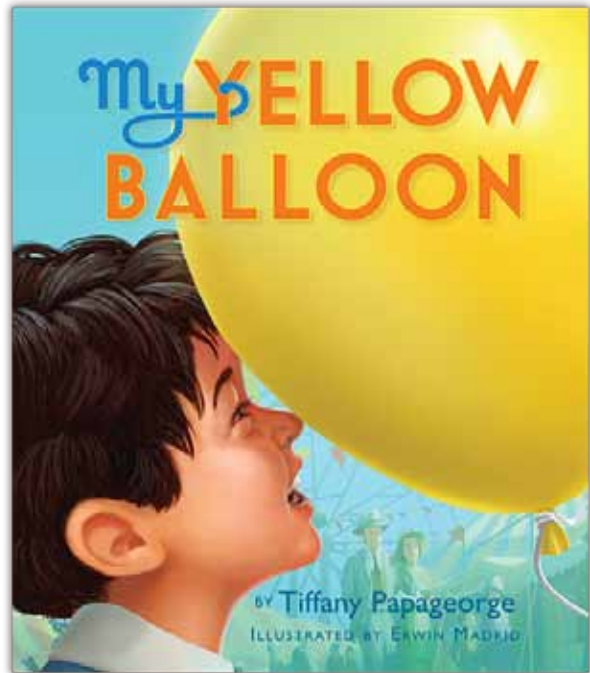


A Common Core
State Standards

Aligned

Writer's Workshop



Grades 6 - 12

ISBN: 978-0-9903370-0-3

Written by Tiffany Papageorge

Illustrated by Erwin Madrid

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It all started at the carnival...That s where Joey makes a new friend: a bright yellow balloon. Joey and his beloved balloon do everything together, until the balloon accidentally slips off Joey s wrist and flies far, far away. What will Joey do without his special friend? Tiffany Papageorge has crafted a poignant tale of love, loss, and letting go that will serve as a comforting guide to children who are navigating the complicated emotions of grief.

Guide Created by Debbie Gonzales
www.debbiegonzales.com



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Introduction

The intent of the writing lessons and activities in the *My Yellow Balloon* Writer's Workshop guide are to allow students to explore a range of emotions in a sensorial manner. Using the text and illustrations in *My Yellow Balloon* as inspiration, students will examine heartache of loss and the hope of healing through a study of metaphors, similes, and poetic language.

Supplies needed for participation in the *My Yellow Balloon* Writer's Workshop are:

- A spiral notebook
- Pencils or pens
- Markers
- Scissors
- Tape

Students are encouraged to use one specific spiral notebook for all of the *My Yellow Balloon* Writer's Workshop lessons and activities. The various lesson templates included in this this guide are to be printed, completed, and then taped to pages in the spiral notebook. The exploratory writing samples compiled in the spirals are to be used as inspiration for a final writing project – be it a poem, narrative, or essay. Upon completion of the workshop lessons, students may share their writings with one another and/or publish them in a class journal.



Copies of this spiral notebook label provided on the following page. Print one label for each writer in the workshop. Secure label to the front cover of their *My Yellow Balloon* Writer's Notebook.





The Writer's Workshop

This spiral belongs to:



The Writer's Workshop

This spiral belongs to:



The Writer's Workshop

This spiral belongs to:



The Writer's Workshop

This spiral belongs to:



Reflection & Free Writing

For the purposes of the *My Yellow Balloon* Writer's Workshop, the practice of free writing is intended to generate thoughts, reactions, and responses to Joey's journey through the stages of grief. Students' free writing will serve as prewriting exercises to return to as they complete workshop exercises, and ultimately their final project.

Study.com states that, "Free writing is the practice of writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing. When you free write in your journal, you write down anything that comes to mind. Every random idea and impulse goes on the page, and you should write without stopping. You might encounter an idea that you want to explore during the freewrite, and this is an impulse that you should follow."

The materials needed for the Reflection & Free Writing section of the Writer's Workshop are:

- Spiral Notebook
- Reflection & Free Writing - Quote Boxes Printout (Guide, pgs. 6-7)
- Reflection & Free Writing - Free Writing Prompts (Guide, pgs. 8- 10)
- Pencil
- Scissors
- Tape
- A timer
- *My Yellow Balloon* the book

Important Note: Do not rush these lessons. Take all the time necessary to fully explore the student's emotional connection with the story. Work through only one Quote Box at a sitting, leaving plenty of opportunity to discuss any issues that may arise.

