



Before Reading

Motivation / Purpose

The purpose of this text is to give a factual recount of a child's experience of a bushfire. The text links with the *Science* theme *Life Science*.

Text Type

Draw students' attention to the:

- title
- chapter titles, glossary and index
- photographs, maps, newspaper clippings.

Ask "What type of book is this?" (Factual). How do you know? What type of factual book is this? (Recount). What clues about the type of book are you given by the title and the chapter headings?

Visual Literacy

look at the front cover. What is the person doing? Does this look like a dangerous situation? Why?

Try and predict what this text will be about. Browse the first few pages of the text and discuss the effect of the border around the pages, the background images and how the headings are presented. What is the border? How does it relate to the subject matter of the text?

Background Knowledge

Date

Ask students if they have ever experienced or seen a bushfire. What do you think it would feel like, smell like and sound like to be in a bushfire? What do you think you would do if you were caught in a bushfire?

What is a diary? Ask students whether or not they keep a diary or know anyone who does.

Phonological Awareness

Select noun groups or word phrases for the students to clap as a rhythm by breaking words into syllables: the / fo / rest / wor / kers (p.6), lots / of / light / ning storms (p.8).

burn: 1 syllable: mon / soon: 2 syllables; back / burn / ing: 3 syllables; hel / i / cop / ter: 4 syllables.

Draw a box on the board. Divide the box into two sections. Students locate a 2-syllable word in the list and write it in the box, writing one syllable in each section. What other words could have fitted into this

High Frequency Words

- ahead, asking, careless, control, dangerous, minute, normal, spread, usually, which, wondering, worried, years, yesterday
- Have students memorise a word, then race to locate the word in a dictionary. How did you find the word? Was the word listed under its base word?
- Write the base word of a high frequency word (e.g. care). Students add suffixes to make new words (e.g. carer, caring, cared, carefully, cares). Add words they may have missed. Discuss changes to word endings and meanings when suffixes are added.

During Reading

Vocabulary in Context

Use the index to locate vocabulary words in the text. Students locate the words, then read the sentences containing the words to gain understanding of the words in context. Read the glossary definitions. Students define less familiar words as they would appear in the glossary. Read the compound words in the list. Students explain the connection between the words (e.g. a wildfire is a fire that becomes wild, meaning out of control).

Checking for Meaning

Literal: **Date**
 What do firefighters do to help prevent bushfires?
 (Controlled burns)
 What do firefighters do to put out bushfires that are burning? {Put water on fires and do backburning.)
 Why does the fire miss the house? {Because the wind changed at the last minute.}

What happens to a forest after a bushfire? {New trees grow in the ashes of old trees and the animals come back.}

Inferential: **Date**

What can cause a bushfire?
 Which are more dangerous, ground or crown fires? Why?
 Why does Dad remove the leaves from the gutters?
 How can hot spots cause the fire to start up again?
 Make sure students understand the difference between literal and inferential information.

Response: **Date**

What do you think it would be like to be a firefighter?
 What personal qualities do you think firefighters need to have?

Grammatical Patterns

- Make sure students understand the following components of a recount:
 - Orientation providing information about 'who', 'what', 'where', 'when' and 'why': *Thursday, 3 February. We live on the edge of a small town north of Sydney* (p.4)
 - A record of events recorded in chronological order: *Monday, 7 February* (p.8), *Friday, 11 February* (p.10)
 - A reorientation which 'rounds off' the sequence
 - of events: *lots of things have happened since the bushfire ...* (p.22)
 - Use of personal comments or evaluative remarks: *We were worried about what we would find.* (p.20)
 - Use of nouns and corresponding pronouns: *Our teacher - she* (p.8), *firefighters - they* (p.11)
 - Use of action verbs to refer to events: *were clearing* (p.6), *burn* (p.9), *rushing* (p.10), *damping down* (p.19)
 - Use of conjunctions and time connectives to sequence events: *This morning* (p.10), *Today* (p.14), *later* (p.18)
 - Use of adverbs and adverbial phrases to build information: *In some places* (p.9), *As I was getting on the school bus* (p.10), *slowly* (p.14), *fast* (p.17)
 - Use of adjectives to describe nouns and build noun groups: *very dry* (p.5), *a crownfire* (p.14)

Fluency / Punctuation Patterns

Date

Exclamation marks indicate emotions and expression to build excitement and drama: *Today, the fire went from bad to worse!* (p.14) *We had to leave our house!* (p.16) Why do these sentences have exclamation marks? How are these sentences intended to be read? How do they help you to 'experience' the drama in the recount? Demonstrate reading these sentences to the students. Have them echo your reading. These punctuation patterns occur in the text:

- Use of capital letters in proper nouns: *Thursday* (p.4), *Sydney* (p.4), *Butterfly Creek* (p.10)

- Use of capital letters in numbered lists: *Oxygen* (p.8)
- Use of apostrophes indicating possession: *Yesterday's* (p.12)
- Use of apostrophes indicating contractions: *haven't* (p.5), *couldn't* (p.17), *didn't* (p.18)
- Use of exclamation marks indicating emotion and drama: *But everything is almost back to normal!* (p.23)

Critical Literacy

What makes this an effective and interesting recount? How would the author have decided which details to include? What facts make this a factual recount rather than just a retelling of events?

Linking Visual and Written

Compare the photographs of the forest before and immediately after the fire. How are they different? Look at the photographs on pages 22 and 23. What has happened to the forest a little while after the fire? Examine the photographs of firefighters. What equipment do they use to fight fires? Discuss what they wear to protect themselves.

After Reading

As... When do the events happen? Who is this about? What does it happen? What event is being recounted? Why does this event happen? In which chapter do the events happen? Students recall the events in their own words. How did the recount end?