

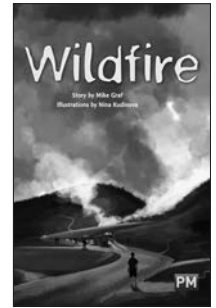
# Wildfire

PM Level 28

Ruby

**Text Type** Narrative (Imaginative)

**Running Words** 4601



## Preparing for Guided Reading

### Prior knowledge

- Discuss with students some of the most important directions that need to be observed when a home is threatened by fire, particularly the fact that people should seek advice about whether they should stay in the house or evacuate.

### Orientation to the text

- Scott is home alone when a wildfire threatens his family's house. With help from neighbours, he saves his cat and another local dog, and they depart just in time. He is reunited with his family in a safe area. They return home the next day to find their house damaged, but are grateful that they are all unharmed. Scott's bravery is rewarded by a special meeting with his hero, a well-known TV meteorologist.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of questions in Scott's first-person narration, e.g. on p. 21, *Was my family safe? When would I see them again?* Discuss how these give us insight into how Scott is thinking and feeling at this moment.

### Vocabulary

#### Key vocabulary

barricade, commotion, dangerous, defensible, engulfed, evacuation, firebreak, hillsides, hydrant, inferno, instructions, insurance, neighbourhood, overflowing, permission, precipitation, reporter, retardant, smouldering, stability, traumatic, vegetation

### Spelling

- Discuss the use of hyphens to link words together, especially on p. 41, *smoke- and water-stained*. Explain that the hyphen after *smoke* avoids unnecessary repetition of the word *stained*.
- Have students look for words in the text with the *-ion* suffix, e.g. *instructions, commotion*.

### Visual literacy

- Have students look at the map on p. 7 and name the cities that seem to be under the greatest threat from wildfires.

### Focusing on the book – guided reading

- Discuss how this story begins with third-person narration about Scott's interview, and how the interview is interspersed with the story and forms its ending.
- Have students share thoughts about how they would feel as the fires came closer to their homes. Do they understand what Scott means when he says, *it was kind of exciting, in an eerie way, to be right in the middle of the fire*?
- Discuss all of the things Scott did right in this situation, particularly with regard to caring for the animals.
- Have students look at the houses in the illustrations, and the materials they appear to be made from. Do they think these materials put these houses at greater risk of burning down?
- Ask students how they think Scott feels when he gets to meet his hero, Dr George. Does the admiration seem to be mutual?

### Comprehension

- How close was the fire when Scott went back inside to check the news? (*Literal*)
- Why did the firefighters close the road and not let Scott's parents through? (*Inferential*)
- Why does a wildfire skip some houses in the street while others are burnt? (*Applied Knowledge*)

### Follow-up activities

- How well do students think Scott's family were prepared for this fire? Have students write a checklist of preparations the family could make to reduce the chance of damage or injury from future fires.
- Have students look up weather maps online or in a newspaper. Have them locate where they live, and discuss whether any precautions need to be taken against forthcoming weather events or other natural threats.

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## Learning Intentions

- We are learning to relate our personal experiences to events that occur in the text.
- We are learning to understand more complex vocabulary as it relates to specific events in the text.
- \_\_\_\_\_

## Success Criteria

- I can identify and discuss themes in the text I have personally experienced.
- I can understand and use more complex vocabulary when I discuss events that occurred in the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up