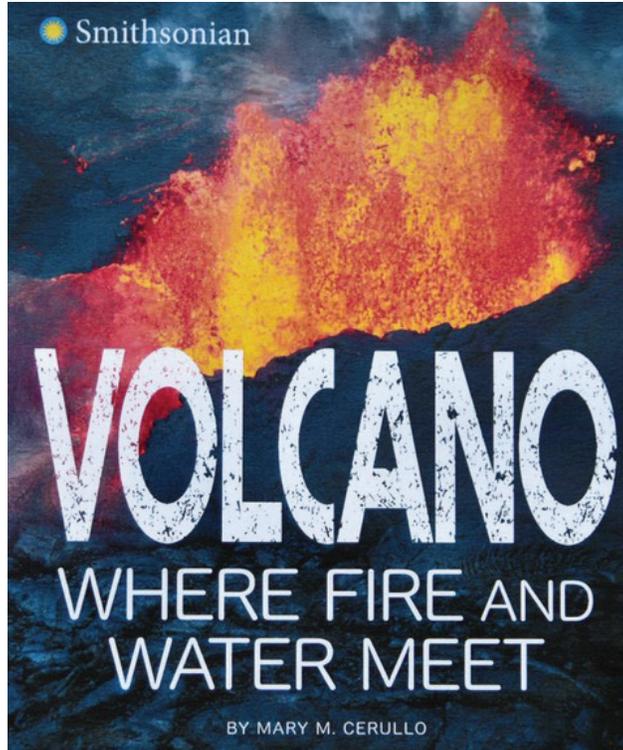


Please contact Alison Johnson at IRW: 207-460-6828 or [email](#).

What is Visual Thinking Strategies?



Watch this [video](#) to learn more about VTS.



Use the Visual Thinking Strategy (VTS) questions below to orient readers, and to help guide a group discussion. Begin by taking a quiet moment to look closely at the book jacket, allowing time for observation and contemplation of the images.

If virtual, ask your students to summarize (or you paraphrase if synchronous) their ideas in short notes in a Google Doc or other format (Padlet, etc.) Build on the group ideas and communal knowledge during your discussion.

- *What is going on in this picture?*
- *What do you see that makes you say that? (provide evidence)*

STANDARDS Covered throughout this Explore More Book Guide:

SL.1. Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.

SL.2. Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.

R.4. Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.

R.5. Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.

R.6. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.8. Analyze the structure of various texts, including how the features and components relate to each other and the whole.

R.9. Assess how perspective or purpose shapes the content and style of various texts.

R.10. Evaluate the argument and specific claims in various texts

ESS2 Earth's Systems

**Assessment opportunity for teachers: Use the KWL chart attached at the end of the guide.*

EXPLORE MORE BOOK GUIDE



MEET MARY!

Mary Cerullo describes herself as a science interpreter. She works with scientists and ocean advocates to explain scientific research and environmental issues to the public, with the goal of motivating others to protect the ocean. At times she has literally immersed herself in her work, diving among sharks in the Bahamas, studying dolphin behavior at the Dolphin Research Center in Florida, and most recently, exploring the connection between volcanoes and the ocean on the island of Hawaii. Mary has written 21 award-winning books about the ocean for children. She has worked with kids, teachers, and other ocean lovers for more than 40 years, from her first job at the New England Aquarium in Boston, to two decades with Friends of Casco Bay, an environmental advocacy organization in South Portland, Maine.

Learn more about Mary [HERE](https://marymcerullo.com), <https://marymcerullo.com>.

LET'S TALK! Discussion Questions

1. Mary uses descriptive language to draw readers in. Can you identify some places where her words made you want to read more? What words did she use? Brainstorm with friends and pull out quotes. Read them with each other and be dramatic. Example

"It is eerily quiet. No birds are singing. The streets are deserted. The countryside looks like a scene from a fantasy movie where fire-breathing dragons burned or trampled everything in sight."

2. On page 7 it says, "It is a reminder that destruction and creation go hand-in-hand wherever volcanoes are found." Is this true of other natural disasters? Hurricanes? Tropical storms? Talk about it, research, see what you discover.

3. On page 8 it says, "According to folklore, all living things – including humans – are tied to marine life." Can you find some folk tales or legends where this is so? Collect a few and share as a group.

LET'S CREATE! Book-Inspired Art

1. **Map out active volcanoes:** Volcanoes were in the news when Mary wrote this book. Are they still? The same ones? Research current events and draw a map of where all of the active volcanoes are. Can you add elevations to your map to make it 3D?

