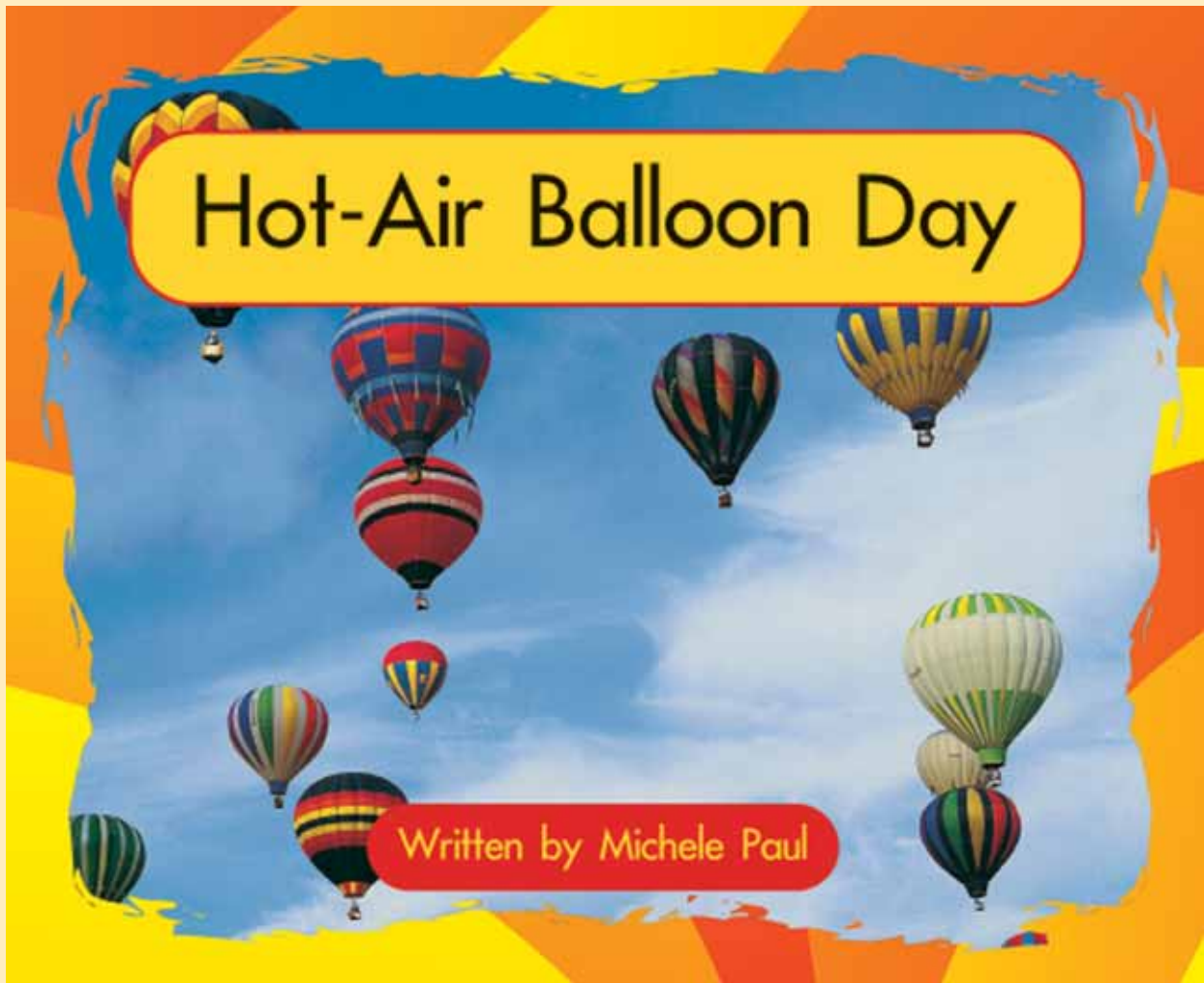




# Level 7 Book h



Level	7
Word Count	115
Text Type	Information report
High Frequency	four
Word/s Introduced	



The Kite Day

The Bike Ride

June's New Car

Kangaroos

Beaver's Photo


The Zoo Trip


Pete and Katy  
Go Skiing


Hot-Air Balloon Day


We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussions that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 *This symbol relates to comprehension (meaning maker)*