The procedure for the Reflection & Free Writing section is as follows:

- Allow students to have ample time to read through *My Yellow Balloon*. Permit students to enjoy and connect with Joey's journey on a high level.
- Print the Quote Boxes pages found in this guide.
- Use scissors to trim around the Quote Boxes. Use tape to secure the them to the upper portion of a blank page in their spiral notebook - one Quote Box per page.
- To begin this lesson, instruct students to search through book to find each quotation featured.
- Observe the illustration closely. Instruct students to note the use of color and light, character expressions, and how the graphics are laid out on the page.
- Explain the free writing technique as presented above.
- Discuss the Free Writing Prompts in the guide, using the corresponding illustration as reference.
- Set a timer for ten minutes. Instruct students to free write their responses to a particular quotation until the timer sounds.
- Encourage students to share their work by reading their pieces aloud, should they choose to.
- Repeat this process with each Quote Box offered in this guide.



Reference: "Freewriting: Definition & Examples | Study.com." Study.com. Web. 9 July 2015.

Papageorge, Tiffany and Erwin Madrid. *My Yellow Balloon*. San Francisco: Minoan Moon Publishing, 2014.
ISBN: 978-0-9903370-0-3 www.myyellowballoon.com www.erwinmadrid.blogspot.com www.debbiegonzales.com



Reflection & Free Writing - Quote Boxes

Quote Box 1



“This is your balloon, Joey.”

Without even looking up, the balloon man pulled on one of the many strings and out sprang a bright yellow balloon.

Quote Box 2



Then one day in one second everything changed.

Quote Box 3



Joey watched through the blur of his tears as his yellow balloon flew higher and higher.

He didn't take his eye off of it until the moment it disappeared into the endless sky.

Quote Box 4



“No! All I want is my yellow balloon. Get it back,” Joey demanded. “Please! I'll do anything if you get it back!”

“I wish I could,” she said.





Quote Box 5

Joey felt angry.

He felt confused.

He felt so very sad.



Quote Box 6

In his dream, Joey's yellow balloon was with him and they both started to fly . . .
 past the rustling trees . . .
 past the soaring birds . . .
 past the mountain peaks and into the depths of Joey's universe.



Quote Box 7

It had been so long since Joey noticed the sun.
 It reminded him so much of his yellow balloon he had to smile.



Quote Box 8

Wherever I am, wherever I go, you are a part of me and I am a part of you.
 We're a part of each other forever and ever.



Reflection & Free Writing - Prompts

Quote Box 1 – Reflect upon and respond to one or all of following statements:

- Explain how the Balloon Man was able to choose the perfect balloon for Joey. Describe the source of his perceptive capabilities.
- Consider Joey's response to being given the yellow balloon. Observe his expression as he gazed at his new companion. Name the emotion he felt at this moment. Describe your physical response to this emotion. Identify the physical responses that occur within you when you feel the same way that Joey does in the illustration.
- Write about a time when you felt the same way that Joey did when he got his yellow balloon. Describe the scene. List the people who were involved in the event. Tell the story. Use sensory details in your free write.

Quote Box 2 – Reflect upon and respond to one or all of following statements:

- Explain why this page is totally black. Identify the symbolism suggested in using this artistic technique.
- Describe your initial reaction to this black page. Did it surprise you? Intrigue you? Confuse you? Shock you? Explain your answer.
- Write about a time when life as you knew it was changed in a second's time. Describe the scene. List the people involved in the event. Tell the story. Be certain to elaborate upon your emotional response to this somber, life-changing moment.

Quote Box 3 – Reflect upon and respond to one or all of following statements:

- Discuss the spiritual symbolism suggested in this illustration as the yellow balloon drifts away and disappeared into the heavens.
- Foreshadowing is a literary technique in which the author or illustrator provide a sign suggesting the events that will occur later the story. In this illustration, note the placement of the balloon as it disappears into the sky. Tell how this scene serves as foreshadowing of events to come.
- Define the word desperation as it pertains to Joey's emotional state in this illustration. Tell of a time when you felt the same way. Describe a time when you experienced a great sense of loss of something or someone dear to you – a time when your state of being mirrored Joey's in this scene.



