

## About the Author/Illustrator-

Ginny Neil is an author, illustrator, award-winning teacher, and master naturalist. When she's not slogging through a marsh trying to spot spring peepers or chasing errant sheep across mountains and meadows, she manages an outdoor learning lab, teaches STEM to elementary and middle school students, and writes about all the things and people that make Earth such a fun and fascinating place to live. *The Glorious Forest that Fire Built* is her first picture book.



You can find her at <https://www.ginnyneilwrites.com>

## Pre-Reading Discussion

What can you predict the book will be about after reading the title and studying the pictures on the front and back?

What does the word “glorious” mean to you?

How do you think fire helps a forest?

How do you think fire hurts a forest?

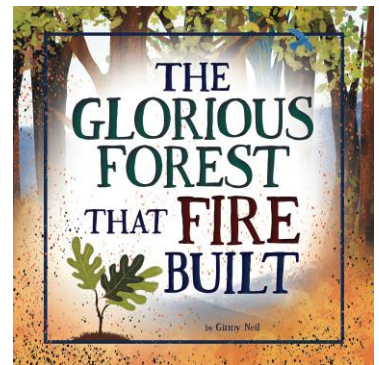
What animals do you think you might see inside the book?

How long do you think it takes a forest to re-grow?

## Questions to Consider While Reading

## Educators' Guide for THE GLORIOUS FOREST THAT FIRE BUILT

By Ginny Neil



About the book:

A wildfire roars through the forest, leaving nothing but ashes until seeds sprout from deep below. Root by root and seed by seed, the forest rises again. In this lyrical cumulative nonfiction story about forest succession, readers will learn that forest fires are critical to forest health and that the end of a tree's life provides the opportunity for new life. Back matter explains the timeline of the forest cycle in more detail.

Age Range: 6-8 years

Grade Level: 1-3

Publisher: Amicus Ink

ISBN-10 : 1681529009

ISBN-13 : 978-1681529004

- Does the forest on the first page look young or old to you? Why or why not?
- After the fire, the forest looks completely dead, but it's not. Predict what you think will grow back first. Why do you think this?
- How many different species of animals do you spy in the meadow? What makes it such a good habitat for this variety of creatures?
- Look at the page with the pines brushing the sky. What do you think will happen next?
- How many stages does the forest go through before it becomes The Glorious Forest?
- The Glorious Forest says, "I won't stay this way." Predict what might happen to it next?

Here is a list of the animals you will spot in the illustrations. Can you find them all?

red fox	red-bellied woodpecker	spider	gray squirrel	fox squirrel
Cooper's hawk	white tailed rabbit	monarch butterfly	Baltimore oriole	earthworm
insects	mole	honeybee	groundhog	weasel
chipmunk	raccoon	white tail deer	skunk	black bear
box turtle	white-footed mouse	newt	screech owl	Can you find any others?

*\*Answers to baby animal sheet on the next page: baby deer-fawn, baby bear-cub, baby fox-kitten, baby rabbit-bunny, baby squirrel-kit, baby chipmunk-pup*

Name \_\_\_\_\_

These baby animals can live in a meadow, pine forest or a Glorious Forest. Match them to their names.



Baby deer

cub



Baby bear

kit



Baby fox

bunny



Baby rabbit

pup



Baby squirrel

fawn



Baby chipmunk

kitten

## Curricular Connections

**Language Arts:** Haikus are poems with three lines. The first has 5 syllables, the second has 7 syllables, and third has 5 syllables. Write a haiku about what you think will happen to the forest next.

