



The Balloon Team

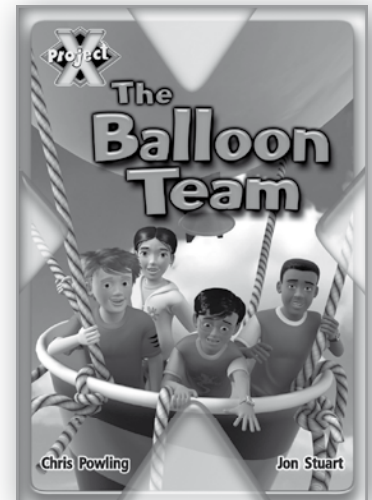
BY CHRIS POWLING

About this book

The four friends decide to make a hot air balloon. They go for a flight and have several close calls, but with a bit of teamwork they manage to land the balloon safely.

Reading Level: N (Fiction)

Text Form: narrative fiction (chapters)



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none">flexibly solving unknown words using a range of techniquesgaining information from longer textsmaintaining interest and meaning while reading a text over a period of daysreading expressively and fluently	<ul style="list-style-type: none">recognizing point of viewinferringpredictingvisualizing	<ul style="list-style-type: none">recognizing how the author uses words to imply characters' feelings

Opening Session (Chapters 1–2)



Before reading

- Discuss hot air balloons with the students. Have they ever seen or been in a hot air balloon? What do they understand about how hot air balloons travel?
- Turn to page 3 and read the explanation of how hot air balloons fly. Explain how air currents can send the balloon in different directions. You may wish to experiment with feathers or pieces of paper to illustrate how wind currents can make them behave erratically.

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



Working as a Team – Guided/Group Reading Notes



During reading

- Read Chapter 1 aloud to the students. As you read, model how to use your voice to build excitement and tension. Stop a few times to model solving a word using more than one method.
- Tell the students they are to read Chapter 2 independently. Before they begin, review what they might do if they become stuck on a word or sentence (e.g., reread, use context, look for word parts and syllables, etc.).
- Have each student quietly read a section to you. Observe their developing reading skills.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.



After reading

- Ask the students to summarize what happened in the chapter. (**summarizing**)
- Discuss with the students:
 - What materials did the four friends use to make their hot air balloon? (**literal recall**)
 - Why is the chapter called "Do-It-Yourself"? (**making connections, deducing**)

Assessment Note

Do the students:

- summarize the chapter, selecting just the key points?
- recall literal details?

Independent Reading (Chapters 3–4)

- Direct students to read Chapters 3 and 4 independently or with a partner. As they read, ask them to take particular notice of how the four friends are talking, especially Leo.
- Have the students pause after Chapter 3 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- Write two sentences to explain how Leo feels about going in the balloon. Why does he feel that way?
- Responses should be handed in to the teacher for assessment.

Consolidation Session (Chapter 5)



Before reading

- Be sure to address any misconceptions or gaps revealed through the "Check-in" question.

Assessment Note

Do the students:

- recall literal details?
- make inferences, deductions, and predictions about the story?



Working as a Team – Guided/Group Reading Notes

- Lead a short discussion about the chapters read independently. Include prompts such as:
 - What made the balloon fly?
 - Why can't the friends steer their balloon?
 - Why did Max say, "Good job, team!" (p. 19)?
- Have the students predict how the friends will return safely.



During reading

- Ask the students to read Chapter 5. Remind them that they need to monitor their comprehension and be prepared to summarize the story.
- Have individual students quietly read a section to you.



