



A teacher's guide
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based upon the picture book
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This classroom guide is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *I Have A Balloon* across the curricula.

All activities were created in conjunction with the Common Core and other relevant content standards.

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Before You Read...

Before reading *I Have a Balloon*, show entire book. Help students identify the basic parts of a picture book: front cover, back cover, title page, dedication page, spine, jacket, and jacket flap.

- Describe what you see.
- Can you predict what the story might be about based on the title and the cover illustration?

English Language Arts

The Adjective Box

Owl's balloon is big and red and shiny, but are there other words you would use to describe it?

This is an excellent activity to teach that adjectives are describing words.

Decorate an empty shoe box and cut a hole in one of the ends.

You can attach a sock (with the toes cut off) to the hole on the end to make it easy to guide little hands in and out of the box. Attach one end of the sock around the hole and the rest of the sock serves as a tube into the box.

Place various items in the box (i.e. A LEGO, pinecone, Play-doh, feather, etc.) These should be very tactile items. The kids will not be able to see inside the box, but only feel around.

Although they might be able to identify the object, the game is to DESCRIBE the item using adjectives. (i.e. Hard, soft, squishy, bumpy, etc.)

Each child should have a chance to reach inside the box. See how many adjectives the class can come up with and create a list.

Then, read through *I Have a Balloon* and identify the many adjectives used to describe what is going on.

The "Want to Trade?" game

This is a game to introduce the word "trade."

To trade is exchange or swap something for something else. (example: Monkey would like to trade his sock for Owl's balloon.)

- Place different objects on a table in front of the class. There should be an equal number of objects to number of students.
- One by one, students take an item from the table.
- Students must create three descriptive words for their item. For example: big, shiny, and red.
- Once all items are in the hands of students, students will have a chance to trade their item for another's item by asking, "You have a _____. I have a _____. Want to trade your _____ for my _____?" Students must include their descriptive words in the sentence.
- Students can trade up to three times.

"Want to Trade?" Persuasive Essay

Ask the students if they know what "persuade" means? If not, can they make any guesses?

Discuss:

- What it means to persuade.
- Times you might want to persuade someone (i.e. persuade your friend to trade their balloon for your sock.).

Writing to persuade tells the reader what you believe or what you want, gives the reader at least three reasons why, and has a good ending sentence. You want to try and convince the reader to agree with you.

Have students write a persuasive essay called "Want to Trade?" using the following structure:

T=Topic sentences. The topic sentence tells the reader what you think or believe. Example: *I would like to trade my sock with a hole in it for your big, shiny balloon.*

R=Reasons. 3 or more. The reasons tell the reader why they should want to trade. Write at least 3-4 sentences supporting each reason.

E=Ending. Wrap it up with a conclusive sentence.

E=Examine. Look closely. Do you have all your parts?

Write the Scene

Look closely at the last spread in *I Have a Balloon* and create the scene.

For example, who is the lemur with the ice cream? How does the lemur feel? Does the lemur want to share?

What about Owl and Monkey? Do they want to trade with the lemur? What do they offer to trade?

What do the characters in the scene say?

Be sure to include a beginning, middle, and end.

Math

Word Problems

Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in I Have a Balloon or any other book of study. For younger students, the use of pictures or props can be helpful in figuring out word problems.

The *My sock with a star has a perfectly shaped hole?* spread:

- 1) How many balloons do you see?

On a piece of paper, draw 1 balloon.

Draw 3 more balloons.

How many balloons are there now?

Write the equation: $__ + __ = __$

What if 1 balloon popped? How many balloons would there be then?

Write the equation: $__ - __ = __$



The final spread:

- 2) How many scoops of ice cream do you see?

On a piece of paper, draw 2 scoops of ice cream.

Draw 4 more scoops of ice cream.

How many scoops of ice cream do you see?

Write the equation: $__ + __ = __$

What if 3 scoops of ice cream are eaten by Lemur? How many scoops of ice cream would be left?

Write the equation: $__ - __ = __$

Under Where? Spatial Sense

Look at the "I have a balloon. That is a big balloon." spread in *I Have a Balloon*.

Describe where the owl is standing.

[examples: on the tree branch, next to the tree trunk, above the monkey.]

Describe where the monkey is standing.

[example: below the owl, next to the tree trunk]

Describe where the tree.

[examples: in between the owl and the monkey, next to the balloon.]

Have students pick another spread in *I Have a Balloon* and discuss where things are spatially within that illustration. Now look around your classroom.

- Describe where your desk sits.
- Describe where your teacher is sitting or standing.
- Describe where the chalkboard/whiteboard is.
- Describe where the clock is.
- Describe where the door is.
- Can you describe where anything else is?

Social Studies

Finding Value in What You Have

Owl finds value in the sock with a perfectly-shaped hole in it.

You can wear a sock on your tail or your foot or your hand or your ear. You can make a sock puppet and play.

The ability to find value in something that at first seems to lack value is like a superpower. Instead of being jealous of what others have, it will shine a spotlight on what you have. It will even sharpen your imagination.

Gather a bunch of “useless” or boring looking items. The recycling bin is a great place to look. Other items that work are scarfs, sheets, pillows, and blankets.

- Students should sit in a circle.
- Explain that you are going to pass out toys for each student to play with.
- Once you have handed out the items, hold up a few prized toys to show the class. Ask them to raise their hands if they would like to trade for one of the toys.
- Then, insist that the students keep the item they have.
- Ask them to come up with at least three fun ways to use the item (like Owl did when he saw the sock with a hole in it!).

Once students have had time to come up with the three fun ways to use the items, go around the circle and have the students demonstrate their imaginative uses.



You Can't Always Get What You Want

For holidays and birthdays, kids often make “wish lists” of things they want to receive as gifts. Also, it's not uncommon when at the store to beg for a new toy or something else shiny and fun.

First have students list three new things they would like to get.

Then, encourage your students to make a list of the things that they already have that are pretty awesome.

Want a new bike? Maybe find appreciation for their old bike, a skateboard, a scooter, or something else they can use to get around.

Asking for a new video game? How about listing all the video games they already have and what makes them super cool?

Embracing Gratitude

Help students practice gratitude for all they have. Here are a few fun activities that keep the focus off of wanting and on the spirit of thankfulness.

- Make Thank You postcards and send them to people you are thankful for.
- Play the “What Would You Feel Without It” Game to see how different life would be without some of the things that are considered “normal” to have. Then, begin a discussion about how other people live without such items.

- Make a Giving Thanks Jar to fill with pieces of paper stating what students are grateful for. At the end of a week and read the slips of paper together as a class.
- Make a photo collage using a camera and have students takes photos of all things they are grateful for. They may like to print out the pictures and make a collage.
- Start a Gratitude Journal. For one week, list at least three things you are grateful for each day.

Science

“Build a Balloon Car” Challenge

This challenge allows students to work together to problem solve a way to build a car that really moves! Of course, a little imagination is going to go a long way here, too!

- Explain to students that they will be working in groups of 2-3 to build a car that really moves.
- Provide the students with several craft items (rulers, paper, cardboard tubing, empty boxes, tape, glue, etc.) Check the recycling for more ideas for materials.
- Give each group a balloon that will power the car.
- Each group’s car must:
 - Be a construction made up of at least two different materials.
 - Incorporate a balloon so that when blown up and let it go, the air makes the car roll.
- The groups must create blueprints or sketches for their car and carefully document their use of the method of construction throughout the process of building their car.

Once all cars have been built, present them to the class.

Offer up awards to increase the competition.

- Most Attractive car
- Most Materials car
- Least Materials car
- The Fastest Car
- The Furthest-Driven Car

