

BALLOONS OVER BROADWAY

LESSONS FOR:
TEXT STRUCTURES
PRIMARY SOURCES
ANALYZE PHOTOS
VIVID VERBS

GRADES 3-5



MENTOR TEXT
CLUB
by jivey

Monthly Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

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I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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You'll need: Balloons Over Broadway by Melissa Sweet

	READING	GRAMMAR	WRITING
DAY ONE	Read <u>Balloons Over Broadway</u> for enjoyment. Identify the chronological text structure and events from the sequence.	Show students the mentor sentence. Discuss the vivid verbs that notice about the scene, emphasizing vivid verbs.	Analyze primary sources - newspaper advertisements of the Macy's parade. Identify the parade that gets people excited about the parade.
DAY TWO	Students will compare and contrast what they learned from <u>Balloons Over Broadway</u> to a short video about the early days of the Macy's Parade.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of vivid verbs.	Students will design their own balloon and newspaper advertisement.
DAY THREE	Students will describe the problems and solutions found in a text using a graphic organizer.	Discuss how the sentence could be revised. Share the example and note the differences. Students should imitate the sentence and share.	Students will analyze primary source photos from old Macy's Parades. They will choose one photo and imagine being a part of the picture, then write about the event in first person point of view.
DAY FOUR	Students will describe the problems and solutions found in a text using a graphic organizer.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	
DAY FIVE	Students will identify the chronological text structure and events from the sequence.	Practice focus skill more with "Editing sentence" (or "Editing sentence" as a "challenge").	Students will write a paragraph contrasting the construction of the parade using primary source information about two Macy's balloons.

MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, L.5, W.5

Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence and apply it to their own writing.

Materials needed: You are not to use mentor sentences to encourage

Mentor Sentence (Ballerina Overboardway) to visit or welcome to read videos on

Mentor Sentence (Ballerina Overboardway) to visit or welcome to read videos on

Student Notebooks them: [MASTER MENTOR SENTENCES](#)

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. It will be the sentence that all the students have heard, not point out the vivid verbs if they can't find the focus. For example, if they haven't learned about prepositional phrases, you don't need to correct just because it's on the list.

Day 2: Students should identify the functions of the words in the sentence- how do the words help the reader understand what the author is communicating? Especially focus on the functions of the vivid verbs in the sentence, but don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will write the first or second sentence of their own, but not structure, but writing about what they would like to write about. Before to share the sample first and allow the students to notice what is the same and different from the original.

Day 5: Students will show what they have learned with an editing assessment.

Monday - possibilities of things to notice
 *vivid verbs – shimmied and swayed
 proper noun – New York City
 past tense
 simple sentence with compound predicate
 plural noun – canyons
 prepositional phrases
 pronoun to replace specific noun

They shimmied and swayed
 through the canyons of

Tuesday - possibilities of things to notice
 They – pronoun
 shimmied, swayed – vivid verbs
 and – conjunction
 through, of – prepositional phrases
 the – article
 canyons, New York City – nouns

They shimmied and swayed through the canyons of New York City.
 complete subjects complete predicates
 simple subjects simple predicates

Wednesday - possibility of revised sentence

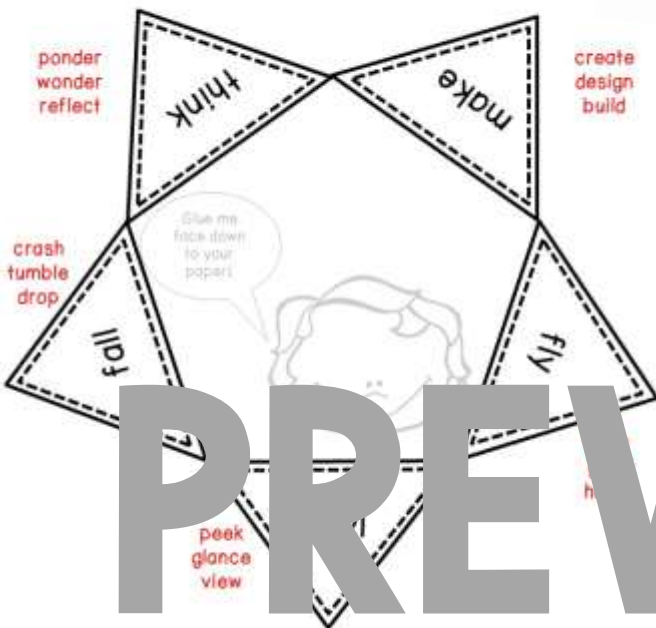
Tony's helium-filled balloons shimmied and swayed through the canyons of New York City.
 (named specific noun with descriptors)

Thursday - possibility of imitation sentence

She bopped and boogied across the stage of Radio City Music Hall.