Quote Box 4 – Reflect upon and respond to one or all of following statements:

- Observe Joey’s painful expression in this scene. Note his mother’s reaction to his anguish. Identify with Joey’s feelings in this moment. Use sensorial language to describe his feelings – sounds, colors, taste, and touch.
- Explain the symbolism of the use of darker, colorless tones in this illustration.
- Tell why Joey’s reaction to the loss of his beloved yellow balloon is justified.
- Explore the importance of sharing one’s grief of loss with a significant someone.

Quote Box 5 – Reflect upon and respond to one or all of following statements:

- Explain why Joey felt anger as a result of the loss of his yellow balloon. Why would this cause him to be filled with fury? To whom or what is anger directed towards?
- Confusion is defined as being puzzled, dazed, and mixed-up. Consider the reasons behind Joey’s state of confusion. Tell why the loss of his yellow balloon caused him to experience such anguish.
- Have you ever felt sadness in such depth as Joey felt in this scene? Have you ever known sorrow in this way? If so, describe the event. Identify the scene and list the individuals involved. Tell your story.

Quote Box 6 – Reflect upon and respond to one or all of following statements:

- Closely observe the details depicted in this illustration. All of the objects featured serve to define key moments in the story. For example, turn back to the illustration in which Joey is sleeping in his bedroom. Note the graphic similarities occurring with the bedroom and the dream scenes. Explain the connection between the two.
- Explain how this illustration serves a foreshadowing for the ending of the story.
- Explore the symbolism of the face in the starlight. Whose face is it? How do you know? Explain your answer.
- Hope is defined as being a sense of longing, anticipation, and a dream. Tell how this illustration serves as an expression of hope for Joey’s healing.



Quote Box 7 – Reflect upon and respond to one or all of following statements:

- Explore the phrase ‘It had been so long since Joey noticed the sun.’ Explain the significance of these words. Consider that, to see the sun, an individual must lift their eyes skyward, to the heavens. Tell how the act of looking up serves as a moment of healing for Joey.
- Study the prior illustrations, those depicting Joey moving through stages of deep sadness. Tell how the use of color, setting, characters, and action reflect Joey’s emotional state.
- Can you identify with Joey’s journey from loss to healing? Have you experienced the depths of grief in a similar way? If so, did you have someone like Joey’s Balloon Man to guide you? Friends and family by your side? Describe the moment when were you looked up and noticed the sun once again? Or, perhaps, emotionally you’re not quite there, yet. Tell your story.

Quote Box 8 – Reflect upon and respond to one or all of following statements:

- Explain how Joey and the yellow balloon can share a bond forever and ever. Tell how this is possible.
- Acceptance is defined as agreement, acknowledgment, and the belief in the goodness of something. Consider how the act of acceptance helps Joey deal with the loss of a dear companion.
- How about you? Have you had to learn to accept the reality of loss to gain the hope of healing? Do you understand how a loved one’s presence is with you always, even though they no longer walk this earth? Explain how this is so. Tell your story.



From Ordinary to Poetic - A Study of Figurative Language

The intent of this lesson is to push ordinary words into descriptive and expressive images through the use of figurative language. Students are encouraged to transform images, emotions, or ideas generated in the prior writing activities into poetic expressions.

Procedure:

- Instruct student to choose an image, emotion, or idea from *My Yellow Balloon* they desire to explore. Some suggestions might be the yellow balloon, the night sky, the Balloon Man, or the sun.
- In the left column of the chart provided on the following page, instruct student to write four words to describe their chosen topic.
- In the right column, consider the basic description on a deeper, more imaginative level. Encourage students to explore their words on a more sensorial/emotional level, as if the descriptive word were an object in itself. Consider the following questions as inspiration:
 - ~What does the chosen topic look like?
 - ~What does the chosen topic remind them of?
 - ~The chosen topic is best represented by what color?
 - ~How does the chosen topic smell?
 - ~What feelings does the chosen topic generate?
 - ~How tall is the chosen topic? How small?
 - ~What memories does this chosen topic generate?

