



***Balloon Blessing* Lesson Plan**

Grade: 4-5

Subject: Shared Reading

Target: Hyperbole

Objectives:

Students will:

- Listen to a fluent reading of the story.
- Choral read as a class.
- Define unfamiliar vocabulary.
- Find synonyms of vocabulary words.
- Identify the hyperbole in *Balloon Blessing*.
- Brainstorm examples of hyperboles.
- Write a story using as many hyperboles as possible.

Key Vocabulary:

-vast, ascend, absurd, elderly, ecstatic

Materials:

- Balloon Blessing* by Jill Jana Marie
- synonym cards (attached)
- writing paper
- pencils
- tape or magnets

Day 1: Motivation and Modeled Fluency

- Ask students, "Have you ever let go of a balloon and watched it float away?"
- Allow several students to respond.

- Read entire book to class (Do not encourage participation yet).
- Ask several questions such as: "What different people are in the story? Can you remember any of their names? Do any of them remind you of people you know?"

Day 2: Define unfamiliar vocabulary/Synonyms

- Read story, and encourage students to join in.
- Discuss each of the five vocabulary words (vast, absurd, ascend, elderly, ecstatic).
- Ask, "What do we call words that have the same or similar meanings?"
- Allow a student to answer.

Suggested Activity:

- Write the four vocabulary words on the board, and pass out magnetic synonym cards to students. (Teacher may choose to use tape instead.)
- Students place cards under its synonymous vocabulary word one at a time.

Day 3: Hyperbole

- Read story, and encourage students to join in.
- Say, "Sometimes authors use exaggeration to be funny, get the reader's attention, or emphasize an idea."
- "If I say, 'I sat in the waiting room forever!' does it really mean I was there for eternity? No, I would just be exaggerating or trying to make the point that I was there for a long time.
- Ask, "Can anyone find the hyperbole in Balloon Blessing?"
- Call on a student to answer. ("She began to cry a monsoon.")
- "Did a torrential rainfall really pour out of the mother's eye? The author uses a hyperbole so the reader understands that the character cries really hard."

Suggested Activity:

- Brainstorm examples of hyperboles as a class. (My backpack weighs a ton. I'm so hungry I could eat a horse. It took forever to get there. He has tons of money. She's as big as an elephant. I've asked you million times to clean your room. He is older than the hills. Your brain is the size of a pea. I am starving.)

Day 4: Writing Extension

- Read story, and encourage students to join in.
- Model an example of a short story with several hyperboles. ("I ran like lightning to the mailbox to get my birthday package. It weighed a ton, and a million ideas of what it could be were running through my mind! It took forever to open the box. It was wrapped in tape 1000 times!")

-Students will write a story using as many hyperboles as possible.

Day 5: Solo Reading and Sharing

-Read story, and encourage students to join in.

-Allow volunteers to read the story to the class.

-Choose several students to read their stories from yesterday to the class.

-Pick a student to write each of the hyperboles on the board or have students silently raise a hand when they hear one.

Geography Extension

-Read story, and encourage students to join in.

-Identify the different states that are mentioned in the story.

-Trace the path of the balloon on a United States map.

-Pick several students to try while you read the story to them.