

THE FIRE WOMBAT JACKIE FRENCH AND DANNY SNELL



F	1	2	3	4	5	6	7	8	9	10
			✓	✓	✓	✓				

Writing	
Ideas	✓
Organisation	✓
Voice	
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	



Reading	
Determining Importance	
Inferring	✓
Making Connections	✓
Predicting	
Questioning	✓
Summarising & Synthesising	✓
Visualising	✓

The Fire Wombat, written by Jackie French and illustrated by Danny Snell is a touching poem that tells the story of the animals that survived Australia's 2019/2020 devastating bushfire season.

Writing

IDEAS: Jackie French had to evacuate her house due to the 2020 bushfires and worried about the wombats that lived in her backyard during this time. She had to wait days to see if they had survived. Knowing this, why do you think she wrote this book? **WORD CHOICE:** Poetry is all about conveying the most meaning in the least words. This book does that through the use of strong verbs, adjectives and tier 2 words such as flickering, pounding, bounding, fled, ancient, huddled. **SENTENCE FLUENCY:** study the rhyming structure in this book- not all lines rhyme! This is common for many books- what impact does it have on the reader when the structure changes? **CONVENTIONS:** students could study the use of the hyphen in adjectives such as ash-thick, smoke-smudged and sun-crazed and develop a hypothesis about its use. When does she use a hyphen and why?

Reading

Poetry is a great option for small group work focused on fluency, vocabulary or extracting meaning. This book would be great to unpack the nuances of vocabulary. Investigate the meaning of the verbs to unlock **INFERRING** and **VISUALISING** opportunities. (e.g., 'That was where the wombat fled' How might the wombat be moving? Show me. How might they be feeling?) **MAKING CONNECTIONS-** students could make connections to their own knowledge or experience of the 2020 bushfires. They could read Jackie French's book 'Fire' and compare and contrast the focus of each and the message presented. **VISUALISING:** have students imagine the text in their head as you read aloud. How has the author made this text easier to visualise? What strategies did she use to build the picture in the reader's mind?

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