

## Book Summary

A girl makes a balloon man using craft paper, cardboard, and a balloon. His large feet means he always lands the right way up!

## Repeated Phrases

My balloon man has little \_\_\_\_ .  
My balloon man has a little \_\_\_\_ .

## Text Type – Procedural

## Materials

- copies of words and punctuation for this book from page 128
- copies of BLM, markers, pencils
- balloons, craft paper, cardboard, glue or tape

# My Balloon Man


by Meryl-Lynn Pluck  
illustrations by Dean Zillwood



Set E

## Skills and Strategies

Reading *My Balloon Man* will reinforce the following objectives and give the children the opportunity to:

- W** identify and read high-frequency words in context
- S** emphasize left-to-right movement to reinforce directionality
- T** use visual cues to monitor that reading is making sense
-  select information from the story for a specific purpose

## Word Study

- High-frequency words: a, at, big, has, little, Look, my, My, He, on
- Punctuation: periods, exclamation point, capital letters
- Phonics and phonemic awareness:
  - M, m – My, man, mouth, my
  - b – balloon, big, body
  - h – hands, has, he, his
  - l – lands, look
  - onsets and rimes – h/ands, m/an

## Speaking and Listening

Use this text to help the children:

- respond to simple questions about the content of the story;
- predict the story line using illustrations from the book.

## The Guided Reading Lesson

### Introducing the text

Show the children an inflated balloon and ask them how they think it could be turned into a person.

### Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

**Cover** – How has the girl made her balloon man?

**Title page** – Together, read the names of the author and the photographer again. How would you attach the body parts without bursting the balloon?

**Page 3** – Has anyone here ever tried to blow up a balloon? What is happening in this picture?

What do you think the girl will do next?

**Pages 4 and 5** – Were you right? How has she attached the little eyes? Can you find the word “little”?

**Page 7** – What is she doing now? What do you think she will add next?

**Pages 8 and 9** – Why does she still need the boy’s help? Can you see two words that start with the same sound?

**Page 11** – What is she showing us here? What else does the balloon man need?

**Page 13** – Is he finished yet?

**Page 15** – Why do you think he has such big feet?


**Page 16** – What happens when she throws him up into the air?

The children can now read the book again independently.

## Revisiting the Text

- Ask the children to recall the balloon man’s body parts and identify their own body parts at the same time.
- Talk about the initial letter of each of the body parts and make links to other known words beginning with the same letter.
- Ask the children to locate “my” on the cover and on two pages in the text.
- Write the word “man” on the board and make a list of other words that rhyme with it.
- Using the words and punctuation for this book from page 128, reassemble the sentences with the children.

## Following Up

-  Select information from the story for a specific purpose.
- Give each child an inflated balloon and a selection of different colored paper to create their own balloon person. Ensure the children realize the importance of making the feet large. The children could then write labels or captions to identify each body part on their person, for example, “my feet,” “my eyes.”
- B** On the BLM activity opposite, children practice writing the high-frequency words “My” and “little” and draw a picture of their own balloon man.