

Balloons

GOALS

Comprehension

Connect to prior knowledge: Can students name some shapes or colours that balloons could be?

Vocabulary

High-frequency Words: the, up, down, goes

Content Words: frog, balloon, dog, mouse, house, carrot, parrot, yo-yo

Phonemic Awareness

Identify and make rhyming words

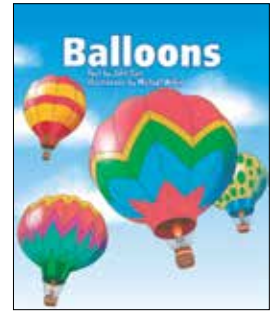
Phonics

Letters and Sounds: g

Words to Blend and Segment: got, gum, gas, get, gap

Fluency

Model reading the story with expression, noting the punctuation



The balloons come in all shapes and sizes.

Before Reading

- Ask students to name some shapes or colours that balloons can be.
- Students look at the cover and describe what they see. They predict what the title might be. Read the title together. Read the name of the author and illustrator.
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the colours of the balloons.
- Talk/walk through the pictures. Discuss the shape of the balloons on each page. Then find the word for the shape, e.g. *frog* on page 2. Look for the letter that has the /f/ sound. Point to *frog*. Continue on in this way through the story.
- Before turning to page 16 ask: What do you think might happen at the end of the story? Then discuss the ending. What has happened to the balloon?

Reading the Text

- Read the title and the name of the author and illustrator together. Then read the title page.
- On page 2 discuss the shape of the balloon then read the words together. Students point to the words as they are read.
- Follow this pattern for each page. On page 16 make sure students read left to right and return to the left to start a new line.

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. What do you think happened to the yo-yo balloon?
Infer: Why did it come down?

Phonemic Awareness

- Identify and make rhyming words. Ask students to listen as the book is read to them two spreads at a time. They indicate when they hear rhyming words (words that sound similar, e.g. *frog/dog, mouse/house*).
- Then have students think of words that rhyme with frog, e.g. *dog, bog, fog*.
- Play rhyming games. Ask students to indicate when they hear a word that rhymes with *up* (*cup, down, pup, the*).

Phonics

- Discuss the name and sound of the letter g. Write cvc words *got, gum, get, gas* and *gap* on the board to practise blending and segmenting the sounds together as a group, e.g. /g/ /o/ /t/, *got*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the words *the, up, down, goes*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- Students draw a picture of one of the balloons and write the matching sentence from the story. e.g. *The frog balloon goes up*.

Fluency

- Model reading the story with expression, noting the punctuation. Notice the different way to read page 16. Students repeat after you.

Writing

- Write a new story using the same pattern. *The _____ balloon goes up*.
- Talk about capitalising the first letter of the first word in the sentence and spaces between words. Students write their story and illustrate it.

Home/School Link

Students take the book and any related activity done in class home to share with family.