Title: Summer of Fire

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.8; RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students or prepare them for what they will learn. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task. This non-fiction piece is accessible to fifth graders when it is chunked and worked with carefully by you.

Big Ideas and Key Understandings

Fires have always been a part of the Yellowstone region, but in the summer of 1988, the fires were not “business as usual” .

Synopsis

This article describes the out-of-control fires that took place during the summer of 1988. It focuses on the unpredictable fires of the Yellowstone Region. Firefighters and local communities have developed ways to deal with the forest fires, but the size of these fires made them take another look at their current policy of dealing with forest fires.

1. Read the main selection aloud, then have your students read it in the section chunks you select. Make sure your selections make sense and take advantage of the text structure itself.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.). The variety should be represented by the motto: Re-Read, Think, Discuss, Write

Text Dependent Questions

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| --- | --- |
| **Text Dependent Questions** | **Answers** |
| In what ways was the weather in the summer of 1988 different from ordinary summers at Yellowstone? In what ways were the winters in the 1980’s different from usual winters? Discuss how these unusual weather patterns made a difference in the events described in this article. | Summers in Yellowstone were usually short and rainy. Winters were usually long and snowy. In the summer of 1988, there was a shortage of rainy days. (p.279). All through the 1980’s, the winters weren’t as snowy as usual. This meant that the conditions on the ground were very dry. (281) |
| What were the causes of each of the fires described in detail in the article? | Lightning strikes caused the first series of fires (pp. 281-282). The other fire mentioned was caused by a careless woodcutter throwing away a cigarette (p. 284). |
| Explain why the park policy about ignoring fires needed to be changed during the sequence of events in Yellowstone in the summer of 1988. | Because of the weather and the lack of rain, in the summer of 1988, park officials decided that they had to fight all fires whether they were wildfires or caused by human carelessness. The fires were not putting themselves out and they were putting a lot of people and historic buildings in danger. They couldn’t rely on rain or let the fires out. (p. 281) |
| Name two techniques the article mentions that firefighters used to fight the Yellowstone forest fires. Describe how each one work. | They used helicopters and airplanes to drop chemicals to damp down fires. On the ground, firefighters were wetting down trees and buildings to try to slow the fires down. |
| There are two pages in this article that are full-page photographs. Describe the photos and make a list of the information you could get from the pictures alone. What emotions, if any, did the photos stir in you? | Full page photos are on pages 280 and 283. Answers will vary but should display careful observation of the photo and not a reliance on the descriptions in the article’s text. |
| Why didn’t the buildings around Old Faithful burn? | The firefighters made a huge effort there to get the buildings wet and save the important building around Old Faithful. But the fire was bigger than that. At the last moment, the wind shifted and the fire turned away from the buildings. (P. 285) |
| Use the map on p. 281 to list 3 fires that occurred in the Yellowstone Region. | Fan Fire, Madison Fire, North Fork Fire, Falls Fire, Red-Shoshone Fire, Continental-Ridge Fire, Cub Fire, Lovely Fire, Clover-Mist Fire (p. 281) |
| Read the section on page 285 that describes the events of September 10, 1988. What happened during that day that made it “begin as another bad day” but end as “a day of hope”? | The fires were close to and threatening the park headquarters. There were supposed to be high winds, which would fan the flames. But then it started to rain hard and get colder. By the next morning, it was even snowing. Nature put an end to the fires at last. |
| Read the last page of the article carefully (page 286). The author says, “Yellowstone needs fire.” What proof does she offer for her argument? Do you agree with her? Why or why not? Use the article itself to explain. | She clearly makes a case that even though the fires were horrible and huge, most of the park was not touched. Even where the fires did great damage, it did not destroy the plants and even the animals who lived in those areas. So the fires were not as bad as people thought, and that no areas of Yellowstone Park were ruined |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text |  | Raged, growled, plains, prairies p. 279  Soared, tinder p. 279  Cold fronts, boulder, canopy p. 282  Geyser p. 284  Ember, veered p. 285  Ember, headquarters, junction, ruins, crossroads p. 285 |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text |  | Withering, dwindle p. 279  policy p. 281  snags, gigantic, oxygen, gusts p. 282  bearing down, rocketed p. 284  churning, damp down p. 285 |

Culminating Task

* Follow up on the final question on the question sheet and do more research about the effects of wildfires in the past few years. Write a letter to your Senator or Representative and lay out the policy you believe is best for firefighting on land the government owns and very few people live on. You can use evidence from this article or from the research you did about fires recently. Make sure you use formal and respectful business letter form (your teacher can help you) and that you find out from either your phone book or from the official website: [www.**senate**.gov/general/contact\_information/**senators**\_cfm.cfm](http://www.senate.gov/general/contact_information/senators_cfm.cfm) for Senators and [www.house.gov/**representatives**/find/](http://www.house.gov/representatives/find/) for your representative. Create a timeline of events for the summer of 1988 in Yellowstone. Use the months of the summer and fall as your units for your timeline. You should be able to list at least 8 different events on your timeline.

Additional Tasks

Research what the policy is in the National Park System now about fighting or ignoring fires. How has this changed since the fires described in this article? You can go to the National Park Service website and search by park, or you can research “Smoky the Bear” and see what he has to do with fighting fires in the national parks.

Note to Teacher

There is an unusual amount of both academic vocabulary and domain specific vocabulary in this piece (Tier 2 and Tier 3 words). These are high value words that students will see over and over in the years to come. Any time you can take to expose your students to the words out that appear in the vocabulary grid and discuss them will be time well spent.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.