Grade: 4th
Strategy: Questioning
Technique: Student Generated Questions
Text Type: Fiction

Volcoloco volcano

Aims of the lesson:

- Encourage the development of critical thinking skills.
- Promote meaningful questioning and exploration of the topic.
- Teach students how to effectively organize their writing.
- Actively engage students with the text to enhance comprehension.
- Facilitate discussions that result in complex, open-ended answers driven by student interests and choices.
- Support students in developing independence and confidence as learners.

A snow-covered volcano is not something that is easily found. But what is very rare is to find frozen volcanoes in the middle of the desert. That's why Miguel was very surprised the day he discovered that frozen giant.

Miguel lived in the desert, but he had no fixed cash box. He was a nomad. That means that he travelled constantly with his family from one place to another. Miguel sometimes longed to stay in one place for a longer period of time, but travelling was also fun. On their travels they discovered some very interesting things. On one of these trips he met the volcano Volcoloco.

Legend has it that Volcoloco had not always been a volcano, but had once been a mountain inhabited by the evil god Urp. All around the mountain were prosperous and fertile lands. But when the evil god was angry, as was often the case, he would jump angrily and angrily on the top of the mountain. Every time he jumped, his rage caused fire to come out of his feet.

So, little by little, with so much jumping and so much fire, the god Urp made a hole in the top of the mountain, injecting his fire into it. The fire accumulated inside the mountain melted the rock and turned it into a volcano. And every time Urp got angry, the volcano got angry too, and spat lava outwards. Gradually, everything around it became a desert because of the lava coming out of the volcano.

When the god of the gods heard the news, he threatened Urp and told him that he would freeze the volcano if he could not stop it from erupting and releasing lava. Urp tried, but the volcano did what it wanted, so the god of the gods froze the volcano and condemned Urp to live there forever until he could get his friend the volcano to cool down.

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Urp tried to find someone to help him, but no one would do it. His evil and rage had caused everything and no one trusted him.

When Miguel heard the story, he wanted to know how true the legend was.
- I have to meet the god Urp, he thought.

He climbed all night until he reached the top of the volcano. And there stood the god Urp himself, bored and crestfallen.

- Get out of here," said Urp to Miguel. The volcano doesn't like visitors. And when it gets angry it erupts. And when it's over, it gets colder afterwards. I'm fed up with so much fire.
- Sorry, I just wanted to meet you," said Miguel.

Miguel convinced Urp to tell him his whole story. Miguel also told him his. Together they ended up chatting and laughing like two old friends. And that's how they were when dawn broke.

- Well, it doesn't seem to be so cold anymore, does it," said Miguel.
- The snow!" cried Urp, "The snow has melted!
- It seems that your friend the volcano has lost his bad mood," said Miguel.
- It would seem so, yes," exclaimed the god.
- Or maybe the one who needed to be cheerful is you," joked Miguel.

I think I've caught your good humour," said Urp. Thank you for helping me get it.

And so it was that the frozen volcano in the desert thawed. Since then the god Urp has stopped his misdeeds and, when he gets angry, he tries not to jump so as not to make his friend angry.

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared a suitable text for the reading.
Materials to support engagement, such as visual aids (pictures of a desert, a volcano, and a snow-covered mountain) and vocabulary cards with key terms like "volcano," "desert," "legend," "lava," "anger," and "frozen."

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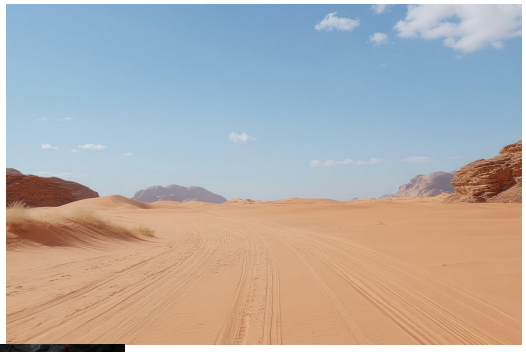

A framework to guide students in generating questions, including prompts and question stems (e.g., "Why do you think...?" or "What would happen if...?").

Cognitive stage 1: Pre-reading (Students' perspective)
Students are introduced to the story through a fun **brainstorming activity**:

- Have you ever seen a volcano? What do you know about them?
- What do you think happens when a volcano erupts?
- What kind of legends might exist about volcanoes?
- Can you imagine what a frozen volcano might look like?
- What do you think could cause a volcano to freeze?
- If you met a powerful god, what would you ask them?

Teacher ask students to create a **KWL chart.**

Process phase 2: Teaching (Teachers' perspective)
The teacher reads the story aloud, pausing at key points to model and guide question generation.The teacher encourages students to ask their peers' questions aloud and discuss possible answers.

KWL chart:

Question Words	Student Questions	Student Answers

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Who?		
Where?		
When?		
Why?		
What?		
How?		

E.g.
Who is the main character in the st ory?
Who is the god Urp?
Who freezes the volcano?
Where does Miguel live?
Where is the frozen volcano located?
When does Urp turn the mountain into a volcano?
When does Miguel climb to the top of the volcano?
Why did Urp get angry so often?
Why did the god of the gods freeze the volcano?
Why did Miguel decide to talk to Urp?
What happened to the land around the volcano?
What did Miguel do to help Urp?
What was the legend about the frozen volcano?
How did Miguel make Urp feel better?
How did the volcano stop being frozen?

Cognitive stage 2: During the reading (Students' perspective)
Students engage with the text by:

- Listening carefully to identify details that answer their thin questions.
- Reflecting on and discussing their thick questions in pairs or groups.
- Adding new questions as they hear more of the story.

Process phase 3: Feedback (Teachers' perspective)
The teacher walks around the students or pairs and supports their work with advice and feedback.

Cognitive stage 3: Post reading (Students' perspective)
Students work on a creative activity, such as:

- Writing a new legend about another magical place.
- Acting out a short play about Miguel and Urp's friendship and how they changed each other.

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Ways of Communication:

- **Interpretive (receptive)** - students read the text and determine the relevant qualities of the characters.
- **Interpersonal (mixed)** - students work in groups and advise each other on the correct connection of the table.
- **Presentational (productive)** – the groups present to the class the answers they have indicated.

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