Up, Up, and Away!
by Rufus Albermarle

Fountas-Pinnell Level: Q

Informational Text

Selection Summary
The history of hot-air balloons began in 1783, when Joseph and Etienne Montgolfier of France sent a balloon aloft with a duck, a sheep, and a rooster in a basket under the balloon. The modern hot-air balloon, heated by propane gas, first appeared in 1960. Today, ballooning is a popular sport.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Informational text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Table of contents, Eight sections with headings</td>
</tr>
<tr>
<td>Content</td>
<td>History of the hot-air balloon, Description of modern balloons and how they are piloted</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Other than the use of propane and new fabrics, hot-air balloons have not changed much since their invention.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Plays on words: <em>After 1960, the sport of hot-air ballooning took off (so to speak).</em></td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences, Exclamations: <em>Ta-da! Success!</em></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Technical vocabulary related to balloons: launch, vehicle, nylon, taffeta, valve, gores, skirt, envelope, takeoff, descend, hydrogen, propane, altitude, pibal</td>
</tr>
<tr>
<td>Words</td>
<td>Words with prefixes and suffixes: disadvantage, effortlessly, unchanged, competitions</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Closed and open compound words: countryside, paper makers, farmland, breakthroughs</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Diagram of a hot-air balloon, Pronunciation guides in parentheses for foreign names, Section headings indicate content</td>
</tr>
</tbody>
</table>

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Build Background
Help students use their knowledge of balloons to visualize the text. Read the title and author and talk about the cover illustration. Ask questions to build interest: Have you ever seen a large balloon like this one? What can you tell us about it? Why do you think people build balloons like this? Tell students that this book is informational text, so the words and photos will give factual information about the topic.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Pages 2–3: Explain that this book tells about a way in which people first flew long before airplanes were invented.
Suggested language: Turn to page 2. The book begins with a Table of Contents. Look at the different subjects that are covered. Which one sounds the most interesting to you?

Pages 6–7: Direct attention to the illustration, and have students read the caption. Ask where the city of Paris is located. How do you think the balloon is able to stay aloft, high up in the air? How do you think the people who launched the balloon felt when they saw it float? Have you ever launched a kite aloft into the air? What happened?

Page 9: Have students read the heading, “Modern Balloons.” How do you think modern balloons might be different from the very early balloons made hundreds of years ago? How is the one in the picture similar?

Page 12: Have students read the second sentence of the last paragraph. What words in this sentence help you understand what the word visibility means? How would clouds and fog affect what a balloon pilot can see?

Now turn back to the beginning of the book and read to find out why people are fascinated by hot-air balloons.

Expand Your Vocabulary
aloft - in the air; especially : in flight, p. 6
breakthroughs - a sudden advance in knowledge or technique, p. 8
current - the part of a fluid body moving continuously in a certain direction, p. 13
dense - having a high mass per unit volume <lead is a very dense metal>, p. 4
hydrogen - a chemical element that is the simplest and lightest of all chemical elements, p. 8
launched - sent off an object especially with force, p. 6
propane - a heavy flammable gas used as fuel, p. 9
visibility - the degree of clearness of the atmosphere, p. 12
Read
Have students read silently while you listen to individual students read. Support their understanding of the text as needed.

Remind students to use the Question Strategy and to think of questions before, while, and after they read.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the book.

Suggested language: Would you like to take a ride in a hot-air balloon? Why or why not?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Montgolfier brothers invented the hot-air balloon.</td>
<td>• Modern hot-air balloons are much like balloons of the past, except for the fuel they use and the fabrics they’re made from.</td>
<td>• The author includes many details about the history and science of hot-air balloons, as well as how they are piloted.</td>
</tr>
<tr>
<td>• The first successful balloon flight with passengers—three animals—took place in 1783.</td>
<td>• Today, hot-air balloons are used for fun, not as a means of transportation.</td>
<td>• The section headings help readers know what they will learn from each text section.</td>
</tr>
<tr>
<td>• Modern hot-air balloons are powered by propane and can go higher and farther than early balloons.</td>
<td></td>
<td>• The text boxes add interesting facts about hot-air balloons.</td>
</tr>
</tbody>
</table>


CHOICES FOR FURTHER SUPPORT

• **Fluency** Invite students to choose a passage from the text and demonstrate phrased fluent reading. Remind them to place stress on words, group words into phrases, and use pauses to show that they understand what they are reading.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Help students use known words and word parts to create new words: inventors/invent, suspicious/suspect, explosive/explode, unchanged/change.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 25.9.

Responding
Have students complete the activities at the back of the book. Use the strategy below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill
Text and Graphic Features
Remind students that paying attention to how words, photos, and other graphics work together can help them understand what they are reading. Model the skill, using a “Think Aloud” like the one below:

Think Aloud
As I read, I study all the parts of a book—the text, photos and other illustrations, captions, and boxes. I know that all of these work together to present information. When I look at page 5, I learn from the text that the Montgolfier brothers made a giant balloon out of linen and paper. The caption for the photo says that it shows a model of the Montgolfiers’ balloon. The photo shows me what the balloon looked like.

