

Springboard 6



Bushfires!

Fact

Text Type	2400–3000 words	3100–3500 words	3500+ words
Discussion	Do You Like Fast Food?	Do You Like Watching TV?	Would You Travel in Space?
Exposition (Proposition/ Support)	Cars! Cars! Cars!	Litter at the Top of the World	The Polar Bear Problem
Information Report (Cause/Effect)	Bushfires!	The Piece of Paper Path	A Sneeze Is Coming On
Survival Story	Trapped in the Tube	Against All Odds	I Survived a Shark Attack

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



BUSHFIRES!

Lower level fact

**Text type: Information Report
(Cause/Effect)**

Reading age 10.5–11

Word count 2400–3000

Guide questions for teachers are in *italics*.

Before Reading

Activate prior knowledge by asking students what an information report is. Tell students that an information report presents the facts in a clear, concise manner. The subject of the report is introduced at the start, and the rest of the book contains information, pictures, and photos, with labels or captions that describe the subject or topic.

COVER

Before Reading

Read the title and examine the cover photograph. Discuss what the book may be about.

What causes bushfires?

Is the time of year a factor in bushfires? Why?

What kinds of climate make bushfires more likely?

What kinds of threats do bushfires cause?

Read the blurb and have students discuss what they expect to learn as they read this book.

CONTENTS PAGE

Open the book. Discuss the features of the contents page. *Where would I go to find information about the effects of a bushfire?*

Students should respond quickly with the page number. Repeat for other pages. Encourage quick responses. *What do you know about information books?* Students should indicate that the reader can choose where they would like to start.

Students should mention the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Revisit the contents page. Discuss the term *introduction*. *What does this mean?* Lead students to acknowledge that an introduction will provide background information about the topic which will help us read the book.

INTRODUCTION

Before Reading

Invite students to browse through the photos and read the captions on pages 4 and 5 to build content knowledge. *What do these images show? What are some other examples of a controlled fire?*

Read the introduction and find out what you can about fire. Jot down any interesting things you would like to share.

After Reading

Ask students if they need to clarify any new or unusual words or phrases. Do this before any discussion.

Check that students understand what a *natural force* is. *What is another kind of natural force?*

What did you learn about fire?

Is there a time when bushfires serve a purpose?

WHAT MAKES A FIRE?

Before Reading

Invite students to offer thoughts on what makes a fire.

Invite students to look at the diagram and photos and read the captions on pages 6 to 9 to build knowledge of this chapter. Discuss.

Have students identify the bold words, discuss possible meanings, and check the glossary definitions.

Read this chapter and jot down some ideas about what makes a fire.

After Reading

Invite students to share what they have discovered.

What ingredients make a fire? Revisit page 6 to check if needed.

Explain how a fire begins. What is a chemical chain reaction?

What would happen to a fire if one of the four ingredients was lost?

KINDS OF BUSHFIRES

Before Reading

What do the title, photos, and captions in this chapter tell you? Discuss each of the images from pages 10 to 15 to build knowledge prior to reading.

Have students predict what they might learn from this chapter. Instruct students to read this chapter. *As you read, jot down interesting points about the three kinds of bushfires to discuss at the end.*

After Reading

Clarify any tricky or unusual words before discussing this chapter.

What are the three kinds of bushfires?

Which is the least dangerous?

Which is the most dangerous? What makes crown fires more dangerous? In what ways are crown fires unpredictable?

HOW DO BUSHFIRES START?

Before Reading

Read the title and discuss the photos and captions. Invite students to share what they know about how bushfires start.

Read these pages and be ready to share two interesting things you learn about how bushfires start.

After Reading

Invite students to share their interesting facts.

What are some of the causes of bushfires? What is arson? What is meant by the word illegal? What are other things that are illegal? Why do you think arson is illegal? What are some of the dangers of arson?

HOW BUSHFIRES SPREAD

Before Reading

Read the title and look through this chapter at the photos, captions, diagram, map, and table. Discuss each briefly to build knowledge of this chapter. Prompt students to infer with questions, such as, *Which people would you expect to be at greatest risk from bushfires?*

Discuss the words *convection columns*, *firestorm*, *fire whirls*, and *spot fires*, and check the glossary meanings.

Read this section and be ready to share some interesting facts you learn about the spread of bushfires.

After Reading

Clarify tricky words as needed.

Invite students to share their interesting facts and prompt them to elaborate on what they have learned.

What are some of the factors that make these fires spread?

Besides the heat, what are some of the factors that make these fires so dangerous?

What is a fire cloud? Direct students to page 20 to clarify if needed.