After reading

- Have the students orally summarize Chapter 5. (**summarizing**)
- Encourage the students to reflect on how they might have reacted differently from the four friends. Would they have been angry with Leo? (**adopting a critical stance, considering a point of view**)
- Ask each student to share how they solved a new word. (**metacognition**)
- Lead a discussion using prompts such as:
 - Why does the book end with Max saying, "What a team!"? (**inferring**)
 - How did the author use dialogue to show how Leo was feeling about going into the balloon? (**author's craft**)
 - Which parts of the story did they enjoy and why? Are there any sections they would have changed? (**personal response, evaluating, adopting a critical stance**)

Additional activities

- **Word Study:** Direct the students to return to Chapter 4. Ask them to look for and record words that help them visualize what is happening (e.g., *horrified*, *dangerously*). Beside each word, they should write two synonyms that could have been used instead. Have the students compare words and synonyms with a partner. Which word choices are the most graphic?
- Have the students:
 - write a procedure that describes how to make a hot air balloon.
 - choose the perspective of one of the four friends and write another balloon adventure in that character's voice.
 - write a sound poem about being in a hot air balloon.
 - role play the scene in Chapter 5 when the balloon begins to get out of control.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- summarize the chapter?
- give reasons for their personal responses?
- make inferences based on evidence?

Assessment Note

Do the students:

- evaluate word choices and identify synonyms?
- write a coherent procedure?
- effectively write the story from a different character's perspective?



Divided We Fall

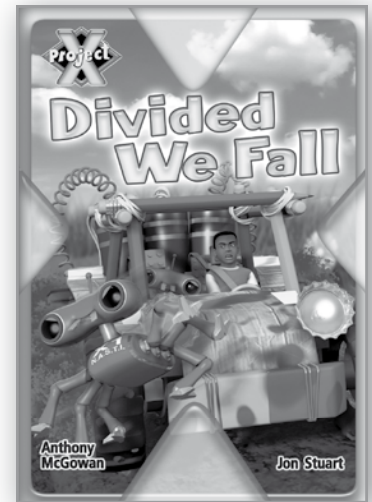
BY ANTHONY MCGOWAN

About this book

Kat, Leo, and Jet make a playground and discover some X-bots. Jet thinks they will be friendly — until they try to steal his watch. Max comes to the rescue in the micro-buggy and, with a bit of teamwork, they manage to escape.

Reading Level: N (Fiction)

Text Form: narrative fiction (chapters)



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> flexibly solving unknown words using a range of techniques maintaining interest and meaning while reading a text over a period of days reading expressively and fluently predicting words based on meaning and storyline 	<ul style="list-style-type: none"> cross-checking recognizing point of view inferring evaluating predicting 	<ul style="list-style-type: none"> recognizing how the author uses words and pictures to show relationships between characters, and how they can change

Opening Session (Chapters 1–2)



Before reading

- Read the book title, *Divided We Fall*. Ask the students to talk about what this might mean. Encourage them to make connections to their own experiences, to the Project X book called *The Balloon Team*, and to other texts they have read or viewed. Explain that this title comes from a famous saying, “United we stand, divided we fall.” What might this mean to the four friends in this book?
- Display the cover of the book. What do the students observe? Ask them to predict what might happen in the story.
- Have the students look through the pictures in Chapters 1 and 2. Discuss the pictures and have students make predictions about what might be happening.
- Before having them read independently, ask the students to review what they might do if they become stuck on a word or sentence (e.g., reread, use context, look for word parts and syllables, etc.).

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



Working as a Team – Guided/Group Reading Notes



During reading

- Read pages 4 to 9 aloud, then assign roles to the students: the narrator, Max, Kat, Leo, and Jet. Ask them to reread pages 4 to 9 in role, using voice expression to show the feelings of each character.
- Have the students continue reading Chapter 2 independently, but while still in the group. Provide them with sticky notes to highlight places where they need to change their earlier predictions.
- Have individual students quietly read a section to you.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.



After reading

- Ask the students to discuss:
 - How did your predictions support your reading? When did you have to modify a prediction? (**predicting**)
 - Why didn't the four friends clean the micro-buggy when they were big? (**inferring, deducing**)
 - What job was assigned to each character? Why? (**literal recall**)
 - What jobs can be done better if people work together as a team? What usually happens if someone helps you? (**activating prior knowledge, making connections**)
 - At the top of page 13, why did Kat look mad but then begin to laugh? How did the three friends feel? (**inferring, making connections**)

Assessment Note

Do the students:

- recall literal details?
- make inferences about the story?
- make connections to their own experiences?