Vivid verbs are action verbs that create a strong meaning. Instead of walking, someone could stroll, or even tiptoe. Cut out the action verbs and glue them into your notebook. Make a list of vivid verbs for each point of the year that are synonyms for the word. Use them in your writing!

possible answers



They shimmied and swayed through the canyons of New York City.
 ~ Balloons Over Broadway

They shimmied and swayed through the canyons of New York City.
 ~ Balloons Over Broadway

They shimmied and swayed through the canyons of New York City.
 ~ Balloons Over Broadway

Name: Answer Key

the shimmied and swayed through the canyons of New York City.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:
They shimmied and swayed through the canyons of New York City.

Highlight **ALL** the vivid verbs in the sentences:

- The animals **roared** and **growled** and **frightened** the children.
- Tony's creatures **spilled** into the streets, and the crowds **cheered**.
- The air-filled rubber bags **wobbled** down the avenues, **propped** up by wooden sticks.

Change the verbs to vivid verbs: **accept reasonable answers**

5. Tony made new puppets. new vivid verb: **designed/created**

6. Snappy looked out the wonderful windows at the mechanical marionettes. new vivid verb: **glanced/peered**

Mark an X in the box that shows the type of each sentence.	compound
7. He ripped some toys and ran rope from the chicken coop to the window.	
8. Tony opened the chicken coop door to the chicken coop opened!	X
9. The chickens ate their breakfast, and Tony stayed snug in his bed.	X

TEXT STRUCTURE: MENTOR TEXT

Core Anchor Standards: RI.1, RI.3, RI.5

Duration: 45 MINUTES

Objective: Students will explain events from the text in chronological order.

Materials Needed:

Balloons Over Broadway by Tony Sarg

Text Structures Poster

Sequencing Event Cards (large set for class use, or copies of smaller sets for groups)

Actions: Read Balloons Over Broadway for enjoyment to the students.

After reading the book, read each explanation of the text structures from the poster. Discuss with students how the structure should describe the text as a whole, not just parts of it. So, for example, even though Tony faced some problems in the book and figured out how to solve the problems, the book as a whole wasn't about how to solve problems or how to solve problems. And although Tony had the season when he had a Macy's Parade with large balloons, causing a traffic jam, that was not the overall structure of the entire book. Students should recognize that the structure of this book is chronological because it was the story of Tony Sarg's life: he made marionettes, then puppets, then using his expertise to create the balloons for the Macy's Parade.

Reinforce the chronology structure by having students retell the story of Tony Sarg's life in sequence. You could have students get into pairs or small groups to order the event cards, or order the event cards together as a class.

PREVIEW

Text Structures

Sequence/Chronology

Events are in order, organized from beginning to end with references to time

Ask yourself...

What happened in an organized order?

Compare & Contrast

Similarities and differences of two or more things or people are shared

Ask yourself...

Who or what is being compared?

Cause & Effect

Events are described with the reasons (causes) for why they happened

Ask yourself...

What happened and why did it happen?

Problem & Solution

A problem is introduced with one or more ways to solve the problem

Ask yourself...

What is the problem and how was it solved?

Cut apart the events and place them in the correct sequence of Balloons Over Broadway.

The crowd loved
Tony's creatures
in the parade, but
only the first few
rows could see.

Tony hired a
company from Ohio to
make special puppets
out of rubber.

Tony moved to
London as an
adult and made
his marionettes
even more lifelike.

Shoppers loved
Tony's original
marionettes that
danced at the
windows at Macy's.

Tony moved to New
York City, where
his marionettes
performed on
Broadway.

Tony's upside-
down marionette
balloons were high
enough for
the crowd to see.

Macy asked Tony
to help replace the
real "Macy"
animal for the
next parade.

Tony ordered
the puppets
to be filled with
air that would
help them float.

Macy's department
store asked
Tony to design a
puppet parade in
their windows.

Tony was hired
by Macy's to help
put together the
parade with their
employees.

