

# Mr. Booth's Balloons



By Sarah K Major



Easy-for-Me™ Level C Books, Book 1  
Ages 7 and up.

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Other titles by Sarah K Major:

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Other educational work: Child1st SnapWords® and alphabet.

# Mr. Booth's Balloons

## BEFORE YOU READ:

*(All SnapWords® resources are available at [child1st.com](http://child1st.com))*

## SOUND SPELLINGS:

Write the sound spelling on a whiteboard to start the lesson. The target sound is OO as in MOON. In this story, the OO sound will be spelled both OO and O. Words for O are TO, DO, INTO, and WHO. Words for the OO spelling are BOOTH, SCHOOL, BALLOONS, ROOM, FOOD, SPOONS, BROOM, BOOTS, TOO, SOON, MOON, COOL, and TOOTH.

- a. Play Quick Draw with these words. Start by sounding out ROOM, FOOD, BOOT, SOON, MOON, and COOL. The children can hear the OO sound, and they can easily hear the initial and final sounds.
- b. Next, introduce the OO words with digraph TH: BOOTH, TOOTH.
- c. Teach SCHOOL by reminding the students that CH can sound like a K such as in CHRIS and CHRISTMAS. So when they sound and write SCHOOL, they will write these sounds: S CH OO L.
- d. BALLOONS is easy if you link the roundness of a balloon with a round ball. They will write BALL first (show SnapWord for BALL) and then OO N to finish.

## SIGHT WORDS:

Sight words in this book are OLD, COLD, TOLD, and HOLD. Practice these words by playing Quick Draw. The words are very easy to sound and write.

## SOUND OUT:

Words to sound out in the story include YELLED, WELL, MR., NOSE, SLEEP, ROSE, SKY, NUTS, SOLD and BED.

**NOUNS:**

HOUSE, GIANT, EARS, FOOD, GRASS, SCHOOL, BALL. SCHOOL and FOOD we already discussed as they contain the target sound spelling. Use SnapWords® Nouns cards to teach these words. Words related to HOUSE are CLOUD, MOUSE, LOUSE, and DOUSE. There is an initial consonant, then the OU sound, and then the final SE that sounds like an S. Teach GIANT by showing or reviewing the fact that G can sound like J when it is followed by an E or an I. Related words: AGE, GEL, GIST. EAR begins with a long E spelling just like in the word EAT.

**PREVIEW:**

the text of the story, searching for sight words and sound spelling words.

**READ:**

- a. To help with comprehension, prompt the children to close their eyes and “see” the action as they read each page.
- b. Tell the children that they will have a chance to retell the story after you read, so they should focus on what the story is saying.
- c. Consider having the children use scratch paper to record names of characters and a simple sequence of events as you read.

**COMPREHENSION QUESTIONS:**

1. What would you do if you were collecting something that takes up a lot of room and you got squeezed out of your house?
2. Mr. Booth chose to make room by selling his balloons. Would you have done the same thing, or would you have come up with another solution?
3. How do you think Mr. Booth broke his tooth off.

### HOW TO PLAY QUICK DRAW:

- Each child will have a whiteboard, marker and eraser.
- Say the first word on your list while the children listen.
- Hold up fingers to show the structure of the word, one finger for each letter. If two or more letters combine to make a sound, those fingers will be close together. Use only the sounds of letters, not the names of letters.
- As you point to each finger, sound out the word, making sure the children are sounding with you.
- Then say, “Sound and write.” The children will say each sound in the word as they write each sound on their whiteboards. It is important for them to orally sound, as this will guide them into correctly writing the word. If your child struggles with writing, let him or her use pull-down letters to form the words.
- Do a quick visual check for errors. If there is a mistake, do the fingermapping again, asking the child to sound with you to find out where the error is.