Independent Reading (Chapters 3–5)

- Direct students to read Chapters 3 to 5 independently or with a partner. As they read, have them think about the relationships between the characters and how the author shows these relationships.
- Ask them to pause after Chapter 4 to complete a brief "Check-in" activity to confirm timely and successful reading of the text.



Check-in activity

- List each of the four characters' names. Beside each name, write one thing that person did that bothered a friend. When have you experienced, or done, anything like this?
- Responses should be handed in to the teacher for assessment.

Consolidation Session (Chapter 6)



Before reading

- Have the students share the characters' actions identified in the "Check-in" task, as well as related connections to their own experiences.



Working as a Team – Guided/Group Reading Notes

- Lead a short discussion about the chapters read independently. How do the students feel about the relationships between the four characters? Ask half the group to consider the events of these chapters from Max's point of view while the other half considers them from Jet's point of view. With whom do they empathize most?



During reading

- Have the students read Chapter 6 independently, but while still with the group. They should pay close attention to how each character feels in this chapter. How do they know? What changes do they notice?
- Have individual students quietly read a section to you.



After reading

- Ask the students to share and discuss any words they needed to solve, or did not understand, while reading. (**metacognition**)
- Have the students share words they were able to predict using storyline. How did they cross-check their predictions? (**metacognition**)
- Lead a discussion using prompts such as:
 - How did Jet get away from the X-bots? (**literal recall**)
 - Look at page 9. Explain why the text says, "Max did not look so sure." (**inferring**)
 - Why did Max give Jet the dirtiest job? Was this a deliberate act? (**questioning, drawing conclusions, deducing, inferring**)
 - Why did Max apologize for shouting at his friends? Why did he shout? What does he do to show he is trying to make up with them? (**deducing, inferring**)
 - How do the interactions between characters change by the end of the book? How is this shown? (**inferring, author's craft**)

Additional activities

- **Word Study:** Write the following words: *micro-buggy, skateboarding, playground, seesaw, bedspring, somebody*. Ask the students to discuss what they all have in common. Confirm the students' understanding that all these words are compound words. But what makes *micro-buggy* different from the other compound words? Challenge the students to look in other texts and find additional compound words that use a hyphen. How do they know whether or not to include a hyphen?
- Form groups of three. One person will act as interviewer while the others act as Max and Jet. Have the interviewer ask the two friends to explain their behaviour and actions in the story.
- Have the students:
 - write questions they would like to ask the X-bots.
 - write a story called *The Truth About the X-Bots*.
 - work as a team to design and make a miniature adventure playground using found materials.
 - work together to reread Chapter 6 as a Reader's Theatre.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

How do the students solve new vocabulary?

Do the students:

- understand the role of conflict in the narrative?
- make inferences based on evidence?
- explain, with evidence, why Max feels sorry for behaving the way he did towards his friends?

Assessment Note

Do the students:

- recognize compound words?
- recognize the characters' points of view?
- write clearly and effectively?



Let's Form a Band!

BY HAYDN MIDDLETON

About this book

This non-fiction report looks at how bands are formed. It explores the role of musicians and technical crew members, and outlines how bands become well-known.

Reading Level: N (Non-Fiction)

Text Forms and Features: information report, fact boxes, captions, labelled diagrams, table of contents, glossary, answer key



Reading Skills and Techniques	Related Comprehension Strategies	Author's Craft
<ul style="list-style-type: none"> flexibly solving unknown words using a range of techniques gaining information from longer texts maintaining interest and meaning while reading a text over a period of days using organizational features of non-fiction texts 	<ul style="list-style-type: none"> summarizing monitoring comprehension using text form and pattern to help make meaning determining important information 	<ul style="list-style-type: none"> recognizing how the author uses headings and subheadings to organize information

Opening Session (pages 2–11)



Before reading

- Talk to the students about music they enjoy. Discuss current bands and pop stars. Play short clips of different types of music and discuss personal responses to what they hear.
- Review the concept of teamwork. (If the students have read *The Balloon Team* and *Divided We Fall*, ask them to recall what they learned about teamwork.) Why is teamwork crucial for a music band?
- Show the students the book. Have them look through it and decide if it is fiction or non-fiction. What non-fiction features do they find?

