



wild dog

**Wild Dog Books
Teachers' Notes**

Extreme Weather – Fire

Synopsis

Wild fires are a result of extreme weather. Every year around the world they burn out of control in forests, countryside and wilderness areas. They kill people and wildlife, destroy houses, burn forests and national parks, and cause billions of dollars in damage. Learn all about these powerful and dangerous infernos.

Writing style

The *Extreme Weather* series has been designed with the needs of young readers and reluctant readers in mind. Text is clean and simple, with only a few sentences on each page. The large format images relate directly to the text, so young readers have multiple entry points to engaging with the information. Further aiding the readers' interest are inset images and interesting facts that support the primary text. There is a brief glossary and index in the back of the book, which will aid young readers in developing the tools of research and analysis.

Study notes

Themes:

- Destructive power of fire
- Environmental Science
- Weather – unpredictable and dangerous
- Changing climates
- Geography
- Human influence on weather
- Impact of weather on humans
- Regenerative properties of fire

Curriculum link: Literacy

Before reading *Fire*:

- Brainstorm what students know about fire.
- What is their first response when they look at the cover of the book?
- Where do fires occur? Are certain countries more likely to have major fires?
- How are fires started? What are they made of?
- How do fires impact people? How do they impact the landscape?
- What damage do fires cause?
- What are the different ways fires can cause damage?
- Brainstorm what students think are the best ways to effectively prepare for a fire.

While reading *Fire*:

- Ask the students to take turns reading a paragraph or sentence aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.

Curriculum link: Critical and Creative Thinking

After reading *Fire*:

- Ask the students to create a world map poster showing where the major fires they have learnt about took place. Under each example, ask them to list two to three facts they learnt about that fire.

Students should then create a visual project that can be presented to the whole class. The project should include images of where the fire took place and the damage it caused. If possible, include before and after images of the affected areas. The project should also provide answers to the following questions:

- Where did the fire take place?
- Does that area experience fires often? During what time of year?
- What was the cause of the fire? Was it natural or because of humans?
- How big was the fire? What area of land did it affect?
- Did it cause much damage or loss of life?
- What were the factors that influenced this level of damage?
- Were people given much warning of the approaching fire?
- What preventative measures were taken to minimize damage and loss of life?
- What were the after-effects of the fire? Did it take long for people to rebuild their homes?

Curriculum link: ICT Capability

After reading *Fire*:

- Organise the class into groups. Each group should select and research a significant fire from history e.g. Black Saturday, Ash Wednesday etc.
- Ask each group to research their chosen fire online. Ask them to look for and print different images relating to their chosen fire e.g. map of where it took place, before and after images showing the damage done, newspaper reports of the time etc.
- Ask each group to create a poster collage using the images found during their research. Write a short sentence explaining the relationship between each image and the chosen fire. Once completed, each group is to present their project to the whole class.

Curriculum Theme: Personal and Social Capability

After reading *Fire*:

- Organise the class into three groups. In one group, ask the students to work as a team to construct a word finder puzzle. Ask each student to suggest an appropriate word about fires using words they have learnt from the book and/or group presentations. (e.g. embers, drought, combustion etc). Once completed, print copies for the other group to complete.
- In the second group, students should work as a team to create a trivia bingo game. Ask each student to suggest a fact they found surprising or interesting from the book and/or group presentations. Combine these facts into a game for the whole class.

- In the third group, students should work as a team to develop a crossword puzzle about fires. Use the information featured in the book as clues for appropriate words e.g. firefighter, lightning, extinguish etc.

Find out more

- <http://www.cfa.vic.gov.au/kids-schools/primary-school-kids/>
- <http://www.bushfireeducation.vic.edu.au/links/links.html>
- <http://www.smokeybear.com/kids/?js=1>

Marketing and promotion

Fire is the second title in the new *Extreme Weather* series. Following on from *Cyclones, Hurricanes and Typhoons*, future titles will include *Tornadoes, Earthquakes, Floods* and *Snow*.