How does the landscape affect the spread of a bushfire?

FIGHTING THE FIRE

Before Reading

Read the title and walk through the photos and captions from pages 24 to 31.

Discuss the bold words and invite students to infer the meanings of these words, and then check the glossary definitions.

What would you expect to be some of the dangers when fighting a bushfire? What sort of people assist firefighters against bushfires? What are some of the precautions taken to protect people fighting bushfires?

Read this chapter and find out about fighting the fire. Be on the lookout for the kinds of people that contribute to gathering information about bushfires, and be ready to explain why this information is necessary.

After Reading

Have students share what they learned about fighting bushfires.

Why do firefighters fly over a fire before taking action?

Why are weather forecasters consulted?

What are some of the ways the firefighters battle bushfires? Invite students to share their responses. Encourage students to refer to the book.

EFFECTS OF A BUSHFIRE

Before Reading

Invite students to infer the possible effects of a bushfire. Discuss the photo on page 33. *What does the word engulf mean? What do many residents do as the fire moves closer to their home? Why do you think some people might be reluctant to evacuate?*

Read this page and jot down some of the effects of a bushfire.

After Reading

Encourage students to share their responses.

How much do bushfires cost the Australian government each year?

AUSTRALIAN BUSHFIRES

Before Reading

Invite students to walk through the photos and captions in this chapter. Discuss.

Support students to share what they know about Australian bushfires.

Do you think many people die in Australia as a result of bushfires? When is the peak season for bushfires?

Read this chapter and jot down some interesting facts about Australian bushfires.

After Reading

Invite students to share their interesting facts.

Prompt them to elaborate when needed.

Encourage students to reference the text where possible.

How many bushfires burn in Australia every year?

When is peak season?

What are some of the worst bushfires that have occurred in Australia? How many people died in these fires?

How can the army help fight fires?

Describe the lucky escape of the couple mentioned in the book.

What important role do bushfires play?

🔍 CODE BREAKER

Some of the words in this book are long and scientific. Work through this book with a partner and make a list of words with one, two, three, four, and five syllables. There will be more one, two, and three syllable words than four and five syllable words. You need to find five or more words with one, two, and three syllables, and at least one word with four and five syllables.

🗣️ MEANING MAKER

Imagine that you are assisting at a bushfire.

Record your responses to the following:

How would you expect you would feel? Why?

What sort of protective clothing and equipment would you expect to use?

How would you hope to contribute?

What would you expect it to look like, feel like, and smell like near the bushfire?

Do you know anyone that you think would volunteer to assist? Why?

📖 TEXT USER

The photographs and captions in this book help us to understand more about each chapter topic. They give us more information about the topic, but are not directly copied from the main text.

Work through this book with a partner and rewrite the caption for each photograph. You must write a caption that relates to the chapter topic and matches the photo, but is not copied from the text.

🔍 TEXT CRITIC

Look at the photographs in this book. They have been carefully chosen to build a picture of each chapter topic. Look through each chapter and decide what the author of this book might want you to think and feel about each topic. Does the author want to prompt you to take any action from reading this book?

For example, there are some references to arson being a factor in starting bushfires. Do you think the writer of this book may want you to know that arson is against the law, or that playing with fire is dangerous and could get you into trouble?

USING MULTIPLE INTELLIGENCES

Small group activity

Write: Select an animal that lives in the bush. Write a plea from the animal to protect it from the ravages of bushfire. Have the animal describe where it lives and how bushfires pose a threat to its survival. (V)

Create: Create this creature and its habitat using a variety of modelling materials. (S, N)

Present: Present your plea, creature, and habitat to the group. (V, N)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Bushfires!

Name _____

Graphic Organizer (before and during reading)

