



Summary

Earth's Power: Fires describes the destructive nature of fires as well as their helpfulness to the environment. It addresses the needed ingredients for fires, examples of what causes them, and how they are fought.

Vocabulary		Comprehension Strategy	Genre Study	Text Features	
ash	drought	Summarizing main ideas, Inference	Text structure: Description/list, Use of embedded definitions and supporting details	table of contents	headings
ecosystem	firelines			photographs	charts
fire retardant	fire suppression			captions	text boxes
hot spots	pulaskis			index	glossary
rappel crews				bold glossary words	

Standards: Geography and Science

- Knows natural hazards that occur in the physical environment
- Knows the physical processes that shape patterns on Earth's surface
- Knows that short term weather conditions change daily, and weather patterns change over the seasons

Kendall, J. S., & Marzano, R. J. (2004). *Content knowledge: A compendium of standards and benchmarks for K-12 education*. Aurora, CO: Mid-continent Research for Education and Learning (McREL). Online database: www.mcrel.org/standards-benchmarks/

Discussion Prompts Prior to Independent Reading

Vocabulary Building and Background Knowledge:

Read the title as students look at the cover. Ask students to talk about what they observe on the cover and what they already know about fires. Scaffold a discussion that builds on the background knowledge of the students. Introduce students to the vocabulary words by having them look at the glossary on page 30.

Discussion questions:

- Read the definition for *ash*. What effect can *ash* have on an *ecosystem*?
- What do the words *fire retardant* and *fire suppression* have in common?
- Read the definition for *drought*. How can a *drought* cause a fire?

Genre Study and Text Features:

State that **Earth's Power: Fires** is an informational text written

as a description of fires, their effects on the land they devastate, and what causes them. Highlight genre characteristics and text features that will support students in reading the text.

Highlight prompts:

- Look at the table of contents of your book, what are some things you think you'll learn from reading this book?
- Before reading an informational book, it often helps to read some of the text features the author provides to build your background knowledge and to help you think of questions that will support your reading. On page 9 there are two lists of causes of fires. Take a few minutes to write down a few things you learned.

Reading the Book:

Have students read the book independently or with a partner.

Comprehension Questions

After students have completed reading **Earth's Power: Fires** gather students together for a discussion based on the questions below or assign students to answer the questions independently or with a partner.

- What are the three ingredients needed to produce a fire?
- What is the difference between wildfires and prescribed fires?
- On page 18 a hotshot crew member "fights fire with fire". What do you think this means?

BLM: Extension Activity

Students may use the next page to complete a problem-solution organizer as they summarize some important information about fires.



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Name: _____ Date: _____

Problem Solving

Directions: Fires can be a huge problem for many people. Complete the problem-solution organizer below as you summarize some important information about fires.

<p>Problem: What types of fires can be a problem to people? Why are fires a problem?</p> <p>Causes: What causes fires?</p>	<p>Effects: What effects do fires have on people and land?</p>
<p>Solution: What do you think the solution to this problem is?</p>	