Tony first made
marionettes
when he was only
six years old.

Tony asked the
Macy's men to
turn the puppets
out of
rubberized silk.

ANALYZING A PRIMARY SOURCE

Core Anchor Standards: RI.6, W.9, L.3

Duration: 30 MINUTES

Objective: Students will analyze the language used to entice parade-goers in primary source newspaper advertisements.

Materials needed:

Newspaper Advertisements

Noticing Language Activity (print/board to use as a guide)

Actions: Pass out the two newspaper advertisements with students, talking with them about how these were actually in the newspapers in 1933 and 1962. Define a primary source as an original record of historical events, and that these are primary sources of the Macy's Parade.

Read over them and look closely at the language they used, the variation of sentences, the types of font and size of words, and all the details. Discuss how these announcements were used to come to the parade as well as gave important information they needed to know.

Allow students to get with a partner or work individually to use the Noticing Language Activity to further analyze the newspapers. You could also do one completely together, and then send them off to do the second one if they need more support. Come back together as a class and allow students to share what they noticed about the advertisements.

!! HERE COMES THE PARADE !!

IT'S IMMENSE! IT'S COLOSSAL! COME A-RUNNING!!

THE TIME?

2:00 o'clock ... main ... the lat ...
imately 4:30 ... Claus ... Macy's ... windows.

THE ...

... from 110th ... 5th. Miles ... frolic. F ... is riots!
... booming ... capering ... riot ... he kids!

SEE THEM! HEAR THEM! TONY SARG'S Helium Filled Monsters

!!!!!!!

He laughs like a thousand men!

GULLIVER THE GULLIBLE

He peeps in eighth story windows... believes what he sees... and laughs while he looks. Takes 40 men to hold him. The Greatest Gas Bag in History!

Oink! Oink! Here Comes

FERRY THE PIG

Grunting or ... you ... from ...
the ...! He ... snot ... urly

LES! ... NES.

Any the ...

He's agile. ... articulate. He ... and ... zizzle
... lashing, slashing' reptiles

Listen to him SQUALL!!

THE COLICKY KID

He's mad. He's bad. He yowls bloody murder!

And that's not All! SEE

JUMBO AND JOCKO ... FELIX THE CAT AND HIS 2-LEGGED KITTEN!

A MOOSE A DINO-SAUR A HUGE DUCK

A MONSTER ROOSTER and a GI-GAN-TIC HIPPO!

Clowns! Clowns! Clowns!

Balloons! 10,000 Balloons!

... LA ... OT ... AS

SAN ... IL ... US

In a Dog ... n ... 11 ...

MACY'S WILL BE CLOSED ALL DAY TODAY (THANKSGIVING DAY)

The endeavor to sell its merchandise for at least six per cent, less than it could if it did not sell exclusively for cash is the backbone of Macy's price policy. We are not idealists, but we do our best to live up to this endeavor within the limits of N.R.A.



MACY'S TRADITIONAL THANKSGIVING TREAT FOR CHILDREN

PARADE



THURSDAY  AT 9:15 A.M.

MORE COLOSSAL, MORE CAPTIVATING, MORE COLORFUL THAN EVER



**FABULOUS FANTASTIC
FLEET OF FLOATS
TOWERING BALLOONS
BEVIES OF BEAUTIFUL MARCHERS**



**CAVALCADE OF
COMICAL CLOWNS**
Plethora of Personalities in Person
BANDS, BANDS, & MORE BANDS

JOE E. ROSS & FRED GWYNNE
stars of NBC-TV's "Car 54 where are you?"

SAM LEVENSON
America's favorite humorist, star of CBS-TV's "To Tell the Truth" and "Password"

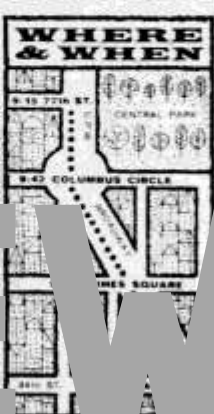
DEAN JONES
Enough O'Toole of NBC-TV's "Enough O'Toole"

WILLIE MAY
of the San Francisco Giants

RALPH TERRY
of the New York Yankees

FRANK LINE
MGM's favorite comedian

AND SAUL
of every Macy's Thanksgiving Day Parade



RAIN OR SHINE COME ONE, COME ALL TO MACY'S THANKSGIVING DAY PARADE

Noticing Language

Notice the language the advertisement uses to grab people's attention and get excited.

