



## ***Balloon Blessing* Lesson Plan**

**Grade:** 4-5

**Subject:** Shared Reading

**Target:** Author's Purpose

### **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 author's purpose of *Balloon Blessing*.
- Explore the difference between human air and helium balloons.
- Write about way to make someone's day.

### **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: Author's Purpose**

- Read story, and encourage students to join in.
- Ask students, "Why do you think the author wrote *Balloon Blessing*? Was it to persuade the reader to believe or do something? Was it to tell a story or entertain the reader? Was it to teach new information?"
- Allow students to answer.
- Explain that writers have different purposes or goals in mind when they write, but this author wrote the story to entertain the reader and to tell a story.

### **Suggested Activity:**

- Ask students, "Would the balloon in the story really have floated across the country? Why or why not?"
- Allow a student to answer.
- Ask a volunteer to blow up a balloon, and take the class outside to see if it soars into the air. (Do the same with a helium balloon if you have access to helium.)
- Explain that balloons require helium to be able to float into the sky. Helium balloons float because helium is lighter than air.
- Ask, "Would the story be as fun to read if Marjorie put a message inside of a balloon and watched it sit there until it slowly deflated over time?"
- Say, "Sometimes an author uses fantasy or make believe stories to make them more entertaining and fun to read."
- Allow students to share other examples of stories that had the purpose of telling a story or entertaining.
- Ask, "Did any of these authors use fantasy in the books?"

#### **Day 4: Writing Extension**

- Read story, and encourage students to join in.
- Ask, "Did Marjorie know that her balloon chain would save another's life? Sometimes small acts of kindness can make someone's day or have an even bigger impact on their life. Did Marjorie get credit for her efforts? Do you think we sometimes need recognition for our acts of kindness?"
- Allow students to share their opinions or examples.
- Say, "Helping another person doesn't always have to take a lot of effort. What are some small gestures we could make to help others each day?"
- Brainstorm as a class. (Put change in someone's expired parking meter, say "Please" and "Thank-you", write someone a nice note, share your books or toys, smile, etc.)
- Students will write a paragraph or page (depending on individual writing level) about several ways make someone's day and how they will feel even if they don't get recognition for their kindness.

#### **Day 5: Solo Reading and Sharing**

- Read story, and encourage students to join in.
- Allow volunteers to read the story to the class.
- Allow several students to share their writing from yesterday.