

Making Bubbles

GOALS

Comprehension

Connect to prior knowledge: Have you ever played with bubbles? Where can you find bubbles? Is this book fiction or non-fiction?

Vocabulary

Focus High-frequency Words: are, around, if, little, make, see, will, with

Focus Content Words: air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves

Phonics

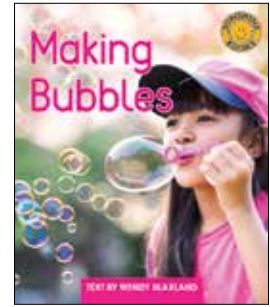
Letters and Sounds: Recognise and produce words that have the same vowel sound:

oa long o

Words to Blend and Segment: boat, float, foam, soap, soapy

Fluency

Choral reading with students pointing to the words as they are read, sharing information.



Find out what bubbles are and what they are used for.

Before Reading

- Ask students what they know about bubbles. Read the title and the name of author. Ask: What could *making bubbles* mean? Discuss what they see in the pictures on the cover and title page. Notice the colours and lights in the bubbles. Is this book fiction or non-fiction? How do you know? (photos) What is the difference?
- Ask: Have you ever played with bubbles? Where can you find bubbles? Help students use the title of the book and contents page to tell what the text might be about.
- Talk/walk through the pictures. Notice the different places bubbles occur. Discuss what makes bubbles on each page. Bring words like *air, bath, beach, boils, bubbles, diver, fizzy, soup, water, waves* into the conversation.

Reading the Text

- Read the cover and the contents page together.
- On pages 2–3, ask: What are bubbles? Look for tricky words like *layer, soapy, water*. Break the words into chunks or syllables, e.g. *lay-er*. Read the text together pointing to the words as they are read.
- On pages 4–5, discuss the pictures. Read the heading. Find the words *boils, fizzy drink, vinegar* and *baking soda* in the text. Talk about the meaning. Read the words together.
- Follow this pattern for each page, discussing the pictures about bubbles before reading each page. Predict how the text might end before turning to page 16.
- Students use the index and find the page with information about a diver. Ask a partner questions about the index, e.g. What page is there information about foam?

After Reading

Check the accuracy of students' predictions. Invite them to discuss the text. Prompt if needed.

- Students re-tell the text, using the pictures on each page as a guide.
- Look at the back cover. Together talk about what this very big bubble could do.
- What do you think the author's purpose was for writing the book? What have you learnt from this book? What sea creature plays with bubbles? How can you make bubbles? What ingredients would you need?
- Look at the design on the page numbers. What is it? How does this feature add to the book?

Phonics

- Write the words *boat, float, foam, soap, soapy* on the board to practise blending and segmenting the onsets and rimes together as a group, e.g. /b/-oat, boat. Brainstorm more words with -oa to add to the list, e.g. coat, moat, goat. Notice that words like note and vote have the same long /o/ vowel sound but with a different spelling.

Word Study

- Talk about the words *are, around, if, little, make, see, will, with*. Read them together. Ask students to find and read these words in the book. Discuss their meaning in context.
- Photocopy the flash cards from the inside front cover so students can play a spelling or memory game with the cards.
- On a piece of paper, students draw a picture of bubbles from the book. They write the matching sentence from the text.
- Have students find words that end with -le in the text, e.g. *bubble, marble*. They think of more words ending with -le. (little, kettle, bottle) They read the words, make an -le web, illustrate it and write the words.

Fluency

- Choral reading with students pointing to the words as they are read, sharing information.

Writing

- Have students make a web showing some uses for bubbles. They label and illustrate their web and share with the class.
- Students make a flow chart with arrows showing how to make bubbles. They can illustrate and share.
- Have students write a poem or story saying why bubbles are amazing.
- Students follow the guide in the book on page 14 to make a frame to make their own bubbles. Gather the things needed first and find an outdoor area to proceed. The steps could be photographed or videoed and shared on the school website with comments from students.