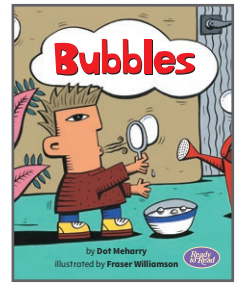


Bubbles

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Illustrated by Fraser Williamson



Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read themselves. The focus is on engagement, enjoyment, and making meaning.

Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by the students. After many shared reading sessions, students become able to read the small-book versions of the big books, with increasing independence and fluency.

Overview

Bubbles describes the effect of the wind on bubbles blown by a child. Zany illustrations emphasise the humour in the story. *Bubbles* can be used for shared reading with students from the first day of school. This playful story with its repetition, close picture-text match, and engaging layout is ideal for fostering students' enthusiasm for reading and

helping build the understandings that they need before starting guided reading.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Science (level 1 and 2) – Physical World: Explore everyday examples of physical phenomena.

Investigating in science: Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models.

Related texts

Shared texts about blowing bubbles: "I Blew a Bubble" (poem card); "Gummy Bubble" in *Spish Splash!*

Shared texts that are particularly suitable for the early days of school: *Fantail, Fantail*; *Greedy Cat*; *I'm the King of the Mountain*; *Monster's Lunch*; *T-shirts*

Text characteristics

Unlike guided texts, shared reading texts are not levelled. *Bubbles* has many characteristics that are particularly useful in helping students build the understandings they need before starting guided reading.

The familiar context of blowing bubbles

Most content explicitly stated but also some implicit content that provides opportunities for students to make predictions and inferences

Illustrations that support and extend the meaning (with text included in the illustrations on page 8)

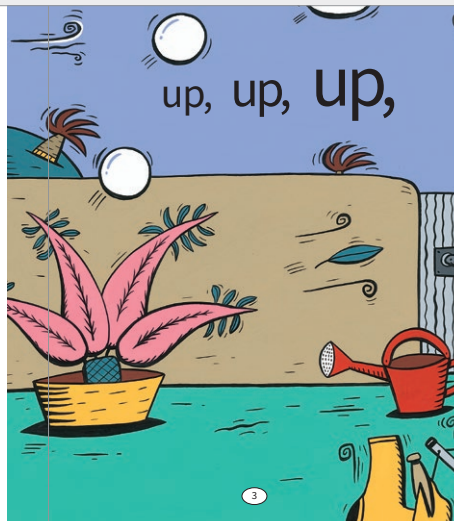
A range of punctuation to support phrasing and meaning (for example, the use of commas to separate phrases, an ellipsis for anticipation, exclamation marks for emphasis)

High-frequency words as a scaffold for independent reading ("down", "my", "the", "up")

The wind blew my bubbles



2



3

The positional vocabulary "up", "over", "down" (the meaning of which is supported by the print layout)

Language features to add interest such as repetition for effect and onomatopoeia ("Pop!")

Interest words that are likely to be in a reader's oral vocabulary (for example, "birds", "bubbles", "cat", "dog", "hedghog", "wind") and are strongly supported by the context, the sentence structure, and the illustrations

Several words beginning with the same letter ("birds", "blew", "bubbles", "Bubbles"; "dog", "down") and the upper-case and lower-case forms of some initial letters ("Bubbles", "bubbles"; "The", "the")

Reading purposes and learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

Select from and adapt the suggestions in this teacher support material according to your students’ strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8, Knowledge of the Learner, page 6*)

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings.

The focus of the first reading of a shared text is on making meaning, with the teacher leading the reading so that the students can focus on responding to the storyline. Exploration of word-level features can be left for subsequent readings.

A suggested purpose for the initial reading

(What can the students expect to find out or think about as a result of reading this text?)

To find out what happens to the bubbles

Possible learning goals

During the first reading, the students can:

- **make connections** to their own experiences
- **make predictions and inferences**
- notice some ways the print and illustrations work together to build meaning
- attend to the print as the teacher points to it and reads aloud
- hear language patterns and the teacher’s intonation as a support for joining in the reading
- **summarise** the events in the story.

Introducing the story

The best introduction to this story is to have the students go outside and blow bubbles! (A reliable recipe for bubble mixture is 8 tablespoons dishwashing liquid, 1 litre of water, and 1–2 teaspoons of glycerine.) As the children blow bubbles, use the language of the text. *Look, the wind blew the bubbles up! They’re going over the tree ...*

It is common for new learners of English to confuse words that are opposites, for example, “up”, “down”, so take care to ensure that one of these positional adjectives is understood before introducing another.

To further support English language learners, you could also use the illustrations in the book to introduce and practise some of the vocabulary. If possible, provide the names of the objects (birds, bubbles, cat, dog, hedgehog) in their first language.

- Discuss what the boy is doing in the cover illustration. (The students may also want to comment on the unusual style of the illustrations.) Prompt them to make connections to their experience of blowing bubbles. *Have you done this before?*
- Point to and read aloud the title. Read the names of the author and the illustrator. Turn to the title page and read the title and names again.
- Share the reading purpose. *I wonder what will happen to the bubbles ...* Prompt the students to make predictions as you read the story.

Reading and discussing the story

Adapt the following suggestions according to your students’ responses. Allow time for them to share ideas as the story unfolds, but maintain the flow of the story on this first reading.

