

MAIN FOCUS: SETTING

EXPlicit
The two words you will explicitly teach today are:
• marionette (page 1)
• articulate (page 15)
Note: These words were chosen because of the way they will help the reader connect to the main idea and themes of the text.

SHOWCASE THE WORDS
• Briefly showcase the morphology of each word. Most words and understand their functions and relationships of words (e.g., noun vs. verb) and understand the word parts below on index cards or sentence strips. This shows the morphology of each word—what each create an overall meaning of each word.

STUDENT ACTIVITY
• Pass out the Four Squares half-sheet to each student. Practice our two vocab words today because it will help students deepen their understanding of the text. This activity encourages students to think and helps students make connections between the text and their own lives. Explain what each square requires (prompts have been provided). Guide students in writing the definition for each word of the lesson or a standard dictionary. Then, students write their own definition. When everyone is finished, clarify understanding of the words. Last, pair up students to complete the turn and tell around the room. If you want students to jot down their own definition, do so on the back of the page.

OBJECTIVE
• Students will analyze the setting of the text and describe how it impacts the text.

ACTIVITY
• Review the anchor chart from the interactive read aloud, stopping to discuss the words in text allow the reader to better visualize the setting.

WRITTEN EXPRESSION
• Students will construct a written response to expand and demonstrate their understanding of the text.

OBJECTIVE
• Explain to students that they are going to get the opportunity to expand on what they have learned after interacting with *Balloons Over Broadway*. You have been given 3 options of writing prompts: level 1, level 2, and level 3. Choose what works best for your students. Choose to use one prompt for the entire class, or differentiate.

ACTIVITY
• **Level 1** is better for students who have a basic understanding of the text and are ready to express their thoughts in writing.
• **Level 2** is best for students who have a solid understanding of the text and are ready to make deeper connections to the text and text.
• **Level 3** is suited for students who have a strong understanding of the text and are ready to be pushed further in their critical thinking.

Pass out the writing prompt(s) of your choice. Go over all the directions with the students. Take time to discuss the rubric at the bottom of the page. Explain that this is a guide to ensure that students are fulfilling all requirements of the writing task. Remind students of the importance of editing their work for proper spelling, punctuation, and mechanics.

Sample responses have been provided. These may help students generate ideas and establish expectations of what high quality responses should look like.

RECORDS/EXTENSIONS
For students who need extra support: Allow these students to plan out their writing. Have them create a quick idea web to fill in their main idea and support. Highlight key words in the prompt to help the student focus on the most important words. Place less emphasis on mechanics/spelling in order to help the student focus on their ideas. Support these students by providing sentence starters related to the text to help them generate ideas. ("The text says", "I know" and "So, I think")

Extend Learning: Allow these students to share their writing pieces with a partner. Bring 2-3 sticky notes and pencils with them and ask questions as they list their writing pieces. Then, each person incorporates the answers to the questions on their sticky notes as a way of adding more detail and extending their thinking. Partners exchange their own original writing prompts related to the book and exchange them with their partner and respond to each others' prompts.

Science of Reading Aligned Complex Picture Book Lessons for Elementary Teachers

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Hey!

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Teach with intention with this Science of Reading aligned interactive read aloud guide!

The Text:

Balloons Over Broadway by Melissa Sweet

Main Focus: Setting



PICTURE Perfect INTERACTIVE READ ALOUD GUIDE TO:
A 5-Step Guide to Elevating Interactive Read Alouds *Balloons Over Broadway*
by Melissa Sweet

THE READER INFORMATION FOR THE TEACHER:
Readers need a very basic understanding of what setting means. Readers also need to already be able to identify characters, problem, and solution in the text. This will not be explicitly taught. Readers need a basic idea of what a city is, however, you will help build this background knowledge during the read-aloud. Specifically build background knowledge about New York City. In order to truly connect the setting to the most important aspects of the story, background knowledge is crucial.

THE TEXT
"Balloons Over Broadway" by Melissa Sweet is a picture book that tells the story of Tony Sarg through the history of the Macy's Thanksgiving Day Parade. Through his engaging storytelling, the book introduces us to Tony Sarg, who revolutionized the parade with his innovative balloon designs. From handcrafted marionettes to the creation of colossal, floating balloons, Sarg's creative spirit and the evolution of this iconic New York City tradition are explored. "Balloons Over Broadway" provides an engaging story, but also educates about the parade's rich heritage.

In the lesson plan, you will explicitly teach the vocabulary words marionette and articulate. These words were chosen because they are main events and themes of the text. You will also be using the words "incidentally teach" (discuss during your read-aloud, but not the main focus of practice). This text is full of rich vocabulary words that are perfect for focused practice, the list provided indicates which words are challenging to the overall comprehension of the text.

The lesson plan also highlights two sentences from the text. These sentences were chosen for their use of figurative language. The lesson plan breaks down the meaning of the non-literal language used in the text to help students understand the text.

THE TASK
By the end of the lesson, students will be able to identify the setting and connect the setting to the characters, problem, and solution in the text and describe how the setting shapes all of these story elements. The lesson takes the reader beyond a simple identification of setting, to a much deeper understanding of its impact.

