



***Balloon Blessing* Lesson Plan**

Grade: 2-3

Subject: Shared Reading

Target: Visualization

Objectives:

Students will:

- Listen to a fluent reading of the story.
- Choral read as a class.
- Visualize the events of the story with closed eyes.
- Create illustrations for *Balloon Blessing*.
- Define unfamiliar vocabulary.
- Match synonymous vocabulary.
- Match words with their antonyms.
- Trace the path of the balloons on a United States map.

Key Vocabulary:

-vast, absurd, ascend, elderly, ecstatic

Materials:

- Balloon Blessing* by Jill Jana Marie
- drawing paper
- colored pencils, crayons, or markers
- synonym cards (attached)
- tape or magnets
- antonym memory cards (attached)

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 without showing the pictures. (Do not encourage participation yet.)
- Ask several questions such as: "How did you feel about not being able to see the pictures? Was it as easy to pay attention and follow the story without the illustrations?"
- Say, "As you get older and start reading more difficult books, there will not always be pictures. We have to learn to visualize or to make our own pictures in our brains."

Day 2: Visualizing

- Read story without showing the pictures and encourage students to visualize their own illustrations.
- Pass out paper and coloring utensils for students to illustrate what they visualized when listening to *Balloon Blessing*.
- Read the story again while showing the illustrations.
- Ask, "How did your illustrations compare to the ones in the book?" (Teacher may choose to tie in a compare and contrast lesson as well.)

Day 3: Define unfamiliar vocabulary

- Read entire book to class
- Read a second time, and encourage students to join in.
- Discuss each of the four vocabulary words (vast, ascend, absurd, elderly, ecstatic).
- Say, "We are going to talk about words that have similar meanings as our vocabulary words. These words are called synonyms."

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 4: Antonyms

- Read story, and encourage students to join in.
- Say, "If a synonym is a word that means the same as another word, what do you think an antonym is?"
- Allow students to answer.
- Say, "Antonyms are words that have opposite meanings. We are going to play a game that will help us match a word from the story with its antonym."
- Teacher must print and cut the attached antonym cards to make enough memory sets for the entire class. (vast/small, absurd/normal, ascend/descend, ecstatic/disappointed, elderly/young, new/old, long/short, bright/dull, empty/full, sitting/standing)

Suggested Activity:

- Divide students into pairs to play antonym memory.
- Students take turns trying to match the vocabulary word with its opposite meaning.

Day 5: 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.