[HERE](#) is a live map of active volcanoes around the world.

2. Lava Layering: [MAKING AND MAPPING A VOLCANO WITH NASA](#)

3. **Earth's 3 layers:** Try to make an edible cake that represents the earth's crust (jagged plates), mantle (semifluid, like slime) and core (dense mass). Refer to page 12 for the descriptions.

Brainstorm what foods would best represent each section. See [THIS](#) recipe for an example.

Teachers; you can purchase a kit [HERE](#).

4. Design your own game!

There are a lot of great vocabulary words. Can you design a game using the vocabulary in this book?

Try beach ball trivia!

a. First, prepare your trivia questions and answers.

b. Next, separate the questions into 4 categories (assuming your beach ball has 4 colors). Start with the easiest and progress to the hardest. Example: White-easy, yellow - semi-easy, blue – hard, red – difficult.

c. How to play: This is kind of like hot potato or musical chairs. You'll need a way to play music and a game master who starts and stops it. Have participants stand in a circle and toss the ball until the music stops. Whoever is holding the ball has to answer a question—this is decided by where their LEFT thumb is touching. (ie; if the left thumb is on red, they get a hard question!) Play for 5 minutes and see who can answer the most questions correctly! Can also be played in teams.

d. Sample questions:

There are 4 different types of volcanoes, name one. Would you classify this as easy or hard?

Name the 3 layers of earth. (Easy, right?)

Pele was the goddess of what? Bonus- name her older sister!

We got you started, go finish!



5. Make a mini magazine! (or Zine)

Pick a volcano somewhere in the world and make a Zine about it. Make sure to add vivid illustrations and interesting facts!

Here's a great [EXAMPLE](#) of a zine drawn by our friend Jamie Hogan, for her book *Skywatcher*. On page 2, you'll find instructions for folding a zine of your own.

You can also print [IRW'S ZINE TEMPLATE](#) that show where to cut and fold.

6. Make a lemon volcano

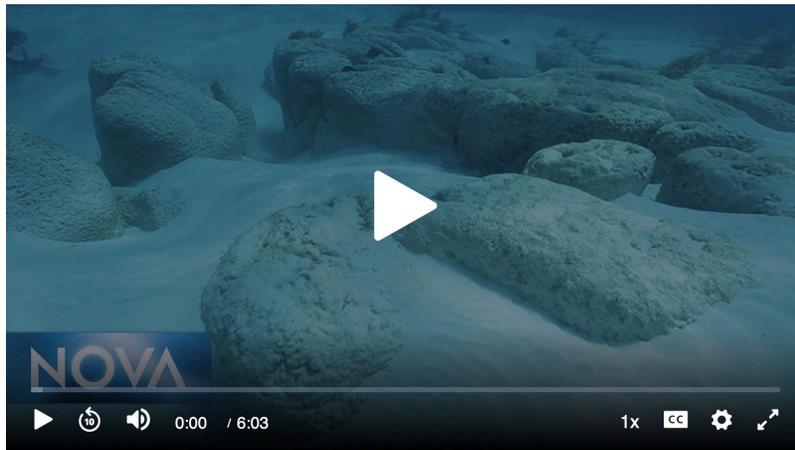
Grades 5+ Physical Science Standards:
PS1: Matter and Its Interactions

[HTTPS://WWW.SCIENCEBUDDIES.ORG/](https://www.sciencebuddies.org/)

- 1. What is its name?
- 2. What type is it? (classify it)
- 3. Is it active?
- 4. Is it associated with a deity or does it have a legend tied to it?
- 5. What vegetation or wildlife live around it?
- 6. Can scientists predict when it will erupt next?

LET'S DIVE DEEPER! Explore More

Stromatolites were among the first living things on earth. (pg.10) Check out this [VIDEO](#) about them:



Pele Wakes: Want to know more about the legends of Pele's hair?

Checkout these sites:

[HTTPS://WWW.USGS.GOV/NEWS/VOLCANO-WATCH-AMBER-WAVES-PELES-HAIR](https://www.usgs.gov/news/volcano-watch-amber-waves-peles-hair)

[HTTPS://BIGISLANDGUIDE.COM/LEGENDS-OF-PELE](https://bigislandguide.com/legends-of-pele)

READ MORE! Text to Text Connections