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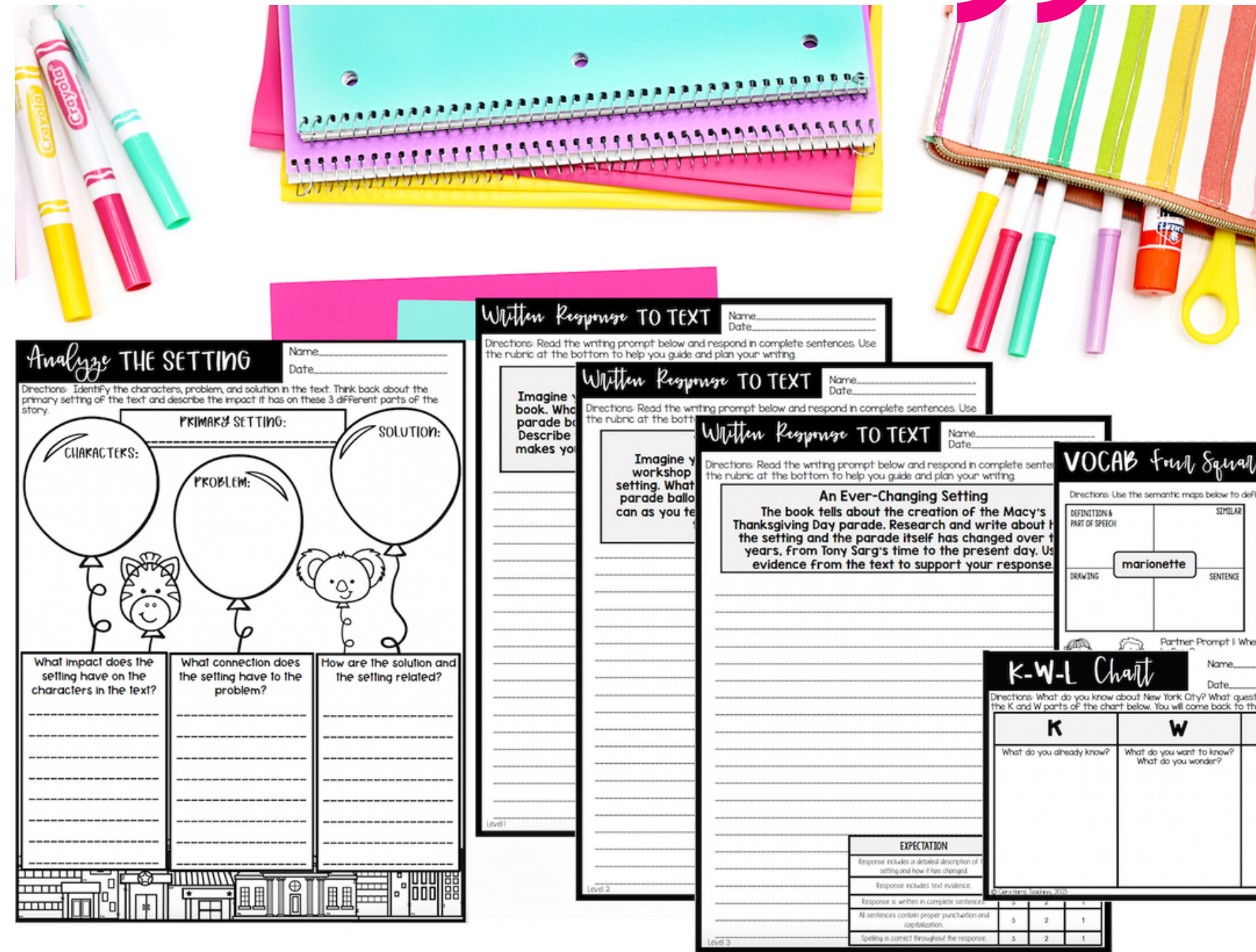
Students engage in rich, meaningful text for a variety of purposes--no matter their reading levels!



Resource Includes

- A detailed lesson guide for the teacher
- Schema-focused lesson & activity
- Vocabulary lesson & activity
- Sentence Comprehension lesson
- Anchor chart model
- Think-Aloud Bookmark for the teacher
- Sticky note questions with page numbers
- Reading comprehension lesson & activity
- Differentiated writing prompts with rubrics
- Detailed answer keys and work samples

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A little more...



**The SOR-aligned lesson guide is focused on:
The Reader, The Text, and The Task.**

**Excellent for whole group or small group
instruction!**

Perfect for Grades 2-4!

STICKY NOTE Questions
As an alternative to the bookmark, you could place the think aloud prompts within the book by printing these pages onto sticky notes and placing them in the book ahead of time.

How do you picture Tony's home and yard? <small>PAGE 2</small>	What can you infer about Tony here?
Why do you think no one was making marionettes for kids anymore? <small>PAGE 3</small>	STICKY NOTE Vocab Explicit and incidental vocabulary can be marked with the following sticky notes.
How are these puppets similar to and different from the first marionettes Tony made? <small>PAGE 4</small>	marionette <small>PAGE 1</small>
	rigged <small>PAGE 2</small>
	pulleys <small>PAGE 2</small>
	lifelike <small>PAGE 3</small>
	jostling <small>PAGE 5</small>
	immigrants <small>PAGE 6</small>

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TODAY!**