

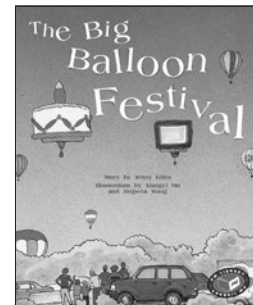
# The Big Balloon Festival

PM Level 22

Gold

**Text Type** Narrative

**Running Words** 625



## Preparing for Guided Reading

### Orientation to the text

- Look at magazine pictures of various hot-air balloons. Have students suggest words that describe the balloons and the way in which they fly.

### Prior knowledge

- Laura and her friend, Sally, are going to see the balloon festival. After a disappointing start, they get to help with launching the 'best balloon of all'.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*board, clear, extra, floated, launched, they've*

#### Content Words

*busy, fantastic, festival, inflate, material, soared, spare, spreading, stretched, swaying, television, towered, traffic, trailer*

### Decoding

- Encourage automatic recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by predicting the behaviour of the characters and the events in the text. Provide support and encouragement when necessary.

### Focusing on the story – guided reading

- Discuss the meaning of the word *festival*. Talk about the strange shape of some of the balloons.
- Discuss why Laura's dad is slowing the car down on pp. 2–3.
- Have students predict the shape of the balloon the Blake family intend to launch. Read the text on pp. 4–5 to find out just what shape it is.
- Read the text on pp. 6–7 with students. Discuss why Laura and Sally are so concerned about the traffic jam.
- Talk about the words in the text on pp. 8–9 that help the scene come alive in the reader's mind, e.g. *beautiful, floated, clear blue sky, soared high*.

- Discuss the meaning of the words, e.g. *launched, inflate, Lift-off Area*. Talk about how Laura and Sally must be feeling as Debbie hands them the tickets.
- Read pp. 12–13 aloud. Encourage students to read the words with the appropriate expression and intonation. Discuss in simple terms how a hot-air balloon works.
- Compare the size of the dinosaur on pp. 14–16 to the people, vehicles, houses and trees on the ground. Enjoy Laura's and Sally's happiness at being part of 'the team'.
- Revise adverbs that end in *-ly*, e.g. *sadly, slowly, suddenly, gently*.
- Discuss interesting verbs in the text, e.g. *floated, inflate, soared, rolled, swaying, towered*.

### Comprehension

- Why did Dad stop at the side of the road? (*Literal*)
- Why did people need tickets to go into the *Lift-off Area*? (*Inferential*)
- What do people on board the balloons do when they want to come back down to the ground? (*Applied Knowledge*)

### Follow-up activities

- Discuss centres where balloon rides can be arranged for visitors. Talk about occasions when people may wish to have a balloon ride.
- Locate simple instructions for making creatures by twisting balloons into different shapes.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, personal experiences, vocabulary in the text, and potential solutions to the problem encountered by the characters.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, personal experiences, vocabulary and potential solutions to the problem presented in the text.
- \_\_\_\_\_

## Guided Reading Notes

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