List the adjectives used, and explain how they were used in the paragraph:

immense - massive - very big - made

fabulous - the floats will be the best

booming - loud bands

What information is included to get people excited and interested?

Tony Sam - Helicopter - the biggest - the parade

Gulliver - the biggest - the store - all and sound - the is - the

Jerry the Pig is - the longest - sound - like he is - the

Andy the Alligator is 90 feet long and sounds like he is hissing

Other animals will be there, as well as clowns, and Santa Claus in a dog sled

What important information was included that parade-goers would need to know?

It's happening that day, on Thanksgiving Day at 2:00 on Broadway between 110th and 34th Street.

Noticing Language

Notice the language the advertisement uses to grab people's attention and get excited.

List the suggestions used, so that they wear out the parade:

traditional - it has happened for a long time
colossal - big parade
captivating - people want to see it and not stop watching
colorful - the parade will be bright and full of color
fabulous, fantastic - the floats will be wonderful
towering - the balloons will go high in the sky
comical - the clowns will be funny

What information is included to get people excited and interested?

There will be many floats, bands, and more
There will be celebrities who people love
There will be clowns and balloons
There will be a new Donald Duck balloon

What important information was included that parade-goers would need to know?

There is a map to show the route
It is happening on Thursday at 9:15 AM on Thanksgiving Day

INTEGRATING TEXT AND MEDIA

Core Anchor Standards: RI.1, RI.6, RI.7, RI.9

Duration: 30 MINUTES

Objective: Students will analyze and note differences in the accounts of the parade.

Materials Needed:

Balloons Over Broadway by Patricia Sweet

chart paper (or whiteboard) and markers

Projector and Internet connection for Video

Actions: Remind students of reading the mentor text, Balloons Over Broadway. Ask students to retell some important details they learned about the Macy's Day Parade from listening to the text the day before and sequencing the events of the book. Quickly jot down what they share to make a running list you can add to after the video as well.

Talk to students about how the author had to learn about Tony Sarg and the Macy's Parade's history in order to write the book. She did this by looking at primary sources (original video, photos, journal, newspaper of the time, and people who knew Tony). Please 3-5 minute History video will share some primary sources page:

<https://slideshare.net/5c60136fe5> or <http://youtube.com/9kubR>

Have students jot down any new information they learned from the video that was not included in the book. They might also make note of information they already knew because of reading Balloons Over Broadway, or parts of the video that display something similar to the book. Discuss it together afterward and add to the original list.

Macy's was the world's largest store and they held the parade to celebrate

The original parade route was 3 times as long as today

The parade was 2 blocks long but walked for 6 miles

It still ends at Grand Central

Spectators were on the sidewalks instead of playing in the street

The length of the parade was shortened from .5 mile to be on TV

The balloons were the stars and the symbol of the parade and looked good on TV

It's still Macy's gift to the city, and the world

DESIGN A BALLOON AND ADVERTISEMENT

Core Anchor Standards: W.4, W.7, W.8

Duration: 45 MINUTES

Objective: Students will design their own parade balloon using official information and create a convincing newspaper advertisement.

Materials Needed: student computer or computer with projector to project website

(<https://www.macs.com/al/parade/list>)

Balloon Information Collection Sheet

Design Advertisement Activity

Actions: If students have access to computers, this would be a great time to allow them to navigate the Macy's official balloon page and gather details in order to create their own. If this can't be done individually, project the website on a screen and go through several of the balloons together.

Point out the "give me the number" area of each balloon's page. Students should search and make notes about other favorite in the balloon information collection sheet to help them design their own parade balloon realistically.

Once students have had time to look at the official balloons (I suggest no more than 15-20 minutes), allow students time to design their own parade balloon in the picture box of the activity and write an advertisement for it, similar to the newspapers you looked at in the previous day's lesson. Encourage them to think of how they will entice someone to want to see their new balloon. They should also include the important information just as the original advertisements did, so people know where to go and when. This would also be a great activity to push students to use vivid language like the mentor sentence.

Name: _____ Date: _____

Macy's Parade Balloons

Complete the boxes using the website: www.macys.com/social/parade/lineup.

