

Click®

On Fire

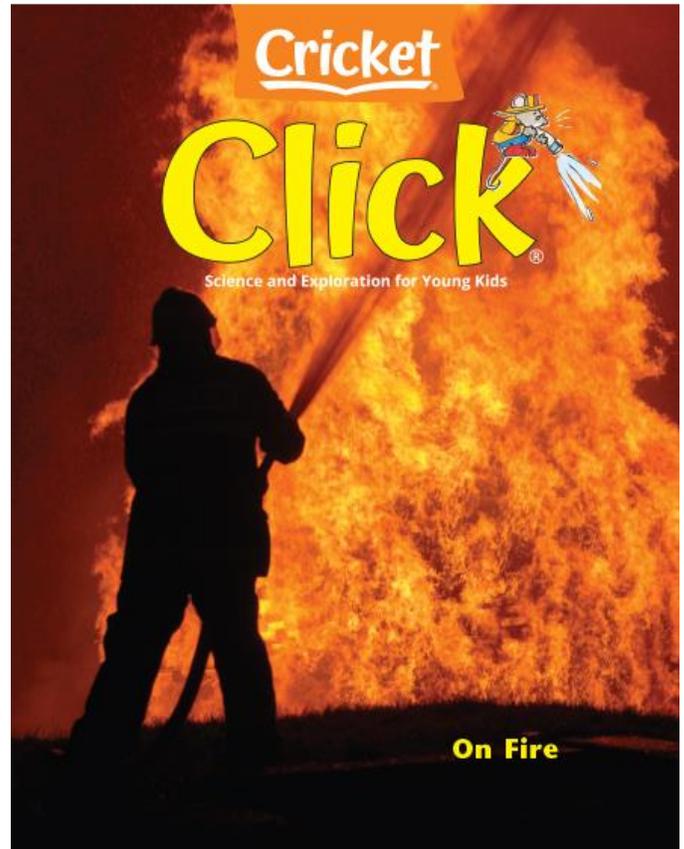
The mention of fire can evoke images of warm feelings around a campfire or trigger images of a devastating emergency. This issue of CLICK provides readers with knowledge about the firefighting community and presents the subject of fire education through nonthreatening articles, cartoons, and photographs.

CONVERSATION QUESTION

How do firefighters fight fires?

TEACHING OBJECTIVES

- Students will learn about the three components needed to produce fire.
- Students will learn how special firefighters and equipment are needed to extinguish wildfires.
- Students will learn about an assortment of firefighting tools.
- Students will obtain information from a nonfiction text.
- Students will analyze cause-and-effect relationships.
- Students will examine structure and function.
- Students will practice fire safety techniques.
- Students will identify compound words.
- Students will participate in an activity using visual discrimination skills.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

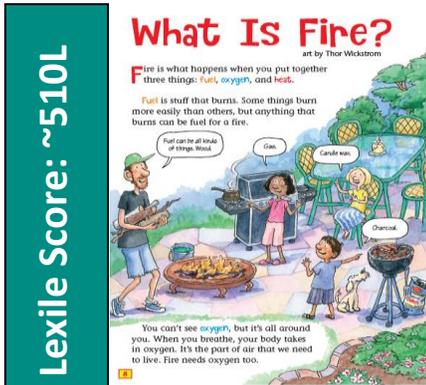
SELECTIONS

- **What Is Fire?**
Expository Nonfiction, ~510L
- **Wildfire!**
Expository Nonfiction
- **Where Are the Tools?**
Expository Nonfiction, ~920L

What Is Fire?

pp. 8–11, Expository Nonfiction

Young readers will learn what starts a fire, what keeps it burning, and what causes it to go out. Friendly cartoon characters accompany this informative text.



RESOURCES

- Obtain Information: Fire Power

OBJECTIVES

- Students will learn about the three components needed to produce fire.
- Students will obtain information from a nonfiction text.
- Students will practice fire safety techniques.

KEY VOCABULARY

- **fuel** (p. 8) a material that is burned to produce heat or power
- **combine** (p. 11) to mix two or more things together to form a single thing

ENGAGE

Conversation Question: How do firefighters fight fires?

Create a word web on the board with the word FIRE in the center. Help the class generate a list of fire-related words. Add these words to the web. Then read all the words aloud. Guide students to acknowledge that fire is a natural process, not inherently good or bad. Discuss the ways fire can be helpful and how it can be harmful.

