

Strand: Energy

Theme: Heat

Purpose for Reading: To develop understandings of fire and the many ways fire can help people.

Comprehension Strategies: Making connections to text, determining importance, extracting information, predicting, applying knowledge.

Vocabulary

Dictionary Words: barbecue, camp fire, candle, lantern

Vocabulary Words: boy, bush fire, candlelight, coal fire, dark, gas fire, hamburgers, hands, man, wood fire

High-Frequency Words: have, help, his, made, make, not, of, over, people, some, that, their, them, they, what, when, will

Before Reading

- Ask students what they know about fire. *When can fire cause harm and damage? Is all fire bad? When can fire be used to help us?* Make a list of the advantages and disadvantages of fire.
- Read the title and invite students to talk about what is happening in the cover photo. *Where is this fire? Who are bush fires dangerous for? Who helps put out fires?* Ask students to predict what this book may be about.
- Read the title page and ask students what is happening in this photo. *How is this person using this fire? How is the fire helping this person? Is this fire safe or unsafe?* Ask students whether they still think their prediction is correct or whether they wish to add to or change it.

Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. For each photo ask students to identify the way fire is being used to help people.

Take a Photo Walk

- Pages 4–5: Invite students to look at the photos and read the captions. Have students talk about how gas, coal, and wood can be used to fuel fires. *What other things is gas used for? Have you seen coal burned on a fire?*
- Pages 6–7: Ask students to look at the photo and describe what is happening. *What type of fuel is being used for this fire?* Read the caption. *What other sorts of barbecues are there?*
- Pages 8–9: Invite students to look at the picture and talk about what they see. *Where was this photo taken? What are the candles for?* Read the caption and discuss when people use candles.
- Pages 10–11: Discuss the photo and read the caption. Ask students to infer where this photo was taken and who this person might be. Tell them to look carefully at the clothing the person is wearing for clues. *Why might this person be using a lantern rather than a torch? What do you think might be fuelling this fire?*
- Pages 12–13: Have students look at this photo and describe what is happening. Read the caption. *Why might someone who is camping light a fire? What is being used to fuel this fire?*

- Pages 14–15: Have students look at these pages and describe what these pages tell us. Read the words on these pages. *What do the words at the bottom tell us? What do the words heat and light tell us?*

Read the Book

- Ask students to turn to the front and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Revisit students' before-reading predictions about what the book may be about. *Were you correct? What was it about the cover that made you think . . . ? What was it about the title page that made you think . . . ?*
- Revisit the book and invite students to talk about the important information about fire. Prompt them with questions such as, *What are the different fuels that create fire? What are some of the ways people use fire? What foods do you think would not be very easy to eat without cooking? How do you think candles, lanterns, and electricity changed peoples' lives?*

Vocabulary and Word Recognition

- Turn to page 8 and find the word *when*. Have students look carefully at the word and find the silent letter. Write the word on the board. Have students copy the word and check for accuracy.

Have them say and write the word five times on a piece of paper.

- Have students find the word *can* on page 3. Write this word on the board. Have students think of words that rhyme with *can*. Invite students out to the board to write the words as they are suggested. Read the list aloud together.

Oral Language

- Have students work with a partner to find the most important information on each page.

Writing

- Have students write about how fire is used to help people.

Creative Extension Activities

- Have students make lanterns using a variety of craft materials.
- Have students use dough or modelling clay to make a variety of foods they like to eat cooked.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw two pictures of fires. Draw one picture where fire is being used to help people. Draw another picture where fire is causing damage or danger.



Name: _____

Write some advantages and disadvantages of fire.

Advantages	Disadvantages