Sketch the balloon:

PREVIEW

How tall is it? _____ How long is it? _____

How wide is it? _____ How many handlers? _____

Sketch the balloon:

PREVIEW

How tall is it? _____ How long is it? _____

How wide is it? _____ How many handlers? _____

Sketch the balloon:

PREVIEW

How tall is it? _____ How long is it? _____

How wide is it? _____ How many handlers? _____

Name: _____ Date: _____

PREVIEW

PREVIEW

PREVIEW

CAUSE AND EFFECT STRUCTURE

Core Anchor Standards: RI.5

Duration: 30 MINUTES

Objective: Students will describe the causes and effects of the text.

Materials Needed:
The Early Days of the Macy's Parade Passage
Text Structures Poster
Cause and Effect Organizer

Actions: Give students The Early Days of the Macy's Parade Passage. Read the passage aloud to them or allow them to read it to themselves, if the readability is appropriate.

Review the text structures poster as a class. Ask the questions found down the right side of the poster about each structure to determine which one describes the passage. Once they agree it is a cause and effect structure, give students the cause and effect organizer.

Complete the organizer together or allow students to work as partners to complete it. (Come back together to check and discuss their answers, and then confirm which each statement is a cause or an effect.)

take it further:

Discuss some of the statements from the text to infer causes and effects, such as, "Macy's first year in the parade - he can infer the effect: they all concluded and happy to have a celebration. "His creations became the feature of the Parades," helps us conclude the cause: he did bring smiles to everyone's faces with each new balloon he made every year.

The Early Days of the Macy's Parade

In the early 1920s, Macy's in New York City was the world's largest department store. Many of Macy's employees had immigrated to America and missed the holiday celebrations in their own countries, which had music and dancing in the streets. Macy's decided it would throw a parade for the employees. They also knew a parade could draw in even more customers to shop for the holidays.

Macy's held a Christmas Parade on the morning of Thanksgiving in 1924.

Macy's employees were in the

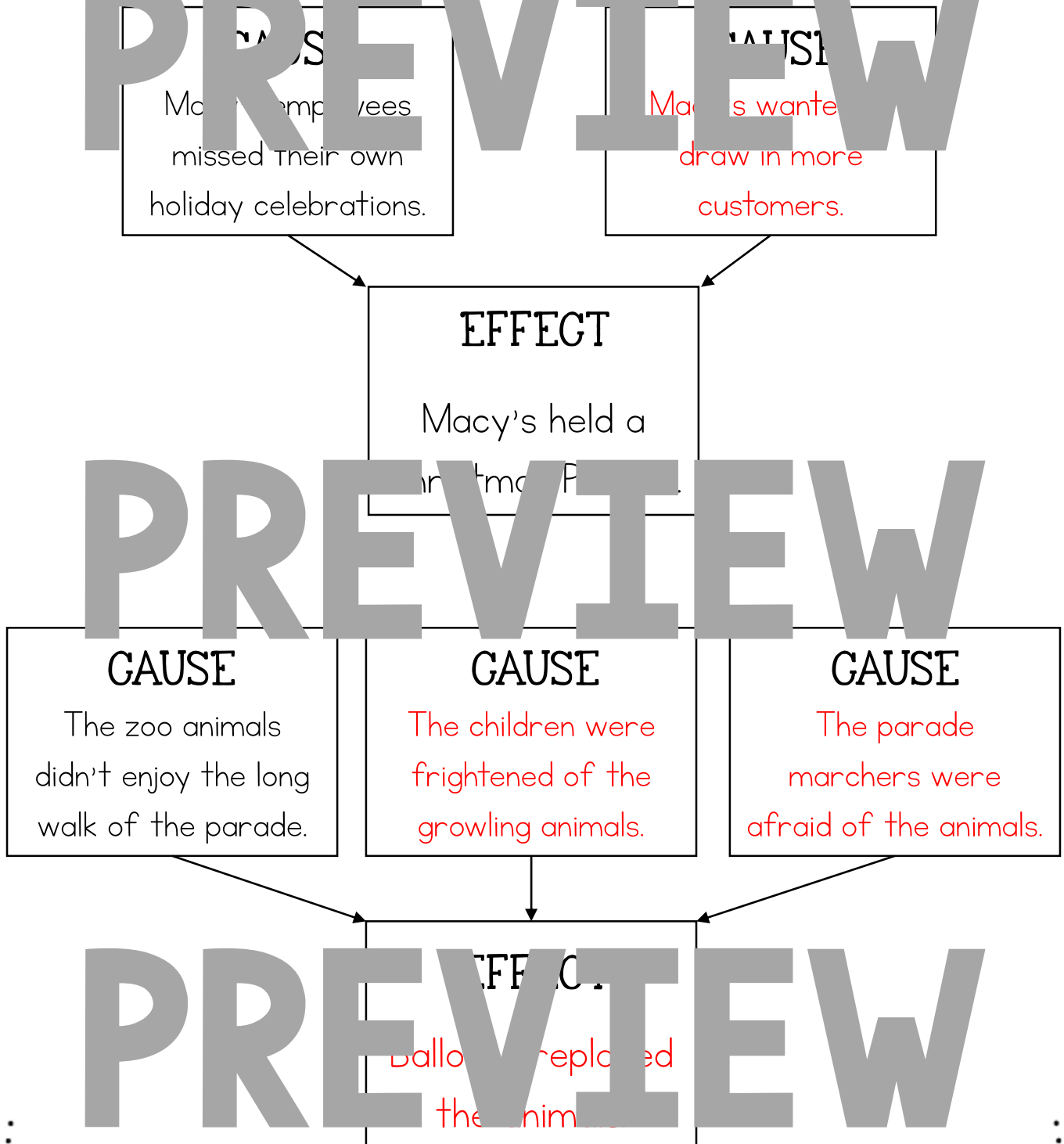
parade dressed as clowns, cowboys, and kings. They also had floats