INTRODUCE VOCABULARY

Post and discuss the two vocabulary words and definitions. Have students Think-Pair-Share with a partner. Give them the following directives, one at a time:

1. Name three different materials that can be used as **fuel** for fire.
2. What ingredients do you **combine** to make chocolate chip cookies? Emphasize the key words as they are revealed in the reading.

READ & DISCUSS

Read the article aloud. As a post-reading activity, lead a discussion based on the following questions.

1. What is needed for a fire to form?
2. List two things that you learned about oxygen.
3. How is heat added to fuel and oxygen to make fire?
4. Once a fire has started, how does it keep burning?
5. What happens if you remove fuel, oxygen, or heat from a fire?

SKILL FOCUS: Obtain Information

INSTRUCT: Guide students to obtain information from the text and the cartoon speech bubbles in the article. Remind them that the article was written to teach readers about fire. Introduce the *Obtain Information: Fire Power* worksheet and instruct students to complete the worksheet using information from the article.

ASSESS: Review the worksheet with the class. Ask volunteers to orally summarize the article by reading the two paragraphs aloud.

EXTEND

Fire Safety: Remind students that fire drills teach them how to exit the school building safely in an emergency. Practice the three nonthreatening fire safety techniques described below.

1. Take the students on a scavenger hunt around the building. Have them notice all of the EXIT signs, fire alarms, and smoke detectors.
2. Read aloud the story “Yo Wants to Know” on pages 16–21 of the magazine to teach students about the stop, drop, and roll fire safety technique. Then use a safe space on the classroom floor to have students practice this technique. Remind them to cover their faces.
3. Help children practice crawling low to the ground to escape through a smoky area. Blow bubbles a few feet off the ground to simulate smoke. Have students crawl under the bubbles to reach a destination without having the bubbles touch them.

Fire Power

Obtain Information Gather information from the drawings and words in the article to fill in the blanks.

Part I: What three things are needed to make a fire?

1. _____

2. _____

3. _____

Part II: Use your answers from Part I to complete the sentences in the paragraphs below.

Paragraph A: _____ is the stuff that burns. Some things burn more easily than others. You can't see _____, but it's all around you. It's the part of the air that we need to live. Fire needs it too. Fire also needs _____. Once a fire is started it will keep burning as long as it has these three things.

Paragraph B: Firefighters work to stop big fires by taking away one of the three things needed to make a fire. They clear away trees and bushes so forest fires have no _____. They cover fires with foams and powders that block out _____. Firefighters also pour water on fires to wash away the _____.

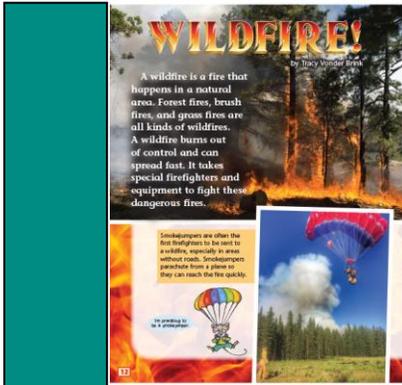


Summarize: Turn to a partner and read the paragraphs aloud.

Wildfire!

pp. 12–15, Expository Nonfiction

Wildfires can burn out of control and spread fast. This article teaches readers about the special firefighters and tools that are employed to fight these dangerous fires. High-interest photographs enhance the text.



RESOURCES

- Cause and Effect: Fight the Fire!

OBJECTIVES

- Students will learn how special firefighters and equipment are needed to extinguish wildfires.
- Students will analyze cause-and-effect relationships.
- Students will identify compound words.

KEY VOCABULARY

- **equipment** (p. 12) the special machines, supplies, and tools needed for a specific purpose

ENGAGE

Conversation Question: How do firefighters fight fires?

Begin a brainstorming session by asking what equipment (see Key Vocabulary definition) and tools are needed to do different jobs. Example: *What is needed to build a house? Fill a cavity? Make a dress? Paint a room?* Then present the article “Wildfire!” and have students consider the equipment that would be needed to fight a wildfire. List answers on the board. Amend the list after reading.

INTRODUCE VOCABULARY

Post and discuss the key word and definition. As this article largely defines new vocabulary in the text, there is only one key word. Take the opportunity to do a primary word study using the word **equipment** as follows: *How many letters does the word have? How many letters are vowels? How many letters are consonants? Is it a thing (noun), action word (verb), or a describing word (adjective)? How can you use the word in a sentence? Do you know another word that has a similar meaning?*

READ & DISCUSS

Post and discuss questions prior to reading the article aloud. Then reread the article, pausing when answers to the questions are revealed.

