

Balloons

PM Level 1

Magenta

Text Type Repetitive

Running Words 57



Preparing for Guided Reading

Orientation to the Text

- Bring balloons which match the colours of those in the book to school. Hang them in a line on the wall. Attach colour name cards beneath them. Alternatively, cut out balloon shapes from coloured card. Mount them on a chart and add labels. This activity will help students become familiar with the visual patterns of the colour names.
- Using *The PM Library Alphabet Book* (p. 5) and *b* (PM Library Alphabet Starters) introduce the word 'balloons'. Encourage students to talk about their experiences with balloons.

Prior Knowledge

- This book also introduces the names of the most common colours, based mainly on the colours of the rainbow. It features a clown giving out balloons.

Key Language Structures

- This book reinforces the use of speech followed by the word *said*.

Building the Balanced Reader

Concepts About Print

- Reinforce the high-frequency words, specifically, *said*.
- Speech marks and comma – discuss the punctuation symbols, purposes and positions.
- Exclamation mark – discuss the punctuation symbol, purpose and position.
- Model correct intonation when reading the text.
- Reinforce the names of colours.

Vocabulary

Key High-frequency Words

Here, is, a, the, said, balloon

Content words

red, orange, yellow, green, blue, purple, pink

Decoding

- Recognise a couple of high-frequency words that are repetitively used e.g. *Here* and *is*.
- Use initial sound and picture clues to help decode content words.

Fluency and Phrasing

- Locate familiar repetitive text to help develop smooth reading.
- Point to each word at a steady rate without long pauses.

Focusing on the Book – Guided Reading

- **Cover** With students, and using the photograph, decode the word *Balloons*. Say the names of the different coloured balloons. Link them with the balloons on the classroom wall or chart. Read the title page and discuss the character of the clown.
- **Pages 2–15** Read the text with students, reinforcing the sound of the initial letter of each colour name, and linking the visual pattern of the colour names with the names on the wall or chart.
- **Page 16** Encourage students to read the text with the appropriate intonation. Have them point to the balloons and say the colour names. Invite the class to comment on the children's facial expressions.

Comprehension

- Who was telling the children about the balloons? (*Literal*)
- What was stopping the balloons from floating away? (*Inferential*)
- How did the clown feel about giving out balloons? (*Inferential*)

Follow-up Activities

- Using the classroom balloons and a child dressed as a clown, turn the story into a play. Students can invent dialogue, e.g. *I like the red balloon* to precede the text featured in the book. The 'clown' can give the correct balloon to the child saying, e.g. *Here is the red balloon*.
- Graph students' favourite coloured balloons using balloon cut outs pasted on to a wall chart.

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Learning Intentions

- We are learning to hold a book, turn the pages and point to the words.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can point from left to right as I read each word.
- I use the beginning sound and the picture to help me to read some unknown words.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up