designed to match the window displays. The floats featured Mother Goose characters such as Little Miss Muffet and Little Red Riding Hood. Along with the Macy's employees, animals loaned from the Central Park Zoo marched with a band.

The zoo animals were replaced with rubber balloons designed by Tony Sarg in 1927. The animals did not enjoy the long walk of the parade route, and began growling and roaring. This frightened the children, as well as made the parade-marchers a bit fearful of the giant animals. Tony wanted his parade balloons, which looked a bit like puppets, to bring smiles to the faces of the children and the crowd. The parade his created became the feature of Macy's parades. Everyone wanted to see the new balloon would march down the street each year!



Cause & Effect: The Early Days of the Macy's Parade



WRITING FROM A PICTURE

Core Anchor Standards: W.3, W.4, RI.7, RI.9

Duration: TWO 45-MINUTE PERIODS

Objective: Students will analyze a primary source and then create a short narrative.

Materials Needed:

Parade Photos

Writing Activity

Actions: Remind students of the definition of a primary source (or have a student recall for the class). Tell the students you will be showing primary source images that you'd like them to analyze, or look closely at all of the details, the same way they did with text, but this time just examining the photographs. Display each picture on your screen and/or distribute the pictures to the students. Ask students to look at each picture closely and jot down a few notes about the things they see (they could write directly on the picture if you gave them a copy). Have students share about the details they noticed that each image shows other students and why those things as well if they notice them.

Next, direct students to choose one of the pictures and jot down what they imagine the people in the picture might be seeing, hearing, and feeling. Remind them they should just be making a list or brainstorm jots, not writing a story. Allow students to share these ideas with a partner or small group who also had the same image chosen. Brainstorming aloud with others will help get the creativity flowing! They may or may not get to the writing point on day one, and that's okay!

Students should write in first person point of view as though they are one of the people in the image they chose. Remind them it should be reflective of the time period (so no talking about seeing the SpongeBob balloon). You must make a list of questions on the bottom they have to answer as they write such as: what are they doing? what is the weather? (look for clues in the picture) how do they feel? what do they hear? This would also be the perfect assignment to require vivid verbs to be used, as they are working with them in their mentor sentence.

Name: _____ Date: _____

PREVIEW

PREVIEW

PREVIEW



Name: _____ Date: _____

PREVIEW

PREVIEW

PREVIEW



Nov. 22, 1962

Name: _____ Date: _____

Nov. 25, 1982



PREVIEW

PREVIEW

PROBLEM AND SOLUTION STRUCTURE

Core Anchor Standards: RI.5

Duration: 30 MINUTES

Objective: Students will describe the problems and solutions in the text.

Materials Needed:

Macy's Balloons Passage

Text Structures Poster

Problem and Solution Organizer

Actions: Give students the Macy's Balloons Passage. Read the passage aloud to them or allow them to read it to themselves, if the readability is appropriate.

