

Hot-air Balloons

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Level 18

Getting ready for reading

Ask the students if they have ever seen or flown in a hot-air balloon. *What are hot-air balloons like? How do they fly?* Ask the students to think about the steps that might need to be taken to get a balloon ready to fly. List these in the order the students indicate.

Talking through the book

Give each student a copy of the book. Turn to page 3. Ask the students to scan the page to find any words they don't know the meaning of or find difficult to pronounce. Discuss these words. Repeat throughout the book. Ask the students to note any other words that they don't know as they read the book individually.

Reading the book

Students read the book individually while the teacher observes each student's reading behaviours and prompts students to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

Being a meaning maker

Encourage the students to support their answers with evidence from the book as they discuss these questions.

What is the envelope on a hot-air balloon?

What makes a hot-air balloon fly?

How long have people been flying in hot-air balloons?

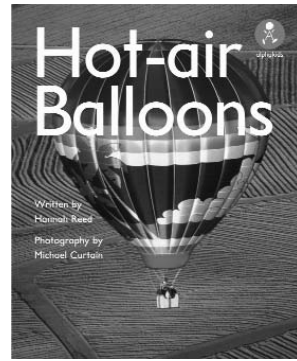
What problems might pilots of hot-air balloons have to overcome?

Being a code breaker

Discuss any words that the students were unfamiliar with. Talk about seeking meaning from the context of the sentence or the paragraph.

Students may like to investigate compound words in the text:

hot-air balloon, take-off field, upright, two-way radio, sight-seeing.



TEXT FEATURES

- **This book is an explanation about how people fly hot-air balloons.**
- **Technical language is used throughout.**
- **Colour photographs support and extend the text.**
- **Labels are used to identify the different parts of a hot-air balloon.**

Being a text user

Discuss:

Which page in the book teaches you about getting the balloon ready to fly?

Does the book teach you about how to steer the balloon?

Being a text critic

Discuss:

What did the author need to know to write this book?

What other information could she have included?

Do all people have an opportunity to fly in a hot-air balloon?

Literacy learning centres – follow-up activities

WRITING CENTRE

Students could use the information in the book to write an acrostic based on the word 'hot-air balloon'.

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T he
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I
s o a R
B elow
A ll
L ook
L ike
+ O ys
s O
+ i N y

T TEXT CENTRE

Students could use the information in the book to write instructional text about how to launch a hot-air balloon. Make sure the information is organised under the following headings: goal, materials, method (see Blackline Master 3, page 114).

INTERACTIVE LITERACY CENTRE

Students can work in cooperative pairs to make model hot-air balloons in which they can put words about balloons. They can blow up and decorate a balloon and attach it to a yoghurt-pot basket for storing the words. These can be hung around the room.

WORD CENTRE

Students could investigate the rime 'oon'. They could use dictionaries and familiar texts to list words that contain this letter combination. These could be displayed on colourful cardboard balloon cut-outs.

Keeping track

Students' retellings can be assessed to ascertain their understanding of the requirements of the procedural genre.