Assessment Note

Do the students respond with relevant comments and ideas based on evidence and prior knowledge?



During reading

- Read pages 2 and 3 to the students. Ask them to try to answer Max's question. Where can they find the answers?



Working as a Team – Guided/Group Reading Notes

- Read pages 4 and 5 aloud. Ask the students to point out the different ways information has been presented. How do they help the reader understand the content?
- Have the students explain why the word *melody* appears in bold type (page 5). Review how to use the glossary.
- Read pages 6 and 7 to the students, modelling how to use chunks/syllables to read the word *traditional*. Tell them this is a new word, so you will read on and use the context (or other information in the text) to understand the word. Finish reading the speech bubble and say, *I think I understand the word traditional. It means "the way something has been done for a long time."* Explain that one way to solve a new word is to say the word, then keep reading to learn what it means. If, at the end of the section, you still don't understand, you need to try something else. It is essential to stress that readers do not skip words; instead, they try reading the word, then think about what it means.
- Have students read pages 8 to 11 independently. Ask them to take note of places where they use context and/or the glossary to solve word meanings.
- Listen to individual students read short sections.

Assessment Note

As they read, take note of the students' fluency, self-monitoring and self-correction, and approaches to solving new words.



After reading

- Discuss with the students:
 - Why do bands hold auditions? (**literal recall**)
 - How would you answer Max's question on page 11? (**personal response**)
 - What is the purpose of the section headed "AUDITIONS" on page 9? Why did the author include this? Is it helpful? (**author's craft, evaluating**)
- Review pages 8 to 11. Ask the students to point out the main heading and at least one subheading. What is the difference? How do they help the reader understand and navigate the text? Why did the author choose to use them? (**identifying text features, author's craft, metacognition**)

Assessment Note

Do the students:

- understand the text features in this section?
- recognize the choices the author made when organizing the text?

Independent Reading (pages 12–21)

- Have the students read the table of contents and think about what each section might be about. Assign a section (or several subsections) to each student. There may be overlap. Do not assign "A Band is Born" (pages 22–23).
- Ask the students to read their assigned sections and record any challenging or new vocabulary they need to solve. They should take note of the most important information, as well as one or two interesting facts they would like to share with the group.



Working as a Team – Guided/Group Reading Notes

Consolidation Session (pages 22-23)



Before reading

- Have the students orally summarize their assigned sections and share unfamiliar or challenging vocabulary. Ask them to explain how they solved the new words.



During reading

- Direct students to choose one of the section summaries presented by another student and independently read that section of the book to learn more.
- Ask all the students to read the final section, “A Band is Born.”
- Have individual students quietly read a section to you.



After reading

- Ask students what kind of text “A Band is Born” represents. How do they know? What is the significance of the letters written above the words? (**recognizing text forms**)
- Discuss with the students:
 - What is the role of a roadie? Why is it an important job? (**literal recall, inferring, synthesizing**)
 - Which text features helped them read the book more effectively. Why? (**metacognition**)
 - How do they get new music? Have they ever downloaded music from the Internet? Is it important to pay for downloaded music? (**personal connection, inferring, evaluating, adopting a critical stance**)
 - What band role would they like to fill? (**personal response**)
 - How do they feel about the book? Did they like the subject matter? How well was it presented? (**evaluating, personal response**)

Additional activities

- **Word Study:** Have the students pick out three newly-learned nouns from the text (e.g., *gig, venue, audition*). Have them write each noun, its definition, and draw a picture to illustrate it. Ask other students to try to identify the nouns by looking only at the pictures.
- Have the students:
 - read the sections of the book they have not yet read independently.
 - research and write a fact file about their favourite band.
 - research and write an information report about a traditional musical instrument or music form.
 - design an advertisement to find a new band member.
 - make and play musical instruments.

Assessment Note

As they read, take note of the students’ fluency, self-monitoring and self-correction, and approaches to solving new words.

Assessment Note

Do the students:

- recognize how they use text features to gain meaning?
- make personal responses and evaluations using evidence?

Assessment Note

Do the students:

- understand and use theme-related vocabulary?
- identify important information to include in reports or fact files?