

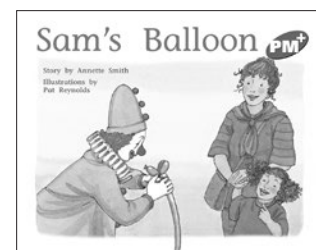
Sam's Balloon

PM Level 3

Red

Text Type Narrative

Running Words 54



Preparing for Guided Reading

Orientation to the Text

- Provide each student with a balloon. Show them how to inflate it. Using a non-toxic marker pen, help students to write their own name on their balloon. Display the balloons in the classroom.

Prior Knowledge

- This is the second story about Sam who will become a familiar character in the **PM Plus Story Books**. In this story, Sam and her mother are at a fair when Sam sees a clown with some balloons.

Building the Balanced Reader

Concepts About Print

- Encourage picture interpretation.
- Pattern voice intonation to assist meaning.
- Speech marks – talk about the punctuation symbol, name and meaning.

Vocabulary

Key High-frequency Words

balloon, come, dog, here, look, Mum

Content Words

clown, Sam, Mum, no

Decoding

- Locate the high-frequency words that are repetitively used in the text.
- Model using 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 model the difference between the role of a full stop and a comma.

Focusing on the Book – Guided Reading

- **Cover** Point out Sam and her mother. Identify them as the same characters featured in *Sam and Bingo* (PM level 3). Read the title together. Discuss the illustration. Count the balloons in the title-page illustration and identify each colour.

- **Pages 2–3** Examine the illustration. Ask, *What do you think the clown and the student are talking about?* Point out that Mum has her back to the clown.
- **Pages 4–7** Notice Sam's agitation as the clown gives the balloons to the other students. Some students will be able to relate to the mathematical concept of subtraction. Model Sam's agitated voice as you read the text with students.
- **Pages 8–9** Sam's disappointment is obvious from her body language and the text in bold. Discuss how she is feeling.
- **Pages 10–11** Talk about Sam's feelings when she sees the balloon that the clown has pulled from his pocket.
- **Pages 12–14** Point out Sam's interest and growing excitement.
- **Page 16** Discuss why Sam looks so happy. Remind students about Sam's own dog, Bingo, from the earlier story *Sam and Bingo*.

Comprehension

- How do we know that Sam thought all the balloons were gone? (*Literal*)
- Why did the clown put his hands up? (*Inferential*)
- How was Sam's balloon different from the other balloons? (*Inferential*)

Follow-up Activities

- Ask students to draw four balloons on light card. Have them colour the balloons the same as those in the book. Students can then cut out each balloon shape and staple coloured wool or string to it. Encourage them to use their shapes to demonstrate the subtraction process.
- Have students paint colourful pictures of clowns holding bunches of balloons.

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Date _____

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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.

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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 use my voice to display the purpose of a full stop and comma.

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Guided Reading Notes

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