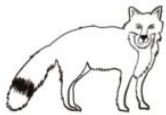
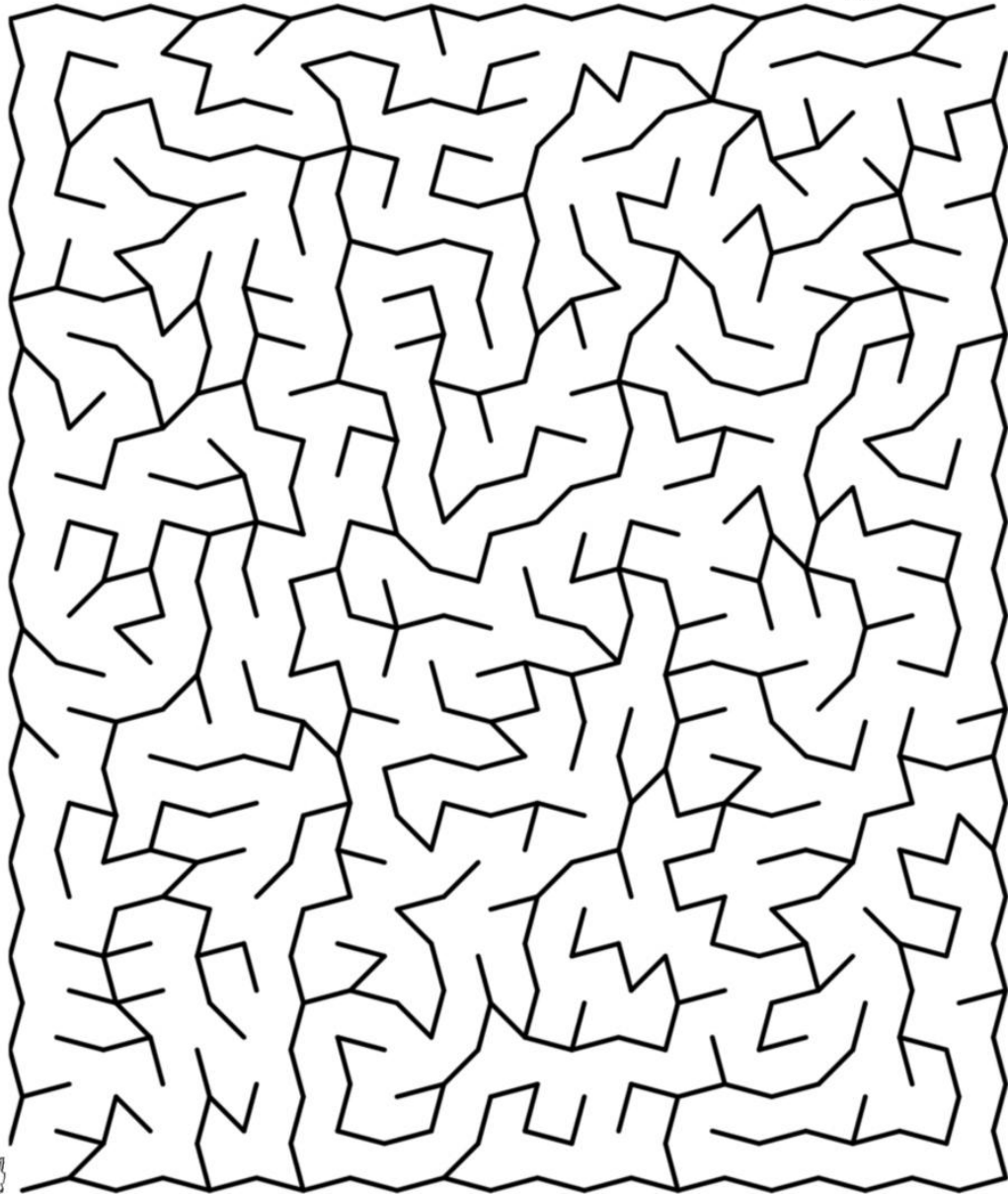
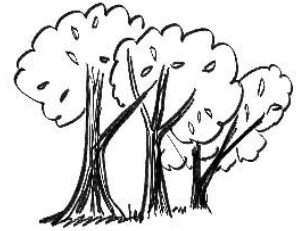
**Math:** Estimate the number of acorns found on pp. 20-21, and then count them. How close were you? Make up a word problem about the squirrel and his acorns that will give you the correct number of acorns as the answer.