Review the text structures poster as a class. Ask the questions found down the right side of the poster about each structure to determine which one describes the passage. Once they agree the text shares a problem and solutions, give students the problem and solution organizer.

Complete the organizer together or allow students to work as partners to complete it. (Come back together to check and discuss their answers, and confirm which each statement is a problem or a solution.)

take a partner:

Discuss the different Macy's created words for anyone who returned the collapsed balloons. They found this was a solution to a problem that wasn't shown in the text. Ask for them to decide what they think the problem was... maybe that Macy's couldn't go out and find all of them later, or they wanted to re-use the balloons.

Macy's Balloons

When Tony Sarg was asked to create something spectacular for the Macy's parade, he immediately thought of marionettes and puppets that might be used. But he realized that they would be a much greater effort than his 10-foot-tall creations he was used to making. He had to make them big enough to be seen and light enough to be carried. He asked Goodyear to make his giant designs out of rubber, then he filled them with air and attached them to wooden rods to be carried through the parade.

The air-filled rubber balloons were a huge hit, however only the first few rows of the parade-goers could see them. Tony asked Goodyear the next year to make his balloons out of another material: rubberized silk. He also had the balloons filled with air and helium to help them float. Instead of sticks, the balloons were attached to rods, making them look like upside-down marionettes. The crowd cheered at these new, fantastically designed creatures that were wiggling and waving down the streets. Once the parade was over, the balloons were let go. Unfortunately, the balloons popped when they got too high in the atmosphere.



25-foot dachshund featured in the 1933 parade

The next year, the balloons were designed to have a slow-leak of the air. When the balloons were let go, they would float as high as they could and then slowly come back to the ground. Macy's offered a reward for anyone who reported the collapse of balloons that they found. There is a release valve that allows the balloons to come back to the ground to protect the environment and aircraft.

Problem & Solution:

Macy's Balloons

PROBLEM

Tony's design for the balloons
to be big enough to be
seen and light enough
to be carried.

SOLUTION

Tony's balloons were
made of rubber, filled
with air, and attached
to wooden rods.

PROBLEM

The small rubber
balloons couldn't
be seen by all of
the parade-goers.

SOLUTION

Tony changed the
design to rubber-rod-
silk, filled with helium
so they would float.

PROBLEM

The balloons were let
down too low
when they were high
in the air, so they
came back down.

SOLUTION

The balloons were
designed to have
small leaks so the
air would come back down.

IDENTIFYING TEXT STRUCTURE

Core Anchor Standards: RI.5

Duration: 30 MINUTES

Objectives: Students will classify informational text by structure.

Materials Needed:

Text Structures Poster

Identifying Structure Activity with Main Paragraphs

Actions: Review the text structures using the poster with students. Work through each paragraph on the Identifying Structure Activity, asking the structure questions from the right side of the poster to determine if it fits the paragraph. This could be done completely as a whole group lesson, or you might get them started, then send them off to work with a partner to finish. If they work with a partner, require them to justify to each other why they believe it is that structure.

**This could be used to create independent or dependent assessments to determine understanding of structure.*

take a few minutes:

Give students some practice identifying the main idea and create titles for the first three paragraphs.

The Macy's Parade happens in New York City each year on Thanksgiving Day, even though winter weather in New York is unpredictable and has created problems with the giant inflated balloons over the years. Balloons have been lost due to strong winds like when a giant dog balloon escaped and was killed in 1991. In 1992, again, with a Mighty Mouse balloon. In 1956, during the parade in 1962, a collection of balloons was lost but until it got too heavy and dumped 50 gallons of water on the crowd. There have also been some dangerous disasters involving the balloons because of weather. In 1993, the Sonic the Hedgehog balloon crashed into a lamp post and broke a man's shoulder. In 1997, a woman almost died because she was hit in the head with heavy metal when the Cat in the Hat balloon ran into a large pole.

Text Structure: sequence and chronology

Getting the balloons ready to march in the Macy's Thanksgiving Day Parade isn't as simple as blowing up some balloons for a birthday party. First, balloon handlers attend training to understand the science behind the balloons. They also practice holding one of the balloons on a field. The afternoon and evening before the parade, the balloons are inflated to be sure there is time for all of them to be filled. For example, the Charlie Brown balloon is 53 feet long, 46 feet tall, and 30 feet wide, and it takes 90 minutes to fill him with helium. Once the balloons are filled, they are secured with ropes and then the handlers don't forget to check the ropes. Finally, on Thanksgiving morning, the balloons are carried on about three hours (or, sometimes more) of handlers along the 5 mile parade route.

