

Lesson Plan

Fluent Plus
reading stage

Level 29

PERSPECTIVES



How important is fire?

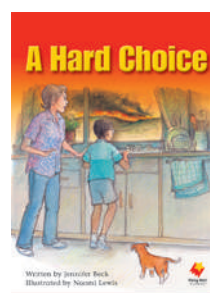
Contents

- Fire crackle
- Fire and humans
- Speak out!
- Forest fires

Paired connected texts



Bushfires explains what bushfires are, how they start, and how people can prepare for and survive wildfire.



When Dad goes off to fight a bushfire, Carlos doesn't expect that by the end of the day he will have to make some hard choices. *A Hard Choice* explores what is really important to people when disaster strikes.

Content vocabulary

burns bushfires campfires celebrate energy fire firepit fireworks forest hazard heats light mould oxygen smelt smoke sparklers un/controlled underbrush warmth

Key concepts

- Fire is vital and has many uses – warmth, light, cooking, producing materials and energy, and is also used for social purposes.
- Forest fires are a part of nature, but uncontrolled forest fires can be destructive.



Initiate ideas

Introduce the book

Ask: *What do you know about fire?* Have students talk with a partner about this. Show the students the front cover of *PERSPECTIVES: Fire: Friend or Foe?* Say: *This book is about fire. It has several texts that discuss different points of view about fire.* Read the title and ask: *What does it mean to ask if fire is a “friend”? What does it mean to ask if it is a “foe”?* Discuss students’ ideas.

Read the text

Give each student a copy of *PERSPECTIVES: Fire: Friend or Foe?* Have them browse through the book.

Have students turn to page 5 and read the introduction aloud to them. Ask: *What do you think about this question? Have you ever sat around a campfire or firepit? How did it make you feel?* Discuss students’ ideas.

Have students turn to “Fire crackle” on pages 6 and 7. Say: *Read this story independently and then talk to your partner about it.* Ask: *Why was Holly so grumpy at the start of the story? Why did Holly’s mood change? Do you think that being near the fire might have helped her mood to change? Why?* Discuss as a group.

Draw a Y-chart with the headings “See”, “Hear” and “Feel”. Say: *Imagine you are sitting around a fire like Holly and her family. What would you see? What would you hear? What would you feel?*

Use students’ ideas to fill in the chart.

Revisit the introduction to “Fire crackle” on page 6. Ask: *What do you think now about the question: “Why do we find campfires so relaxing and comforting?”* Discuss as a group.

Respond to the text

Introduce the Graphic Organiser: What Is the Balance?

Ask: *In what ways is fire a “friend”? In what ways is it a “foe”?* Have students talk with a partner.

Say: *Work with your partner to write one or two points on your What Is the Balance? charts.*

Collect students’ graphic organisers to revisit later.

Explore further

Read the text

Ask: *What are the different ways that we use fire?* Have students talk with a partner. Discuss as a class. Use students’ ideas to record a list on a chart.

Have students turn to “Fire and humans” on pages 8 and 9, and read aloud the introduction. Ask: *What are your thoughts on this question?* Discuss as a class.

Have students read the text on pages 8–11 independently.

Ask: *How might people have first discovered that fire can be used to cook meat? Why was this discovery so important? What other benefits does cooking meat give us?* Have students talk with a partner.

Discuss students’ ideas as a class.

Respond to the text

Revisit the chart started prior to reading the text. Ask: *Do you have any new information about fire that we can add to our chart?*

Record students’ ideas on the chart.

Have pairs of students revisit their graphic organisers.

Say: *Think about what you have read. Use this information to add to your What Is the Balance? charts.*

Collect students’ graphic organisers to revisit later.

Draw conclusions

Read the text

Have students turn to the “Speak out!” section on pages 12 and 13 and read the introduction.

Invite a student to read aloud one of the “speak outs” to the group. Ask: *What is your view on this opinion?*

Continue reading and discussing each “speak out” opinion in a similar manner.

Ask: *What do you know about forest fires?* Provide time for students to share their ideas or personal stories.

Have students turn to “Forest fires” on pages 14 and 15.

Read the introduction aloud to the students. Ask: *So, what do you think? Are forest fires always destructive?* Discuss.

Have students read the text independently. Ask: *What new information have you learnt about fires?* Use students’ ideas to add to the group chart.

Respond to the text

Have pairs of students revisit their graphic organisers. Say: *Think about what you have read. Use this information to complete the final section on your What Is the Balance? charts.*

Bring it all together

Have students meet with their completed graphic organisers.

Invite pairs of students to share their What Is the Balance? charts at a group discussion. Use the students’ ideas to record points onto a chart.

Discuss the various points of view and opinions that arise.

During the discussion, encourage students to draw on information in the texts to back up their opinions.

Express opinions

Setting the task

Students can choose one or both of the following options as a way to show their thinking or express their opinion.

Writing

Have students respond by writing about their opinion. Say: *Think about what you have learnt about fire, and how you feel about this information.*

Present the Graphic Organiser: *How to write about your opinion* (see *PERSPECTIVES: Fire: Friend or Foe?*, page 16). Support students by guiding them through the steps involved.

1. Have students revisit the question posed in the introduction on page 4. Ask: *What is your opinion now about fire and its good and bad aspects?* Have students discuss with a partner.
2. Model how to find further information about the topic, or, if appropriate, students could do independent research.
3. Say: *Now that you have the information you need, you can write a plan. Use the graphic organiser to help you.*
4. Have students publish their writing. Say: *Think about the graphics or images you can include to support your written opinion.*

Digital slideshow

Have pairs of students select digital images that represent fire as a “friend” and as a “foe”. Students can then use these images to create a slideshow to share with the whole group.

Think tank

If students are passionate about the issue, they may like to think about it further and take action.

Have students brainstorm a list of ways people can be safe around fire.

Students can then use these ideas to create posters that inform others on how to be safe with fire. Students can display their posters around the school.

Graphic Organiser: What Is the Balance?

Friend <i>In what ways is fire helpful?</i> <i>What are the positive things about it?</i>	Foe <i>In what ways is fire unhelpful?</i> <i>What are the negative things about it?</i>

Mark on the line where you think the balance is

Friend
←————→
Foe

Explain why you think this ...

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