

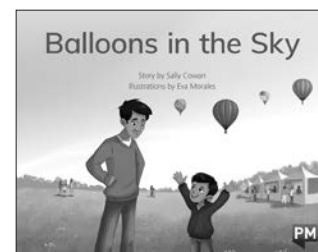
Balloons in the Sky

PM Level 4

Red

Text Type Narrative

Running Words 90



Preparing for Guided Reading

Prior Knowledge

- Students should understand what hot-air balloons are and how they are used for transport and leisure.
- Students should also be familiar with common vocabulary associated with direct speech, such as *said* and *shouted*.

Orientation to the Text

- Raf wants to go in a big balloon, but Dad says he is too little. Raf is disappointed until he finds a balloon that is just his size.

Key Language Structures

- Direct speech is used throughout the text.
- The text also features adjectives – *red*, *big*, *little*.

Building the Balanced Reader

Concepts About Print

- Invite students to locate examples of capital and lower-case letters as you read. Discuss why the capital letters are there.

Vocabulary

Key High-frequency Words

and, are, can, down, go, going, not, see, You

Content Words

balloons, safe, said, shouted, sky

Decoding

- Encourage students to think about whether what they read made sense. Support them to look back at any incorrect words and think about whether the way they read them sounded right and matched the letters in the word.
- Prompt students to recall or look back to find words that are repeated in the text if they have difficulty, such as *balloon* or *little*.

Fluency and Phrasing

- Model how your voice goes down when you read a full stop. Discuss the effects of other punctuation as you read together.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to share their

own experiences with different kinds of balloons and if what is in the book is similar.

- Look at page 2 together. Show students the first set of speech marks and discuss how they always come in pairs. Invite students to find the other pair of speech marks on the page.
- Continue to page 6. Ask, *Why do you think Dad said that big balloons are not safe? What are you not allowed to do because it is not safe?*
- Continue to page 8. Ask, *Which two words on this page are opposites?*
- Ask students to find the exclamation mark on page 12. Have them practise reading the first sentence the way they think Dad would say it in real life.
- Read to the end of the story. Ask students to find the word **my** and talk about why it is bold and how this changes the way the word is read.
- Direct students to re-read the last page of the book and look at the illustration. Ask, *Do you think Raf was happy in the end? Why or why not?*

Comprehension

- Why didn't Dad let Raf go up in the balloon? (*Literal*)
- Why do you think Raf wanted to go up in a balloon? (*Inferential*)

Follow-up Activities

- Remind students that the words *big* and *little* from the book are opposites. Ask them to find another pair of words that are opposites in the book. Make a list of any other opposites that students can think of.
- Read a simple book or watch a video about hot-air balloons together. Talk with students about what makes hot-air balloons rise. You could also demonstrate how hot air rises by briefly blowing hot air from a hairdryer into a bin bag. You will need to make the opening small by taping it before carefully blowing the air into the bag to make it rise.
- Talk about the ending of the book. Ask students to discuss in pairs whether they think it was a good ending and how they would change it if they wrote the book.
- Talk with students about how they get to school and make a list of the different kinds of transport they are aware of. Act out one of the methods and ask students to guess which one you are depicting. Invite students to act out other types of transport from your list for their classmates to guess.

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Date _____

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Learning Intentions

- We are learning to read with expression.
- We are learning to monitor what we read.

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Success Criteria

- I can change my voice to sound like talking when there are speech marks.
- I can check that what I read looks right, sounds right and makes sense.

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Guided Reading Notes

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