Ordinary	Poetry
green	trees are as green as limes
tall	majestic giants
leaves	emerald green leaves
old	historic recorders of time

Note the description of trees in the sample on the left. The terms written in the left column describe the tree in a very basic sense. The figurative language phrases on the right push each basic description in a more expressive way. Students are encouraged to use this technique to examine their emotional connection with objects and themes presented in *My Yellow Balloon*.

Reference: Heard, Georgia. *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. Portsmouth: Heinemann, 1999 (pg. 74-6).



Upon completion of this From Ordinary to Poetic - A Study of Figurative Language, template trim around the border with scissors and tape on to a page in your Writer's Notebook.

Ordinary	Poetry



Figurative Language Spinners

Figurative Language Spinners allow writers to think about topics in fresh, surprisingly expressive ways. Use metaphors and similes to deepen an emotional connection with the words listed below.

Procedure:

- Print Figurative Language Spinner template found on the following page.
- Choose an emotion from the Word Bank below.
- Write the emotion in the space provided in the template.
- Think of five metaphors or similes to describe the emotion. (Observe sample on the left.)
- Surprise yourself creatively. Think outside the mundane into the fantastic.
- Use scissors to trim template once complete. Secure Figurative Language Spinner template on to a page in your *My Yellow Balloon* Writer's Notebook.
- Repeat lesson as many times as you chose.



WORD BANK

isolation	calm
loneliness	joy
depression	acceptance
grief	hope
pain	peace
loss	happiness
guilt	acceptance
anger	love
fear	joy
despair	tranquility



Figurative Language Spinner Template



_____ is like:

Reference: Heard, Georgia. *Awakening the Heart: Exploring Poetry in Elementary and Middle School*. Portsmouth: Heinemann, 1999 (pg. 78-9).



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Memory Window

Students can use the Memory Window Template as a guide to connect with the details of a time or place or during which they endured a strong emotional experience. Students are encouraged to use all of the writing tools practiced throughout the workshop in this lesson. Fire up that figurative language! Make your similes sizzle! Create magical metaphors. Be brave and share your heart with others.

When the Memory Window project is complete, trim around template with scissors and tape it in your *My Yellow Balloon* Writer's Notebook to be used as a reference for final project.

The Memory Window Template can be found on the following page. Fill it out as directed in the sample below. Use the details developed in this lesson as inspiration for your final *My Yellow Balloon* Writer's Workshop writing assignment.

<p>My Yellow Balloon - <i>Identify your memory of an emotional time, place, or thing</i></p>	
<p>Memory:</p> <p><i>Describe the event. State the facts. How old were you? Where did the event take place? List important details.</i></p>	<p>Sensory Response:</p> <p><i>Use figurative language to describe your feelings during the event. Colors? Tastes? Metaphor? Simile? Express your emotional responses creatively.</i></p>
<p>Feelings:</p> <p><i>Identify the feelings you experienced during this event. Describe them in a factual manner. Did you experience a range of emotions? If so, list them.</i></p>	<p>Now:</p> <p><i>Express the lessons you learned as a result of the event. How did the event change you? Change others? Empower you to be able to help others?</i></p>



Memory Window Template



My Yellow Balloon -	
Memory:	Sensory Response:
Feelings:	Now:



Final Project Options

Choose from one of the project descriptions below as a final *My Yellow Balloon* Writer's Workshop project. Use your free writing samples, the figurative language lessons, and the Memory Window activity as inspiration. Once completed, share your work with the class.



Research the stages of grief. Write an informative essay explaining the stages of grief as depicted in *My Yellow Balloon*. Discuss the symbolic use of art and design in presenting the phases of hope and healing.



Write a personal narrative - fictive or factual - about an experience with loss.



Write and illustrate a collection of poetry inspired by *My Yellow Balloon*.



Using a graphic novel format, tell a story about loss, hope, and healing.



In an explanatory essay, explore the symbolic role of the Balloon Man in the story.



Assume the point of view of one of Joey's friends. Tell Joey's story from their vantage point. Describe the Joey's character transformation and their concern for him.



Write a review of *My Yellow Balloon*. Tell how the story impacted your life. Predict how the story can make a difference the lives of others.



Common Core State Standards Alignment

English Language Arts Standards - Writing

CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

