

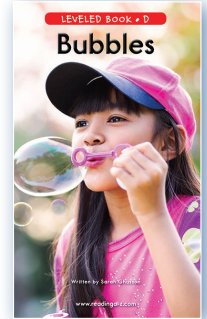
Focus Question:

Where can we see bubbles?

Book Summary

Text Type: Nonfiction/Informational

Bubbles are everywhere! They can be found floating through the sky, underwater, and even inside of solids. *Bubbles* provides students an introduction to these fun-filled pockets of air. The book can also be used to teach students how to classify information and to place words in alphabetical order.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Classify information
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant /m/ sound
- ☐ Identify initial consonant *Mm*
- ☐ Capitalize sentence beginnings
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Bubbles* (copy for each student)
- ☐ Classify information, initial consonant *Mm*, capitalize sentence beginnings worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com. (*) word appears in the lesson but not the book.

- **High-frequency words:** *make, some, with*
- **Words to Know**
Story critical: *bubbles (n.), form (v.), material (n.), pockets (n.), solids (n.), stick (v.)*
- **Academic vocabulary:** *classify (v.)*, information (n.)**

Guiding the Reading

Before Reading

Build Background

Guide students out to the playground and divide them into small groups. Provide each group with a bottle of bubbles and invite each student the opportunity to blow the bubbles. Collect the bottles and have students discuss in their groups what they know about bubbles and where they have seen them. Remind them that there are different kinds of bubbles, for example, some float away like the bubbles from the bottle, while others stick together like the bubbles made when washing your hands with soap.

Introduce the Book

- Give students their copy of *Bubbles*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading and that one way to organize this information is with a KWLS chart. Create a KWLS chart on the board. Have students share what they already know about bubbles and record this information in the *K* section of the chart. Invite students to review the cover and the photographs in the book to develop questions about the book. Record their questions in the *W* section of the chart.

Introduce the Comprehension Skill:

Classify information

- Have students work in small groups and provide them with a small basket containing three different types of writing tools such as crayons, colored pencils, markers, and so on. First, have students sort the objects by type of writing tool. Explain to students that oftentimes information can be placed into groups, or categories. For example, the items in the basket could be divided into the following

Guiding the Reading (cont.)

groups: *crayons, markers, and colored pencils*. Invite students to work with their groups to create other grouping using the writing tools, such as categorizing them by color. Have each group share their new groupings with the class.

- Explain to students that information found in nonfiction books can often be placed into groups, or categories, while reading. Noticing these categories while reading will help readers remember and understand the book. Point out that, as they read, students should pause to consider how the author classifies information about bubbles.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students, and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about bubbles. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What are bubbles?* (level 1) page 3
- *How are bubbles made in milk?* (level 1) page 6
- *How are bubbles in milk and bubbles made under water the same? How are they different?* (level 2) pages 6–7
- *How can bubbles move?* (level 2) multiple pages
- *What are the different ways people make bubbles?* (level 2) pages 4–7
- *What is a solid?* (level 1) page 11

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information about the topic. Have students work in

small groups to review the photographs on page 3. Ask students: *How do these photographs give you more information about bubbles? Why do you think the author included these photographs?* Have students review other photographs in the book and discuss as a class why the author chose to include each one.

Skill Review

- Refer back to the KWLS chart on the board and invite students to share any answers they found to their questions posed before reading the book. Record this information in the *L* section of the chart. Ask students what new questions they developed while reading and record this information in the *W* section of the chart. Point out that the *S* section of the chart is for information that they still want to know about bubbles.
- Model classifying information.
Think-aloud: *The book is providing me with information about bubbles. I learned that there are many different ways for people to make bubbles and that not all bubbles are the same. I can sort, or classify, the bubbles in the book into categories, such as bubbles that float and bubbles that stick together. As I continue to read, I will pause to consider which bubbles belong in these groups. I will also consider if there are other groupings that I can create. Classifying information helps me understand and remember what I have read.*
- Model how to complete the **classify information worksheet**. Have students identify details from the book and circle them. Then, have students discuss the details with a partner and confirm the author’s purpose for the book.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Classify information

Review the classify information worksheet that students completed. Have students share their work in groups.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers should include the following ideas: *Bubbles can be seen underwater, in the air, in solids, and so on.*)

Guiding the Reading (cont.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant /m/ sound

- Say the word *make* aloud to students, emphasizing the initial consonant /m/ sound. Have students say the word aloud and then say the /m/ sound. Have students practice saying the /m/ sound to a partner. Point out the way in which the lips come together as they watch their partner make the /m/ sound.
- Say the following word pairs and have students work with a partner to identify the word in each set that contains the initial consonant /m/ sound: *might/night, fist/mist, mat/cat, nice/mice*. Remind them to watch your mouth as you say each word.
- **Check for understanding:** Say the following words one at a time and have students jump and sit back down when they hear a word that contains the initial consonant /m/ sound: *mask, mountain, bubble, solid, marshmallow, move, float, moon*.

Phonics: Initial consonant Mm

- Write the word *milk* on the board and read it aloud with students.
- Have students say the /m/ sound aloud. Then, run your finger under the letters in the word *milk* as students say the whole word aloud. Ask students to identify which letter represents the initial consonant /m/ sound in the word *milk*. Repeat with the word *man*.
- Write the following words on the board, leaving out the initial consonant Mm: *mad, mask, mitt, men, and must*. Invite volunteers to come to the board and add the initial consonant Mm to each word and read the word aloud.
- **Check for understanding:** Have students work with a partner to reread the book and circle all the words containing the initial consonant Mm. Review students' findings as a class.
- **Independent practice:** Introduce, explain, and have students complete the [initial-consonant-Mm worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics:

Capitalize sentence beginnings

- Write the following sentence on the board: *Some bubbles float away*. Read the sentence aloud with students. Invite a volunteer to come to the board and circle the first letter in the sentence. Ask students to discuss with a partner what they think is different about this letter.

- Explain that all sentences begin with a capital letter and that capital letters are signals that let readers know that a new sentence is beginning.
- Ask students to make a statement about bubbles. Write each sentence on the board, making sure the first letter is lowercase. Invite volunteers to come to the board and circle the first letter in each sentence and correct it with a capital letter. Remind students of the importance of beginning sentences with capital letters.
- **Check for understanding:** Have students circle the capital letter at the beginning of each sentence in their book.
- **Independent practice:** Introduce, explain, and have students complete the [capitalize-sentence-beginnings worksheet](#). If time allows, discuss their answers.

Word Work: Alphabetical order

- Explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the words *solid* and *bubbles* on the board and read each word aloud. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order (*bubbles*) and why (because *Bb* comes before *Ss* in the alphabet).
- Write the following words on the board: *solid, air, milk, soap, water*. Read each one aloud and underline the first letter of each word. Have students work in groups to place the words in alphabetical order. Have a volunteer explain his or her reasoning.
- **Check for understanding:** Write the names of several students on the board. Have students work independently to record the names in alphabetical order. Then, have students compare their results in their small groups. Review students' findings as a class.

Connections

- See the back of the book for cross-curricular extension ideas.