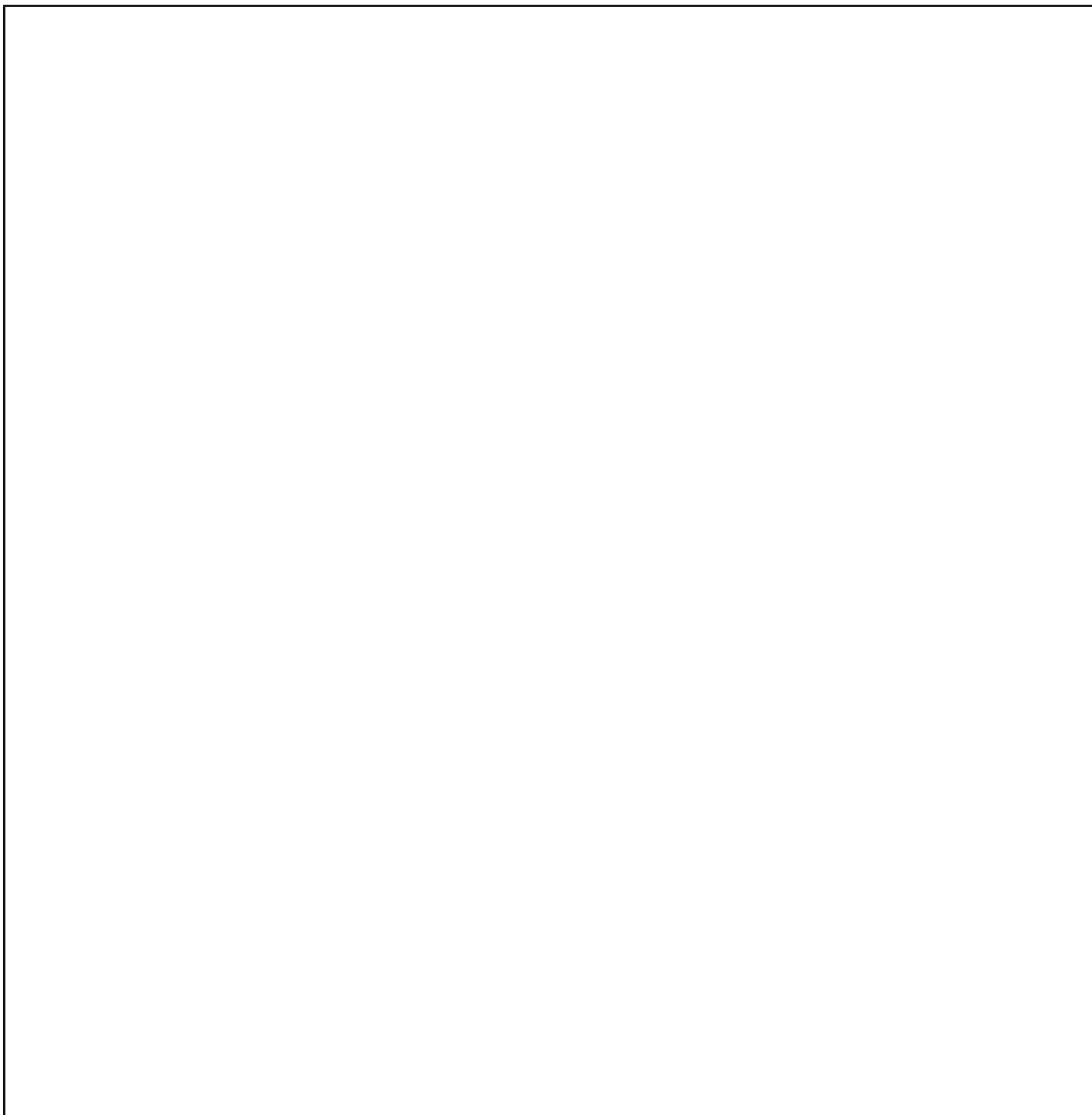
Chapter	Main ideas
Introduction	
What Makes a Fire?	
Kinds of Bushfires	
How Do Bushfires Start?	
How Bushfires Spread	
Fighting the Fire	
Effects of a Bushfire	
Australian Bushfires	

Bushfires!

Name _____

Multiple Intelligences
Spatial, Verbal-linguistic

Design a poster to discourage arsonists from deliberately lighting fires. Try to think of powerful words that will really “speak” to the reader.



Bushfires!

Name _____

🔍 Code Breaker

Write as many compound words as you can from the book.

Think of ten adjectives to describe a bushfire.

