

### Key Question

What role do forest fires play in the ecosystem?

### Vocabulary

**Academic vocabulary:** *cycle (n.), energy (n.), factors (n.), purpose (n.), role (n.), scope (n.), source (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word.

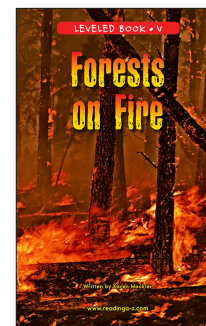
### Story words

- *adapted (adj.), cycled (v.), devastation (n.), ecosystem (n.), stewardship (n.), wildfire (n.)*

### Enrichment words

- *acres (n.), climate change (n.), debris (n.), embers (n.), invasive (adj.), reproduce (v.)*

Go to [VocabularyA-Z.com](http://VocabularyA-Z.com) for a pre-made vocabulary lesson for *Forests on Fire*.



### Ask and answer questions

Before reading, have students locate and review the table of contents on page 3. Review the headings listed in the table of contents. Ask students to identify information that they might expect to find under each heading and then list questions they have related to each of the topics. As students read, ask them to highlight text that answers any of these questions.

### Graphic organizer: Cause and effect

Discuss the meaning of the terms *cause* and *effect* and have students provide examples. Then, introduce the lesson [graphic organizer](#) and have students turn to page 5 in their books. Read the first paragraph and model finding a cause (high winds sent embers in the sky) and its effect (165,000 acres of Yellowstone National Park burned in one day) and write it on the organizer. Have students write additional cause-and-effect relationships within this book.

### Text features: Analyze photographs and captions

Explain to students that captions provide readers with specific information that goes along with pictures, photographs, charts, or maps. Have students locate the photographs on page 6. Ask students to explain how the caption is helpful to understand the photographs and vocabulary. Repeat this process with remaining photographs and captions.

### Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Why was August 20, 1988 called Black Saturday at Yellowstone Park?* (level 1)
- *What are three types of forest fires?* (level 1)
- *How are a ground fire and a surface fire different?* (level 2)
- *Which year had the most forest fires? The least?* (level 3)
- *How are forest fires beneficial?* (level 3)
- *What things happened after Black Saturday in Yellowstone that showed the park was not "ruined" after all?* (level 2)
- *What has happened as a result of having "too many people" near U.S. wildlands?* (level 2)

### Response to reading

Have students cite specific evidence from the book to answer the key question.

Name \_\_\_\_\_

**Instructions:** Write cause-and-effect relationships in the correct boxes below.

Cause	Effect
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cause	Effect
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Cause	Effect
_____	_____
_____	_____
_____	_____
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Forests on Fire • Level V

Common Core Supplement