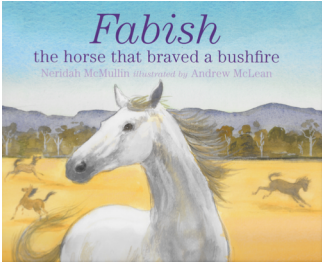


Geography Alive: Bushfire hazards in Australia (Lesson 5)

Lesson 5: Fabish: the Horse that Braved a Bushfire		
<p>Content focus:</p> <p>In this lesson students develop their skills in discovering the meaning of words from the context in which they are used. They may do this on their own, through implied meaning, or through discussion with adult story reader.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Picture book – <i>Fabish: the Horse that Braved a Bushfire</i>, Neridah McMullin and Andrew McLean, Allen & Unwin (2016) <p><i>Fabish: the Horse that Braved a Bushfire</i> is a true story about a retired racehorse that guided seven yearlings to safety during <i>The Black Saturday</i> fires that swept across Victoria in early 2009.</p> <p>Nobody knows how Fabish escaped the fire, but he returned home with the other horses the following day – all completely unscathed. This is the basis of a well-crafted mystery by Neridah McMullin.</p> <ul style="list-style-type: none"> Worksheet 5: Fabish: the Horse that Braved a Bushfire (vocabulary activity) 	
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> What does the story of <i>Fabish: the Horse that Braved a Bushfire</i> tell us about the impacts of bushfires? What does the story of Fabish tell us about the weather conditions that contribute to the occurrence of bushfires? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> demonstrates an understanding of the horse and fire-related vocabulary used in <i>Fabish: the Horse that Braved a Bushfire</i> identifies the weather conditions under which bushfires occur from the words and phrases used in <i>Fabish: the Horse that Braved a Bushfire</i> 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> Step 1: The teacher reads students the picture book, <i>Fabish: the Horse that Braved a Bushfire</i>, and briefly discusses the context in which the story is set (<i>The Black Saturday</i> fires that swept across Victoria in early 2009). The class then discusses the story focusing on the themes it promotes. Bravery and leadership in the face of a natural disaster. Step 2: The students are asked to identify the words and phrases that give an insight into the weather conditions experienced on the day: 'the sun scorched the land'; 'withered brown grass crunched under foot'; 'hot blustery winds'; 'the sun bore down'; and the 'temperature sored'. Inquiry question: What do these descriptive words and phrase tell us about the weather conditions under which bushfires are likely to occur? Step 3: Ask the students to re-read the story of Fabish and list all the horse-related words used. These might include: pounded, track, clods, galloped, yearlings, pranced, snorted, whinnied, neighed, nickered, paced, flighty and groomed. Have the students speculate on the meaning of each word based on the context in which they have been used or the discussion that occurred in <i>Step 1</i>. Step 4: Ask the students to re-read the story and list all the fire-related words used. These might include: ablaze, embers, charred, smouldering, ash, fire-front, desolate, crackling, doused and billowing. Have the students speculate on the meaning of each word based on the context in which they have been used or the discussion that occurred in <i>Step 1</i>. Step 5: Check to see that students have the correct understanding of the terms selected.