Text Structure: sequence/chronology

In 1927, the first official parade balloon of the Macy's Parade was created. It was made of rubber and filled with air, then walked down the street on large poles. The next year, Macy's filled balloons with helium and they floated higher in the air. However, they didn't have a plan for deflating them to bring them down, so they let them go when the parade was over and they popped. The next year, balloons were made with a release valve so they would slowly deflate. Macy's announced that if the balloons were found and returned, a reward of \$100 could be earned. Most balloons weren't even found again.

Today, the Macy's Parade balloons are made of light plastic and rubber material and filled with helium. They also have zippers which allow the helium to escape easily when it's time to deflate.

Text Structure: problem and solution

Only balloons that are strong, light, and movable can be used in the parade. Balloons must be strong, so they aren't destroyed easily. They must be light, so they float. They must be movable, so they can be carried.

Ideas:

- *balloons can be made of rubber, like the Goodyear blimps
- *balloons filled with air
- *propelled with wooden sticks, like the Indonesian puppets

Text Structure: problem and solution

WRITING COMPARE/CONTRAST TEXT

Core Anchor Standards: W.2, W.4, W.8, RI.7, RI.9

Duration: 45 MINUTES

Objective: Students will compare two infographics to write a compare/contrast structure of explanatory text.

Materials Needed:

Balloon Information and Images

Evidence-based Texts

Notebook Paper OR Writing Prompt Sheet

Actions: Give students the page containing the balloon information and images. Ask students what they notice about the two- allow them to lead conversation about what is the same and what is different. This discussion is important because it will help spark the ideas they may want to write about for their assignment.

Give students the writing prompt sheet (or write it on the board and allow them to write in notebook or notebook paper). Remind them of the text structure you've learned and encourage them to use a compare/contrast structure to show similarities and differences between two things. Allow students to use the images to write. You might want to point out some key elements they want to include when they compare, like the year, or the name of the balloon, in order to distinguish between them. (We don't want students to say, "one has this, but one has that." We want them to clarify by saying, "the balloon from 1928 was filled with air and helium, but the balloon from 2008 was filled with just helium.")

take a walk to...

To provide additional information for the student, allow them to visit the website <https://www.macy.com/social-media/>. Scroll all the way to the bottom of page for the parade history. There is an interactive element with photos and information for each decade starting in the 1920s.

FELIX - 1927



Felix the Cat is a character from a silly animated cartoon. Tony Sarg designed the first balloon of the Macy's parade after Felix the Cat. The rubber balloon was made by the Goodyear Tire and Rubber Company and filled with oxygen. A float handler walked him down the route of the parade holding long wooden poles.

SPIDERMAN - 2012



Spiderman is a comic book character that was created in 1962. He first appeared in the Macy's Thanksgiving Day Parade in 1987. He had a small size attached to him so they could see from his height. Spiderman was part of the parade until 1998 when he sprung a tear in his polyurethane material. Macy's made a new version of him in 2009. He is 78 feet long and filled with helium to fly high above the crowds.

Evidence-Based Terms

The text says...

The photograph/picture/image shows...

In this text/picture...

I learned in the text/photo that...

The author shared...

According to the text/image...

From the text, I can infer...

From the picture, I can conclude...

For example, in the text/picture...

Based on what I read...

Based on what I saw...



Evidence-Based Terms

The

The photograph/picture/image shows...

In this text/picture...

I learned in the text/photo that...

The author shared...

According to the text/image...

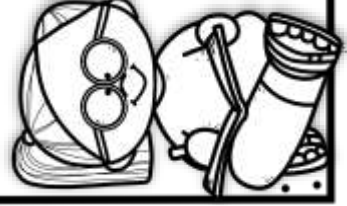
From the text, I can infer...

From the picture, I can conclude...

For example, in the text/picture...

Based on what I read...

Based on what I saw...



Name: _____ Date: _____

Compare and contrast Macy's Parade balloons from the past and today.

PREVIEW

PREVIEW

PREVIEW



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