

# A New Balloon

by Clare Bowes



## Book Summary

*A New Balloon* chronicles a child's delight in exploring the properties of a balloon – until an inquisitive kitten takes the story to its predictable conclusion.

## Features of the Book

- The logical sequence of the events helps the reader to predict the outcome.
- The clear, well-spaced text.
- The double “oo” vowel – “look” and “balloon.”
- The rhyme – “blow” and “grow.”
- The high-frequency words – “look,” “A,” “it,” “and,” “like,” and “up.”
- The text in the illustration – “POP.”
- The ellipses to indicate suspense.
- The simple, clear illustrations.
- The placement of the balloon on pages 8 and 9 to provide strong visual clues to the meaning.

## Purpose

*A New Balloon* can be used in a guided reading setting to introduce the following skills and strategies:

- S** predicting the story line using illustrations from the book;
- S** recognizing rhyming words;
- S** recognizing the relationship between letters and their sounds;
- S** writing using the conventions of capital letters and periods.

## Introducing the text

Ask the readers about their experiences with balloons.

- Can you remember the last balloon you had?
- What did you do with it? What happened to it?

Introduce the title, and read the name of the author (who is also the illustrator) to the group.

## Reading the text

- S** Predicting the story line using illustrations from the book.

- S** Recognizing rhyming words.

- S** Recognizing the relationship between letters and their sounds.

Title page – Read the title and the author's name again.

Page 2 – Look at the two characters. Do the children place any significance on the kitten's presence?

- What does the child have? How do you know?

Page 3 – Focus on the change in the balloon.

- Will the child stop blowing? If he doesn't, what will happen?

Pages 4 and 5

- What is happening?

Pages 6 and 7

- What does the balloon look like? What is the child doing with it?
- Why might he be worried about the kitten?

Pages 8 to 11 – Focus on how the balloon is moving.

Discuss describing words (floating, gliding, rising, gently, softly, slowly).

Page 12 – Focus on the kitten's expression.

- Can anyone read this word? What sound do you hear in the letter “p”? What sound does the “o” make in the “op” word ending? What other words do you know that sound like this word?

Children now read the book independently.

## Revisiting the text

Look at the spelling of “blow” and “grow.”


Identify these as rhyming words.

- Can you think of any other words that end like this?

Find an example of the double “oo” vowel in the text, then list other words with this sound.

## Following Up

- S** Writing using the conventions of capital letters and periods.

 Give the children balloons to experiment with. Write descriptions of how they move, using some of the describing words from previous discussions of the text.

- B** Complete the blackline master opposite.