

# Fires in the Wild

## Guided Reading

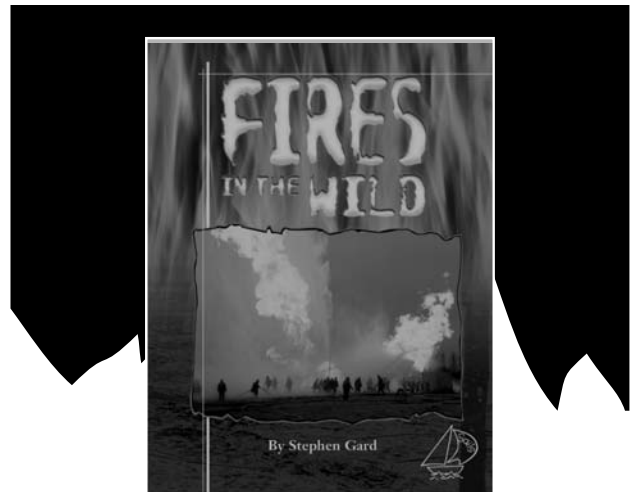
### Session One

#### Working Together

- Focus on the title and discuss. Ask the students what they know about fires in the wild.
- Look at the table of contents and ask the students what they think they will find out about in this book.
- Discuss with the students in which text form they might expect this book to be written.
- Work through the first chapter (pages 2–5) as follows:
  - Read the chapter heading and use the illustrations to support a discussion on what the chapter might be about.
  - Ask the students to read the chapter silently.
  - Focus on the Think Tanks on pages 4 and 5 and discuss the information presented.
  - Encourage students to ask questions about it.
- Work through the second and third chapters (pages 6–19) as follows:
  - Read the chapter heading. Discuss with the students what they think the chapter might be about.
  - Ask the students to read the chapter silently.
  - Focus on the Think Tanks on pages 9, 13, 14, 17, and 19.
  - Encourage students to ask questions about the information presented.

#### Working Independently

- Students work on BLM 1.



### Session Two

#### Working Together

- Work through the fourth chapter (pages 20–25) as follows:
  - Read the chapter heading and use the illustrations to support a discussion about what the chapter might be about.
  - Ask the students to read the chapter silently.
  - Focus on the Think Tanks on pages 21 and 23 and discuss. Encourage students to ask questions about the information presented.
- Work through the fifth chapter (pages 26–27) as follows:
  - Read the chapter heading. Focus on the *prediction* Think Tank and discuss.
  - Ask the students to read the chapter silently.
  - Focus on the *summary* Think Tank on page 27 and discuss.
  - Encourage students to ask questions about the information presented.

#### Working Independently

- Students work on BLM 2.

### Session Three

- Discuss with students the *comprehension connections* on pages 28–29.





