

Lesson Guide for Educators: Lesson One (K-1)

Lesson Question: Which season is most likely to have wildfires?

Lesson Challenge: Decide which seasons have the highest and lowest chance of wildfires.

In the detailed lesson plan, you'll find three parts: **Start the Thinking**, **Grow the Thinking**, and **Reflect on the Thinking**. While these parts can be used in order, this lesson is designed to be flexible—use the activities in order as a complete lesson or pick and choose individual activities to fit your needs.

Start the Thinking: To begin students' thinking about the relationships between wildfires and seasons, consider using at least one of the following activities.

| Possible learning activities | Time | Steps |
|---|--------|------------|
| Guide a discussion on how dryness affects flammability, prompting students to identify and circle materials that burn more easily when dry. | 10 min | Steps 1,2 |
| Show images and have students rank seasons by wildfire risk. Older students can use the Our First Thoughts section of the activity sheet to rank the seasons. | 10 min | Steps 3, 4 |

Grow the Thinking: To help nurture and deepen students' thinking about the relationships between wildfires, weather, and the seasons, use at least one of these activities.

| Possible learning activities | Time | Steps |
|--|--------|------------|
| Display the season images and ask students to describe the weather conditions they associate with each season. Review the responses and guide students to identify details in the pictures that match the described weather conditions. | 10 min | Steps 1,2 |
| Explain how specific weather conditions (e.g., hot, sunny, windy, and dry) make vegetation more flammable, clarifying the difference between dry vegetation and dry weather. Circle the words hot, sunny, windy, and dry on the images, emphasizing their role in wildfire risk. | 10 min | Steps 3, 4 |
| Ask students to count the number of circled words per season and determine which season has the most wildfire-prone conditions. Guide students in recording their thoughts. | 10 min | Steps 5,6 |

Reflect on the Thinking: To guide students' reflection on the relationships between wildfires, weather, and the seasons, consider using at least one of the following activities.

| Possible learning activities | Time | Steps |
|---|--------|-----------|
| Encourage students to reassess their wildfire-prone season choices, share any changes in their thinking, and explain why. | 15 min | Steps 1-3 |

Key terms and vocabulary

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|-------------------|--|
| Seasonal Changes | Each season has different weather, which affects how dry or wet things are. Wildfire danger changes depending on the season. |
| Burning Materials | When trees, leaves, and grass lose their moisture, they can catch fire more quickly, just like dry paper or wood. |
| Smart choices | We can make smart and safe choices to reduce wildfire risks. |