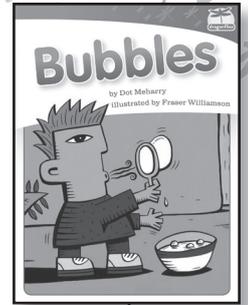


Bubbles

by Dot Meharry

illustrated by Fraser Williamson



Overview

This book describes the effect of the wind on bubbles blown by a child. Zany illustrations emphasise the humour in the story and encourage discussion.

Suggested purposes

This book supports the comprehension strategies of using prior knowledge, making and confirming predictions, inferring, and evaluating. It provides opportunities for recognising high-frequency words and for practising directionality and one-to-one word matching. The repetition and close picture-text match provides support for new readers.

Text features (Focus on only one or two per session.)

- the high-frequency words – *my, on, the, they, to, up*
- the repeated initial consonant -b – *birds, blew, bubbles; -d – dog, down*
- the upper-case and lower-case forms of *t, b, p*
- the “o” sound in *over*
- the use of repetition for effect
- the irregular verb – *blew*
- the use of onomatopoeia – *pop!*
- the use of an exclamation mark for emphasis
- the humorous ending
- the unusual style of the illustrations

Setting the scene

Go outside and blow bubbles! A reliable recipe for bubble mixture is: 8 tablespoons of dishwashing liquid, 1 litre of water, and 1–2 teaspoons of glycerine. As the students blow bubbles, use the language of the text. Look, the wind blew the bubbles up! They’re going over the tree ...

Encourage the students to make further connections with the text by talking about other experiences of blowing bubbles.

The first reading

Discuss the cover. *What is the boy doing?* Focus on the title. *What do you think the book is called? What makes you think that?* Draw the students’ attention to both forms of the letter “b” in “Bubbles” and review the “b” sound. Read the title together. Read the names of the author and illustrator.

Back cover – Read aloud the preview question. Lead a discussion to build or expand the students’ background knowledge.

Title page – Have the students read the title again.

Pages 2 and 3 – *I wonder what sort of day it is ... Does the illustration tell us? Where are the bubbles going?* Encourage the students to read the text, prompting them if necessary. If they say “blows” or “blowed” for “blew”, tell them the correct word and direct them to reread the sentence using the correct structure.

Remind the students of the strategies you want them to focus on during the reading, then listen to them read the text themselves. Note whether the students know where to start on each page and whether they point to each word as they read.

Page 4 – If the students hesitate with the word “over”, draw their attention to the initial letter. *What letter is this? Where are the bubbles going?* Encourage them to track the print with their finger. That’s right, the bubbles are going o...

Page 6 – If the students say “bird” for “birds”, direct them to look at the end of the word and cross-check. Draw out the idea that the bubbles are really high if they are over the birds.

Page 7 – *What do you think will happen next?*

Page 8 – Support the students to read this page expressively. Note the exclamation mark. *How does the writer want you to say the last line? Encourage the students to infer and evaluate. Why did the bubbles pop? Could this story be true?*

Ideas for revisiting the text (Choose only one or two per session.)

- Listen to the students reread the text, observing their directionality and one-to-one word matching. Prompt them if necessary. Read that to me again. Show me how you put your finger under each word. Where will you start on this page?
- Practise reading the text expressively. Discuss the features that support expressive reading (the use of repetition and onomatopoeia and the exclamation mark).
- Reread page 2. *What did the wind do?* Encourage the students to talk about their bubble blowing experiences and model the use of “blew”. Remember when we blew our bubbles ...
- Locate some high-frequency words. Find “the” on page 4. *Can you find it on the next page?* Tell me the letters in the word. Can you write it on the board?
- Ask the students to use their word and letter knowledge to locate some of the content words. *Can you find the word “dog”? How did you know that word was “hedgehog”?* Talk about the initial letters, word length, or similarities to other known words.
- Find the words that start with “b” (or “B”) and list other words that start this way. You could also do this activity with words that start with “d” but not in the same lesson because these letters are easily confused by beginning readers.
- Locate “The” and “the” or “Bubbles” and “bubbles” in the text. Talk about why words sometimes need capital letters. Discuss the visual features of “T” and “t” or “B” and “b”.
- Using the word and punctuation cards for this book, reassemble the sentences with the students.
- Encourage the students to share their responses to the illustrations. *Which is your favourite illustration? Why?*

Suggestions for further activities

- Innovate on the text, drawing on the students' bubble-blowing experiences. For example, "The wind blew my bubbles up, up, up, over the tree, over the classroom ..." Make a mural of the story, adding the positional vocabulary of the text.
- Make bubble prints. Add dye to bubble mix in an ice-cream container, blow into the mixture with a straw until the bubbles rise over the top, then press paper over the top to get an impression of the bubbles as they pop. When it is dry, incorporate the "bubble paper" into the mural or wall story.
- BLM word activity: hear individual sounds in words

The students can look at the letters "b" and "B" and sound them out. They can then cut out the words from the bottom of the page and paste them in the appropriate box next to each object.

- BLM comprehension activity: cut and paste sentences to match pictures

The students can cut out the sentences from the bottom of the page and match the sentence to the appropriate illustration.