

# Fire! Fire!

by Bill Gaynor



## Book Summary

Fire is a source of heat and light that has been used by people in different ways for thousands of years. This book explores what fire is, how it can be used, the dangers of fire, and how people can keep safe from fire.

## Features of the Book

- Legends about fire
- Historical information
- Statistical information
- Specialized vocabulary – *bellows, ember, generate, source, fuel, oxygen, smelt*

## Purpose

*Fire! Fire!* can be used to introduce and reinforce the following skills and understandings:

- S** asking questions of the text;
- S** retrieving and classifying the information in a text;
- S** using electronic media for further research;
- S** exploring homophones;
- S** writing a report that has an organizational structure;
- S** understanding that fire is a source of heat and light.

## Investigation Tools

- Looking Closer – Striking a Match, pages 8–9
- What’s the Background? – The First Cooks, page 14
- Digging Deeper – Smelting Ore, page 17
- Weighing Both Sides – Fire in the Forest, page 22
- Making Connections – The Great Fire of London, pages 24–25
- Step-by-step – A Safe Escape, pages 28–29

## The Guided Reading Lesson

- S** Asking questions of the text
- S** Retrieving and classifying the information in a text
- S** Understanding that fire is a source of heat and light

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be taken over two or more days.

## Introducing the text

Look at the cover and read the title together, then read the blurb on the back of the book. Write the headings “Uses,” “Dangers,” and “Sources” on chart paper.

Brainstorm the students’ ideas about the uses of fire, the dangers of fire, and where it comes from. Write their ideas under the headings on the chart.

Read the contents page together. Ask the students what questions they have about fire.

- *What would you like to know about fire?*
- *What “How” or “Why” questions do you want answered?*

Using a different colored marker, add the students' questions to the chart.

## Reading and discussing the text

Ask the students to read the introduction and chapter 1 silently. When they have finished reading, add any new information or questions about fire to the chart. Beside their earlier questions, write any answers they have found. Explain that charting ideas, questions, and answers is a good way to find and use the information in a text.

Read the chapter heading on page 12.

- *Where on our chart will we add the information from this chapter?*

Ask the students to read chapter 2 silently, noticing other uses for fire as they read.

When they have finished reading, add any new ideas, questions, or answers to the chart. Ask the students questions to deepen their thinking. For example:

- *Why would cooked meat taste better than raw meat?*
- *What things in our classroom would have been made by smelting? (metal items such as chair legs, cabinet, door, stapler, scissors)*

The students can now read the rest of the book independently. Remind them to look for answers to their questions and to note any new questions they have.

When the students have finished reading, complete the chart and highlight any unanswered questions.

- *How did asking questions and charting information help you to read this book?*
- *When else might you use a chart to organize ideas or information?*



## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Using electronic media for further research

Refer back to any unanswered questions on the chart. As a group, decide on one or two questions to research.

- *Where could we find the answers to these questions?*

Suggest using electronic sources to answer the questions. For example, if the question is “Why are gas flames blue?” they could go to [www.ask.com](http://www.ask.com) on the Internet or email an energy company. Encourage the students to use more than one source for each question so that they can cross-check and compare the information that they find.

### **S** Exploring homophones

Find “for” and “four” on page 25 and “two” and “to” on page 28. Write them on the board and discuss their meanings.

- *When two words sound the same but have different meanings, we call them homophones.*

Write “their,” “steel,” “wood,” “piece,” “see,” “some,” and “meet” on the board and help the students to write a homophone beside each word.


### **S** Writing a report that has an organizational structure

Reread pages 24–25 together. Write “Who,” “What,” “When,” “Where,” “Why,” and “How” on the board. Ask the students to write a sentence next to each word. For example:

When – The Great Fire of London started on September 2, 1666 and burned for four days.

How – The fire spread quickly because so many buildings were made from wood.

Who – Thousands of people escaped from the fire and very few died.

 The students can use the blackline master on page 69 to write a report about the Great Fire of London.