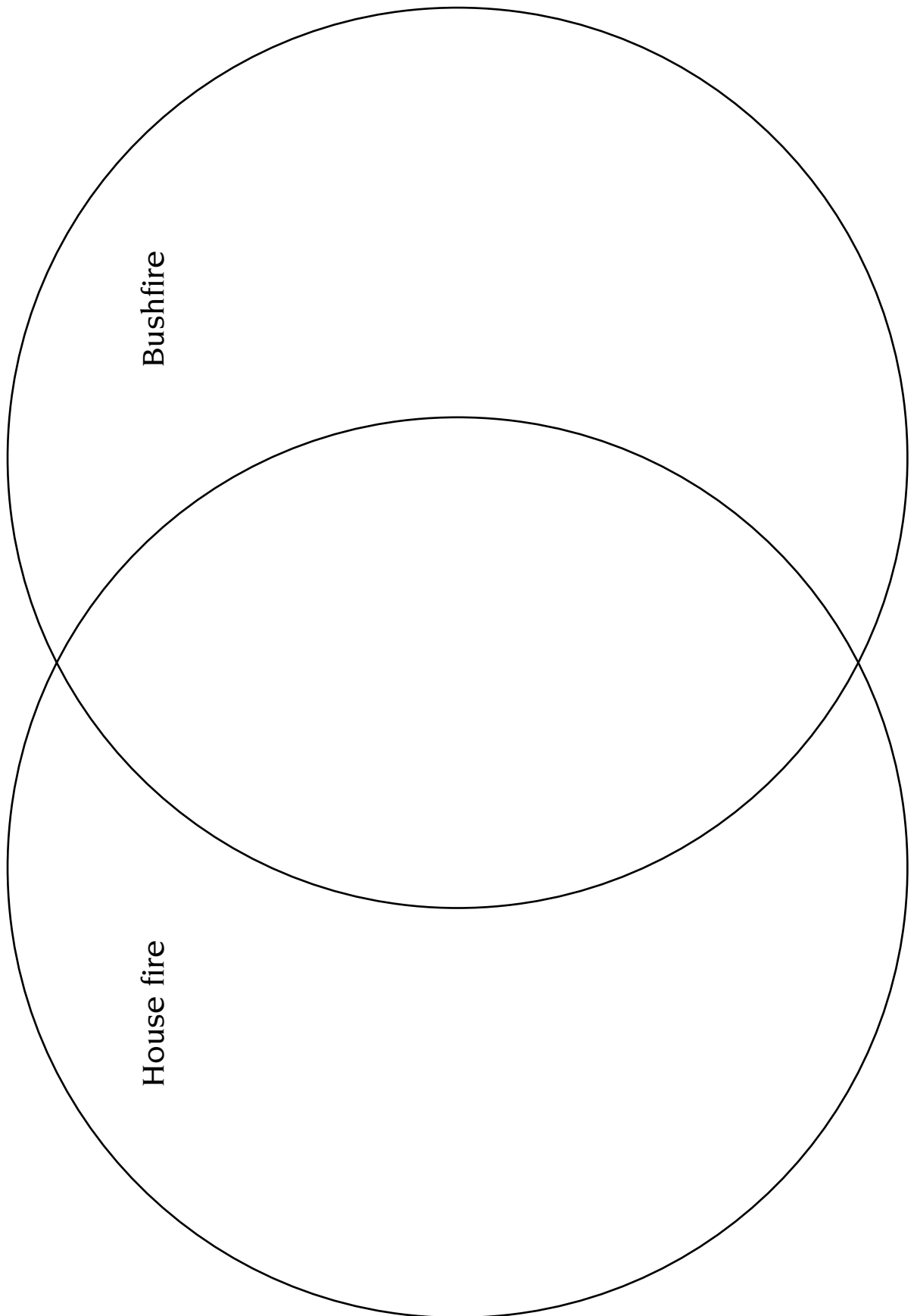
Think of five adjectives to describe an arsonist.

Use the photographs in the book to help you build a picture of a bushfire. Write four to six sentences to create a description of a bushfire.

Bushfires!

Name _____

Complete the Venn diagram to show the similarities and differences between a house fire and a bushfire.



Meaning Maker

Bushfires!

Name _____

⦿ Text User

Use the photos, captions, diagrams, map, and table to help you to answer the questions.

1. What is one example of a controlled fire?

2. What are the four parts of a fire tetrahedron?

3. What produces heat and flame?

4. Why is discarded paper dangerous on the forest floor?

5. What is often the link between small fires and bigger fires?

6. What is the main fuel of a large bushfire?

7. What kind of unsupervised fire can get out of control easily?

8. What percentage of bushfires are caused by lightning strikes?

9. What percentage of bushfires are caused by arson?

10. Which state of Australia has the highest risk of bushfires?

11. Why must a smoke jumper be highly skilled?

12. What was destroyed by fire at Mt Buffalo, near Melbourne, in December 2006?

Bushfires!

Name _____

● Text Critic

The information in this book is presented as factual. How might our understandings of bushfires be different if the author presented this book as an interview with a firefighter?

Write an interview question to ask each of these people.

Firefighter

Weather forecaster

Arsonist

Resident living near a bushfire area

Think of some questions to ask animals in danger of bushfires.

Animal	Question

Bushfires!

Name _____

Information Report (Cause/Effect)

Here are some answers. Think of a question that will make each answer correct.

Answer:

Question:

1. fire

2. warmth

3. summer

4. fire tetrahedron

5. combustion

6. tree bark

7. ground fire

8. surface fire

9. crown fire

10. lightning