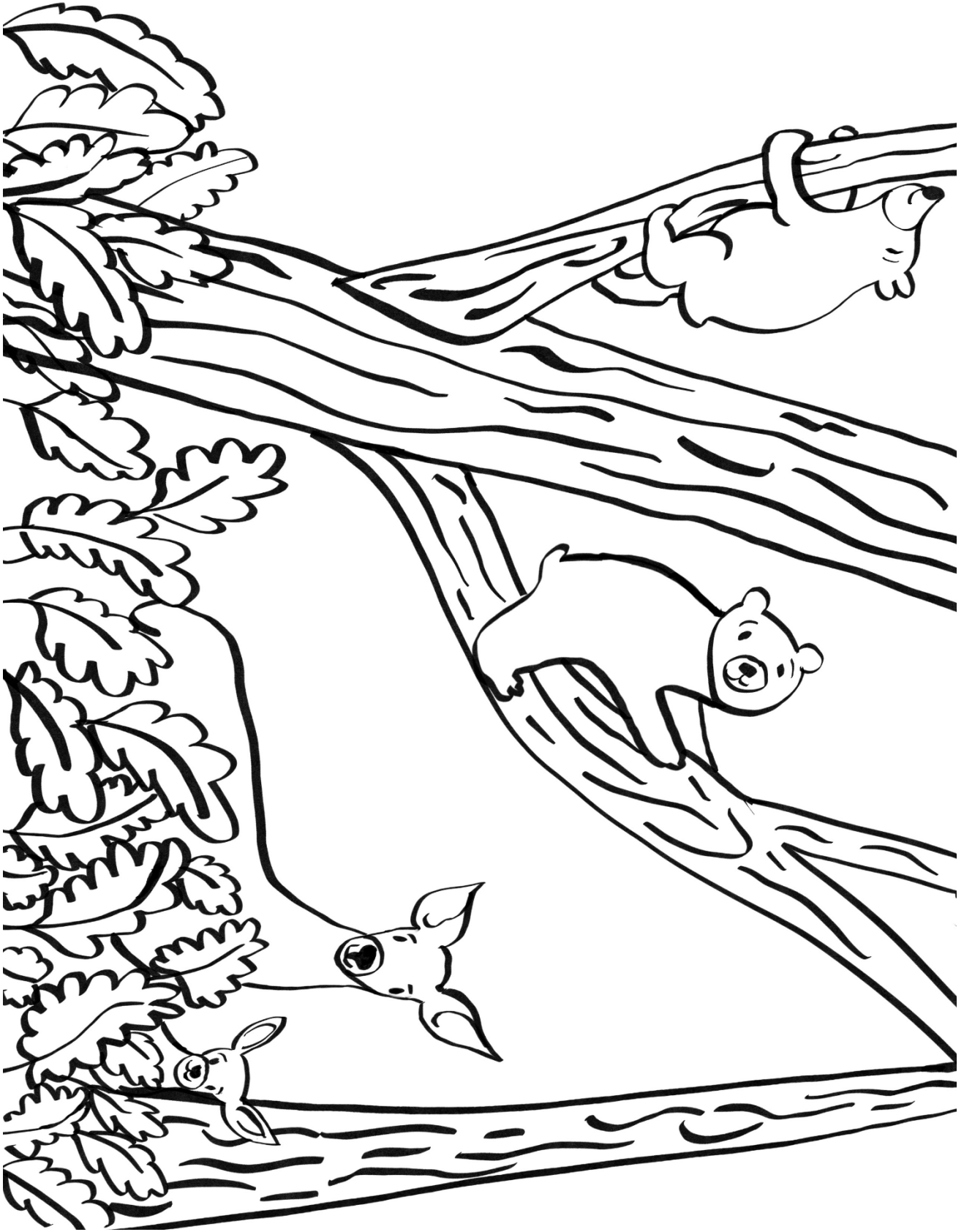
**Social Studies:** Citizenship is all about learning to be a good citizen. List everything and every activity in your classroom that requires students to use paper. Or, as a class, empty recycling bins at the end of the day and count the number of pieces of paper bigger than 3 inches by 5 inches. Use this information to practice good citizenship. Create posters or digital slide shows that detail ways that your classroom or school can re-cycle, re-use, or conserve paper.

**Science:** Not all acorns will sprout into trees. Here is an activity that lets kids explore this idea and learn about making and testing a hypothesis.

1. Find an oak tree where kids can each gather 5 acorns from the ground or bring in five for each student. Any species works for this experiment.
2. Ask kids to remove the caps and then sort their acorns into two class piles based on whether they think they might grow into an oak or not
3. Let students share how they made their decisions, then tell them there is a way to test their hypotheses. Introduce the words viable (will grow) and non-viable (won't grow)
4. Fill a container with water and drop the "nonviable" pile into the water. Do the acorns float or sink? Sinking acorns will grow, but floating acorns won't. Remove the acorns and repeat with the "viable" pile. Were the students' hypotheses correct? Discuss how scientists have developed ways to test hypothesis because what you can observe with just your eyes sometimes doesn't give you enough information.
5. Return all collected acorns back beneath the tree so they can be useful to the many animals that rely on them.

Help the fox find his way back through the forest to his home





Find the words that show the steps from forest fire to glorious forest.

## The Glorious Forest That Fire Built

E	O	S	A	W	R	O	S	S	A	S	A	E	N
O	I	E	I	S	N	A	E	F	S	T	D	E	A
E	N	M	A	O	U	S	M	S	E	U	D	E	E
N	E	S	E	N	I	P	A	D	F	N	R	O	S
O	S	T	A	S	L	F	L	E	O	O	D	R	U
R	S	E	S	M	S	L	F	E	R	H	C	O	C
E	A	R	H	I	S	O	N	S	E	D	O	E	C
E	S	I	E	S	S	W	M	D	S	I	S	S	E
F	M	W	S	S	S	E	W	S	T	M	O	A	S
P	S	S	S	I	W	R	N	S	E	L	R	D	S
S	U	S	P	N	R	S	C	S	E	I	S	A	I
A	S	A	O	S	A	H	E	E	A	E	T	E	O
F	E	M	E	A	D	O	W	N	U	O	E	R	N
M	E	W	T	H	A	R	D	W	O	O	D	S	A

FLAMES  
ASHES  
NUTS  
FLOWERS  
FOREST  
SEEDS  
HARDWOODS  
MEADOW  
SUCCESSION  
PINES