Practice the Skill
Have students use the diagram on page 10 to point out the parts of the hot-air balloon in the photograph on page 9.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts
• Why do you think the author included the box on page 4 titled “What Makes a Balloon Rise?”
• Which words in the first paragraph on page 8 help the reader understand why a balloon filled with hydrogen gas will rise into the air?
• On page 13, which sentence explains how pilots find out which direction wind currents are blowing?
English Language Development

Reading Support In Introduce the Text (p.2), use pictures, concrete objects, or demonstrations that will help students understand the concepts and ideas in the text. Don’t ask students to read any text they will not understand.

Vocabulary Provide help as needed with the meaning of words with prefixes and suffixes, such as disadvantage and explosive (page 8), unchanged (page 9), balloonists (page 11), effortlessly and visibility (page 12), and scientific (page 13).

Oral Language Development
Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher; Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: What do you see on the cover of this book?</td>
<td>Speaker 1: Why isn’t using hydrogen gas to make a balloon fly a good idea?</td>
<td>Speaker 1: Why does heating the air in a balloon cause the balloon to rise into the air?</td>
</tr>
<tr>
<td>Speaker 2: a big balloon</td>
<td>Speaker 2: Hydrogen gas can explode easily.</td>
<td>Speaker 2: Heated air is lighter than regular air, so the balloon becomes lighter than the air outside it. This makes it rise into the air.</td>
</tr>
<tr>
<td>Speaker 1: What animals did the Montgolfier brothers send on the first balloon flight?</td>
<td>Speaker 1: What took the place of hot-air balloons for air travel?</td>
<td>Speaker 2: Airplanes took the place of hot-air balloons.</td>
</tr>
<tr>
<td>Speaker 2: a duck, a sheep, and a rooster</td>
<td>Speaker 2: What did you learn from reading the text feature “Record-Setting Flights”?</td>
<td>Responses will vary.</td>
</tr>
</tbody>
</table>

Critical Thinking
Read and answer the questions. Provide responses shown.

1. Think within the text Why did the Montgolfier brothers attach a rope to the balloon when people were inside? They would be able to pull the balloon to safety if there were a problem.

2. Think within the text Why weren’t hydrogen balloons as popular as hot-air balloons? Hydrogen balloons are more dangerous because they can blow up easily.

3. Think beyond the text Why is weather important to a balloon pilot? The balloon floats on wind currents, so a pilot would want to know about wind conditions. Also, it would be dangerous to fly in bad weather.

4. Think about the text What did you learn from reading the text feature “Record-Setting Flights”? Responses will vary.

Responding
Text and Graphic Features What text and graphic features helped you learn information in this story? Copy the chart below. In the top row, write the name of two more text or graphic features from the book. Under each one, write the feature’s purpose.

<table>
<thead>
<tr>
<th>Diagram</th>
<th>?</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows the parts of a hot-air balloon</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>

Write About It
Text to Self Imagine going on a balloon ride. Write a fictional story telling what it might be like for you. Use descriptive words to help readers picture the setting.

Critical Thinking
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Grade 3
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Thinking Beyond the Text

Think about the questions below. Then write your answer in one or two paragraphs.

On page 11, the author refers to hot-air ballooning as a sport. Think about how hot-air balloons are flown. Is hot-air ballooning a sport or a means of transportation? List reasons from the book to support your answer.
Critical Thinking

Read and answer the questions.

1. **Think within the text** Why did the Montgolfier brothers attach a rope to the balloon when people were inside?

2. **Think within the text** Why weren’t hydrogen balloons as popular as hot-air balloons?

3. **Think beyond the text** Why is weather important to a balloon pilot?

4. **Think about the text** What did you learn from reading the text feature “Record-Setting Flights”?

Making Connections Think of another invention you have read about. Tell about the invention. Is it something you use today?

Write your answer in your Reader’s Notebook.
### Up, Up, and Away! • LEVEL Q

**Lesson 25: Up, Up, and Away!** Grade 3

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<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

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October 10, 1960, was the official birth date of the modern hot-air balloon. A company in Nebraska launched a balloon made of a very tough nylon. The air in the balloon was heated by a burner fueled by propane gas. The burner sat in a wicker basket under the balloon. This propane-fueled balloon could reach a high altitude and stay in the air for hours.

Today’s balloons are pretty much unchanged, although some balloon makers now use taffeta, a fabric that’s even tougher than nylon. They also coat balloons with a spray that can stand up to very high temperatures.

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**Comments:**

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**Accuracy Rate**

\[
\text{Accuracy Rate} = \left(\frac{\# \text{ words read correctly}}{102}\right) \times 100 \%
\]

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**Total Self-Corrections**