

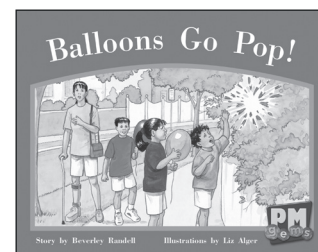
# Balloons Go Pop!

PM Level 4

Red

**Text Type** Narrative

**Running Words** 73



## Preparing for Guided Reading

### Prior Knowledge

- Talk with students about their experiences with balloons. Discuss what makes balloons go pop, especially out-of-doors.

### Orientation to the Text

- In this story, three siblings receive balloons on an outing. On the way home, two of their balloons pop. When they arrive home, they happily share the surviving balloon.

## Building the Balanced Reader

### Concepts About Print

- Recognise the following initial letters within the context of the story: *Nn* – Nick, *not*; *b* – blue, balloon.
- Recognise the *oo* sound in *balloon*.
- Talk about the use of bold text for emphasis.

### Vocabulary

#### Key High-frequency Words

*and, for, go, going, my, not, oh, shouted*

#### Content Words

*balloon, Nick, Kate, James, tree, Pop*

### Decoding

- Locate some high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Slow down to problem solve words and resume reading at a consistent steady rate.
- Locate and differentiate between the purpose of a full stop and a comma.
- Change voice to apply the purpose of quotation marks.

### Focusing on the Book – Guided Reading

- **Cover** Talk about the balloon popping on the cover. Notice that the balloon colours match the children's clothes. Ask, *Do you think the children are happy about the balloon popping?*
- **pp. 2–3** Discuss the children's delight at receiving their balloons. Ask, *Which colour balloon do you think James (on the far right) will choose? Why?*

- **pp. 4–5** Ask, *How do you think James feels about being given a red balloon?*
- **pp. 6–7** Talk about the fact that Nick has let go of her balloon. Ask, *Do you think Nick's balloon will be safe in the tree?*
- **pp. 8–9** Talk about Nick's distress as her balloon pops. Ask, *How do the other family members feel about Nick's balloon popping?*
- **pp. 10–11** Discuss the position of Kate's balloon in the tree. Ask, *What do you think will happen to Kate's balloon?*
- **pp. 12–13** Discuss whether students made the right prediction about Kate's balloon. Ask, *Does Kate seem surprised that her balloon has popped too?*
- **pp. 14–15** Ask, *What do you think James is doing to make sure his balloon doesn't pop?*
- **p. 16** Discuss how the children are playing with James's balloon. Ask, *Do you think the children have found a good way to share the last balloon?*

### Comprehension

- What do you think James did to make sure his balloon got home? (*Inferential*)
- Why do you think James let his sisters play with his balloon? (*Inferential*)

### Follow-up Activities

- Talk about the difference between balloons filled with helium and balloons filled with air. Ask students if they have ever let go of a helium-filled balloon. Were they able to catch the balloon before it floated away?
- Have students think of a game they could play in a small group, with one balloon. Take the class to an open, sheltered area and supervise as they play the game.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- \_\_\_\_\_

## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can change my voice to show that there are quotation marks in text.
- \_\_\_\_\_

## Guided Reading Notes

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