 *This symbol relates to decoding (code breaker)*

 *This symbol relates to critical analysis (text critic or analyser)*

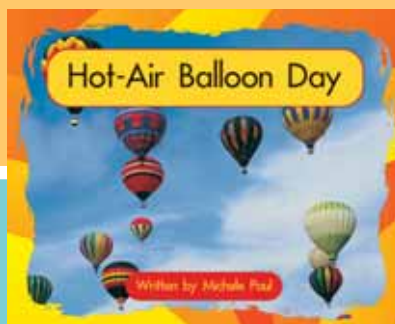
 *This symbol relates to use (text user)*

BEFORE READING

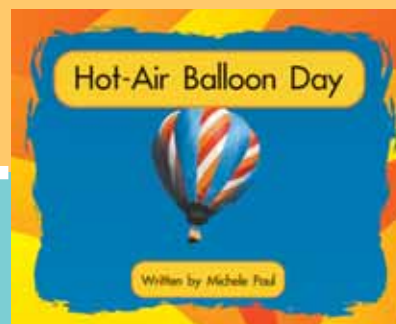
## Cover & Title Page



Ask the children to look at the cover of the book. Read the title to them and ask them to suggest what they know about hot-air balloons. List their responses on the board.



Invite the children to respond to the text. Refer back to the list made before reading the book. Ask the children to add any new information to it.



Ask the students to talk about their reading strategies. What did they find hard? What did they find easy?

AFTER READING

BEFORE READING  
2/3

Ask the children to look at the photo and describe what they can see. Where are the hot-air balloons? Can they see any people in them?



Look at these balloons.  
They are hot-air balloons.  
They can take you up in the air.

## AFTER READING

Ask the children to make some inferences about the photo. Ask them to think about the people in the hot-air balloons. Who are they? Where did they come from? What sort of people might they be?

BEFORE READING  
4/5

Invite the children to look at this photo. What is happening? What is the fire being used for? Is this something they already knew about hot-air balloons?



Look at this balloon.  
Look at the fire.  
The fire will make hot air.  
The hot air will make  
the balloon go up.

## AFTER READING

Talk to the children more about how hot-air balloons get in the air. How do they fly? Where could the children find more information about this?

Talk with the children about this photo. Ask them what they can see under the balloon. Do they know the name of this part of the balloon? Do they know what it is used for? Can people go in the basket? Was this something they already knew about balloons?



Ask the children to discuss the parts of the balloon in more detail. What is the basket made of? What is the balloon part made of?

Ask the children to look at this photo and describe the balloon. What is different about this balloon and the one on the previous page?



Ask the children to look at this photo and discuss it in more detail. Discuss the patterns on the balloon. Compare it with the patterns on the other balloons in the book.

Ask the children to find the word *too*. Recap the different meanings of *to*, *too*, and *two*.

## BEFORE READING 10/11

Ask the children to imagine that they were in a hot-air balloon looking down. What would they see if they were in this photo?



Ask the children to discuss this photo in more detail. Do the children think that balloons often go over lakes? What other photos could the author have used?

## AFTER READING

## BEFORE READING 12/13

Ask the children to look at this photo and describe what they can see. Why does the tractor look so little?



Ask the children to analyse the photo. Can they describe how the land would look if they were standing in it? What do the lines they see remind them of?

Ask the children to look at the word *tractor*. Ask them to look at the consonant blend at the beginning. What sound does this blend make? What other words start with this blend?

## AFTER READING

Talk with the children about what else they could see from a balloon if they were in the photo on page 14. Have them discuss what is happening in the photo on page 15. Do they recognize this balloon?



Ask the children if they know how a hot-air balloon gets down. How would the people know where to land? Where would they go to find more information about this?

Ask the children to locate a word that begins with a *tr* consonant blend on this page.

Ask the children to look at this page. Do they know what it is and how it could help them read the book? Invite the children to read the labels together.

Invite the children to return to the beginning and read the book. Remind them to use the pictures as well as the words to help them when they read.



Talk with the children about what they could now tell someone about hot-air balloons. How much of this information did they already know? How much information did they learn from the book?

**7 h Hot-Air Balloon Day**    **Name** \_\_\_\_\_

1. Make some new words that end in **ot**.

                  c    d    g  
                  h    l    n    t    sp

cot

_____	_____
_____	_____
_____	_____
_____	_____

2. Write some words that rhyme with **look**.

                  b    c    h    t

book

_____	_____
_____	_____
_____	_____

**7 h Hot-Air Balloon Day**    **Name** \_\_\_\_\_

1. Draw a hot-air balloon.



2. Write about your balloon.

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