

The Balloon

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<p>Comprehension strategies</p> <ul style="list-style-type: none"> Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising</i> 	<p>Decodable words</p> <p>an, by, came, children, down, everyone, gave, good, home, house(s), letter, liked, made, outside, park, prize, saw, school, shouted, stream, tickets, time, took, want(ed), watch, were, what</p>
	<p>Tricky words</p> <p>balloon, computer, idea, money, Mrs, photocopier, photograph, present, school, secret, television, won, wrong</p>
	<p>C = Language comprehension</p> <p>W = Word recognition</p>

Group or guided reading

Introducing the book

- C** (*Questioning, Clarifying, Prediction*) Discuss the cover with the children. Ask them who they think is in the basket of the balloon.
- Read the title together. Look briefly through the book, up to page 13, and talk about what is happening.
- W** Point out some of the context words, e.g. 'wrong' and 'photocopier' on page 6.
- Talk about what happens on each page. Use some of the high frequency words as you discuss the story.

Strategy check

Remind the children to use the letter sounds to help them read new words.

Independent reading

- Ask the children to read the story. Praise and encourage them while they read, and prompt as necessary.
- C** (*Clarifying*) As you listen to individual children, ask them to tell you what is happening to ensure they understand the story.
- W** If the children have difficulty reading 'television' on page 6, encourage them to break the word down into syllables to work it out.
- W** If the children have difficulty reading 'photocopier' on page 4, separate it into two shorter words: 'photo' and 'copier'.
- C** (*Summarising*) Ask children to retell the story from page 14 to the end in just two or three sentences.

Assessment Check that children:

- track text matching letters to sounds
- use phonic knowledge to sound out and blend the phonemes in words, particularly the decodable words
- use comprehension skills to work out what is happening in the story.

Returning to the text

- C** (**Questioning, Clarifying**) Check the children's understanding and clarify any misunderstanding by asking a variety of questions that require recall, inference and deduction such as: *What do you think Wilf's idea was?* (page 11) *Was it a good idea? Why? Why did Mrs May buy lots of tickets?* (page 15) *What did Mrs May see from the balloon? How different did it look? Why did Mrs May give a present to Wilf?*

Group and independent reading activities

Objective Recognise automatically an increasing number of high frequency words.

You will need photocopied sheets of these sentences with missing verbs:

- The children...outside.
- It...time to watch television.
- The television...wrong.
- Everyone...Wilf's idea.
- Mrs May...the stream.
- She...this photograph.

- W** Ask the children to read the sentences and find the missing words in the story.

- Invite children to tell you the missing words or they can write them down.

Assessment Are the children able to skim through the story to identify which part of the story the sentences are from?

Objective Identify the main events and characters in stories.

You will need sentence strips retelling the story, e.g.

- The school needed more money.
- Wilf had an idea.
- There was a raffle.
- Mrs May won the prize.
- It was a trip in a balloon.

- C** (**Summarising**) Muddle up the sentence strips and ask the children to put them into the right order to retell the story.

Assessment Do the children understand the sequence of cause and effect?

Objective Recognise the main elements that shape different texts.

- C** (**Clarifying**) Talk about how usually stories have a beginning, a middle and an end.

- Explain that the beginning often introduces a problem. Ask: *What is the problem in this story?*
- Continue by talking about what happens in the middle of this story (the school decide to use Wilf's idea to raise money to pay for new equipment). Explain how this is a 'solution' to the problem.
- Ask: *What happens at the end?*
- Explain that this is the 'conclusion'. Everything is wrapped up: Mrs May gets her balloon ride, the school buys the equipment and Wilf gets a reward for thinking up his idea.
- Record the 'problem', 'solution' and 'conclusion' events on a large piece of paper or on the board. Encourage children to add 'problem', 'solution' and 'conclusion' events from other stories they have read.

Assessment Do the children notice a similar structure in other stories?

Speaking, listening and drama activities

Objective Explore familiar themes and characters through improvisation and role-play.

- Invite children to sit in the 'hot seat' as Mrs May. Encourage the other children to ask 'Mrs May' about the balloon trip – how she felt when she won the raffle, what she saw, what she liked best, etc.
- Ask the children: *What might you see if you went up in a balloon above our school?*

Writing activities

Objective Write chronological texts using simple structures.

- Discuss with the children how you could use the story to write a new story.
- Model how to change the story a bit at a time, e.g. on page 1 you could change 'balloon' to 'helicopter', 'steam train' or something similar.
- Continue through the book to show how the story can be rewritten, scribing suggestions from the children.
- Ask the children to continue their own version of the story.

Assessment Are the children able to use the structure of the original story?

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