1. List three types of wildfires.
2. How do smokejumpers reach a wildfire?
3. How do small, controlled fires help to stop a bigger fire?
4. What is a water scooper plane?
5. Explain how different firefighters help control wildfires from the ground and from the air.

SKILL FOCUS: Cause and Effect

INSTRUCT: Lead the students in a discussion that guides them to recognize the cause-and-effect relationships (relationships in which one event makes another event happen) that are presented in this article. Introduce the *Cause and Effect: Fight the Fire!* graphic organizer and advise students that they will be recording what causes a fire to start and what causes it to stop. Collect and review.

ASSESS: As a simple method for practicing cause and effect, have students join sentences using the word *because*. Example: The plant died *because* it did not get any water.

EXTEND

Language Arts: Post and read aloud this sentence from the article, “A wildfire is a fire that happens in a natural area.” Ask students to identify which word in the sentence is made up of two smaller words that are put together (wild + fire). Explain that a word made up of two smaller words is called a **compound word**. Post the following sentences and ask students to identify the compound word in each sentence:

1. Smokejumpers parachute from a plane to reach a fire quickly.
2. Many fires are started by people who were careless with a campfire.

Fight the Fire!

Cause and Effect Gather information from article, as well as your own thoughts, to complete Part A and Part B. You may use words and pictures to record your answers.

Part A: Uh oh, a wildfire has started! Here are two things that may have **caused** it:

1.

2.

Part B: Help is on the way! Here are two things that can **cause** the fire to stop burning:

1.

2.

Where Are the Tools?

pp. 27–33, Expository Nonfiction

Students will be presented with two pages of firefighting tools and explanations for their use. The final two pages of the article feature an overhead view of a fire station, and readers are encouraged to locate the missing tools.



RESOURCES

- Structure and Function: Tool Talk

OBJECTIVES

- Students will learn about an assortment of firefighting tools.
- Students will examine structure and function.
- Students will participate in an activity using visual discrimination skills.

KEY VOCABULARY

- **entangle** (p. 22) to cause something to get caught in or twisted with something else
- **pry** (p. 22) to open, move, or lift something by putting one end of a tool under it and pushing down on the other end
- **haul** (p. 23) to pull or carry something with effort

ENGAGE

Conversation Question: How do firefighters fight fires?

Distribute the article “Where Are the Tools?” and have students do a picture walk through the pages. Then instruct them to open the magazine to pages 24–25. Have students scan the pages and locate: a broom, weights, a computer, and a stove. Guide students to discuss what the purpose of each would be in a firehouse. Then tell the class that following the reading they will return to the pages to locate the important tools that they learned about in the article.

INTRODUCE VOCABULARY

Post and discuss the key vocabulary words and definitions on the board. Then display the following cloze sentences and have students supply the correct word:

1. I used the screwdriver to _____ the lid off the paint can.
2. I watched the movers _____ the big boxes up the stairs.
3. Fishing nets can _____ and hurt dolphins and other sea life.

READ & DISCUSS

Reinforce comprehension of the details in the article by using the following prompts to direct discussion.

1. Where do firefighters carry most of their small tools?
2. Why must firefighters locate their tools quickly?
3. Why is it important to place chocks around the fire engine’s tires?
4. List three things that wire cutters can snip.
5. Explain the uses for the two different sides of a Halligan bar.

SKILL FOCUS: Structure and Function

INSTRUCT: Elicit from students that the main idea of the article is to provide a detailed description of the tools that firefighters use to do their job. Present the *Structure and Function: Tool Talk* graphic organizer and tell students that they will be using information from the article to “Show and Tell” how each tool functions. Allow students to work in small groups to discuss what they have learned.

ASSESS: Review answers. Have students take the worksheet home and instruct them to teach someone at home about the features of these special tools.

EXTEND

Visual Discrimination: Prearrange 15 objects/toys in a small area on the floor and cover them with a blanket. Have the students gather in a circle around the covered objects. Tell them that when you remove the blanket, they will have two minutes to study the objects—no touching! After the two minutes, put the blanket over the pile again. Have students number a paper from 1 to 10. Ask ten specific questions related to the objects. (Ex: What color was the ball? How many paperclips were there?) Visual discrimination is especially important when learning reading, writing, and mathematics. Stock your class library with *I Spy*, *Where’s Waldo?*, and Richard Scarry books for practice.

Tool Talk

Structure and Function Gather information from the drawings and words in the article to explain how each tool looks and what it is used for. You may use pictures and words to record your answers.

Tool	Show/use pictures (What does it look like?)	Tell/use words (What is it used for?)
hydrant wrench		
nozzle		
Jaws of Life		
pike pole		