- Use a pointer to help the students follow the text as you read aloud.
- **Pages 2 and 3** – Remind the students of the reading purpose. *What can you see in this illustration?* Read the text on pages 2 and 3, using intonation to indicate that the sentence is not finished. You could clarify this by saying: *I wonder where else the bubbles will go.*
- **Pages 4 and 5** – Enjoy the humour as your students explore the illustrations. *Where are the bubbles going now? Is this what you thought would happen?* Check that they recognise the illustrations are a cat and a dog so that, when you read, they will make the connection to the words. *I wonder where the bubbles will go next ...*
- **Pages 6 and 7** – Encourage the students to join in with page 6. Expect them to notice the change on page 7. *Where are the bubbles going now?* At the end of page 7, encourage the students to make predictions about what they think will happen next, based on their own bubble-blowing experiences.

- **Page 8** – Enjoy the students’ reaction to the fate of the bubbles. Encourage them to join in as you read “Pop! Pop! Pop! Pop!” *Why did the bubbles pop? Is that what you thought would happen?*
- Remind the students of the reading purpose. Ask them to recall (summarise) the places that the bubbles went. Then reread the story together, encouraging the students to join in.

Subsequent readings

You can return to this text many times with a different purpose. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. **Select from** and **adapt** the following suggestions.

Suggested reading purpose

To enjoy some of the ways the writer has used language in this story

To use the illustrations to help us understand and enjoy this story

Learning goals

Over a number of sessions, the students can:

- recognise and enjoy the repetition
- identify and enjoy some key words and phrases
- identify parts of the book that sound exciting
- identify and discuss how the illustrations tell them more about the story.

As you reread the story, choose one of the suggestions below for each session.

- Ask the students to listen for repeated words and phrases. *Why do you think the writer has chosen to use the same words on these pages? Draw out the idea that repeated bits are fun to read.*
- Ask the students to listen and look for the places that sound exciting. Discuss what helps the reader know that it’s exciting and know how to read it. For example:
 - On pages 3 and 7, identify the repetition and increasing font size for “up” and “down” and the placement of the words – at the top of the page for “up” and at the bottom of the page for “down”.
 - Use intonation to show the impact of the ellipsis (indicating “more to come”) on page 8.
 - Identify the exclamation marks on page 8 and the last page and discuss the reason the author used them. Have the students practise reading “Pop!” expressively. (This also provides practice with one-to-one matching.)
 - Draw attention to the writer’s use of the past-tense verb “blew” on page 2. Explain that we say “blew” instead of “blowed”. You could use verbal

sentences to demonstrate some other common examples: We ran away (not runned); I told him (not telled). You could also read the poem card “I Blew a Bubble”, which includes two examples (“blew” and “grew”).

- Explore how the illustrator has added extra information for the reader, for example:
 - On pages 2–3, ask: *How do you know there is wind?* Support your students to notice the trees blowing, the washing on the clothesline flapping, and the movement lines around the bubbles.
 - On page 8, identify the way the pops are also shown as words in the illustration.

Suggested reading purpose

To think about how the writer has put this story together

Learning goals

Over a number of sessions, the students can:

- **summarise** the events in the story
- identify what happened at the beginning, the middle, and the end
- begin to recognise (**make connections** to) similar features in other stories.

Choose one of the suggestions below for each session.

- Reread *Bubbles*. Ask the students: *What happened at the beginning of the story? What happened at the end?* (It is easier for students to identify the beginning and end of a story, but it can be confusing when many things happen in the middle.) When you have clarified what happened at each end of the story, then ask the students to tell you what happened in the middle. Draw out the idea that several things happened in the middle of the story. Create a summary chart like the one below.

At the beginning of the story	In the middle of the story	At the end of the story
The boy blew some bubbles.	The bubbles went up. They went over the cat and the dog and the birds and then they came down.	The bubbles popped on the hedgehog.

Use the chart for follow-up activities. For example, the students could draw their favourite part and paste it into the appropriate place in a large version of the chart. They could talk with a partner about why they chose that part. You could make a class graph of favourite pages.

- Use the students' experience of blowing bubbles for language experience writing, innovating on the structure of *Bubbles*. For example, "The wind blew our bubbles up, up, up, over the tree, over the classroom ..." From this, you could create a similar chart to the one described above.
- Make a mural of *Bubbles* or the students' language experience version, adding the positional vocabulary of the text.
- Read other shared texts (see Related texts), including language experience writing and wall stories based on *Bubbles*.
- Use opportunities to build the students' knowledge of letter–sound relationships, in particular, initial letters. For example:
 - *This word* (run your finger under the word) says "wind". Read the word again. *Can you hear /w/? Here it is.* Point clearly to the initial letter.
 - Model your thinking as you demonstrate word solving. *I wonder what this word ("over") could be?* Run your finger under the word. *It starts like this* (say the sound /o/.) *What could it be?* Have the students use the picture to check. Read the whole phrase (for example, "over the cat") with the students and emphasise the initial /o/ sound.
 - Run your finger under the word "birds" and say: *This word is "birds". Can you hear the /b/ sound? Read the word again. (Show them the "b".) Let's look at other words that start like that.*

Suggested reading purpose

To read with phrasing and expression

This reading purpose can be returned to many times, with the students building up their confidence and independence. Listen in and provide prompts and support. The students can also develop phrasing and expression while reading along with the MP3 audio file.

The students' shared reading or independent reading of the big book or small book gives you opportunities to observe what they can do.

Learning goals

Over a number of sessions, the students can:

- draw on their developing reading vocabulary, their concepts about print, their knowledge of letter–sound relationships, and their knowledge of the story to read with appropriate phrasing and expression.

Choose one of the suggestions below for each session.

- Provide many opportunities for students to reread the big book, using a pointer to practise reading left to right, the use of a return sweep, and one-to-one word matching (matching written words to spoken words).

Provide English language learners with many opportunities to read the book with you and listen and practise with the MP3 audio file. You can reinforce their learning of "up", "down", and "over" by having them match pictures and words (for example, using pictures of things going up, down, and over and grouping them under the appropriate word).