

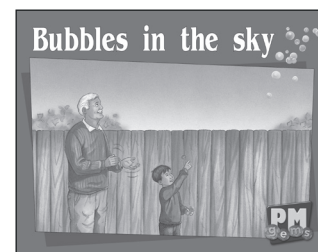
Bubbles in the sky

PM Level 2/3

Magenta

Text Type Narrative

Running Words 57



Preparing for Guided Reading

Prior Knowledge

- Talk with students about bubble blowing. Bring bubble-blowing supplies into the class and allow students to practise their bubble-blowing skills.

Orientation to the Text

- This is one of several stories about Max and Grandad. In this story, Max's bubbles keep bumping into things before they can float high. Max and Grandad find a clear area in the yard where the bubbles can float up towards the sky.

Key Language Structures

- Story told entirely through dialogue
- Use of repeated words for dramatic effect: *up and up*
- Repeated use of exclamation *Oh, no!*

Building the Balanced Reader

Concepts About Print

- Ensure that the procedures of directionality and return sweep are secure.
- Confirmation of word attempts using the initial letter.

Vocabulary

Key High-frequency Words

and, are, Come, going, My, no, Oh, on, said, see, the, too, up

Content Words

bubbles, fence, house, shed, sky

Decoding

- Locate the high-frequency words that are used repetitively in the text.
- Recognise words with the support of meaning and language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Slow down to problem solve words and resume reading at a consistent steady rate.

Focusing on the Book – Guided Reading

- **Cover** Identify Max and Grandad. Ask students what they think Max and Grandad are doing. Ask, *Do you enjoy blowing bubbles too?*
- **pp. 2–3** Point out Max's bubbles. Ask, *Do you think Grandad is interested in seeing Max's bubbles?*

- **pp. 4–5** Observe the upward direction of Max's bubbles. Ask, *Do you think Max has blown bubbles before?*
- **pp. 6–7** Discuss Max's concern about the bubbles. Ask, *Why do you think the bubbles are bumping into the fence?*
- **pp. 8–9** Discuss Max's ongoing concern about the bubbles. Ask, *Why do you think the bubbles are now bumping into the house?*
- **pp. 10–11** Discuss Grandad's growing concern about the bubbles. Ask, *Why do you think the bubbles are bumping into the shed?*
- **pp. 12–13** Ask, *Why do you think the bubbles are going up now?*
- **pp. 14–15** Discuss Max and Grandad's reactions to the bubbles going up and up. Ask, *How do Max and Grandad feel about the bubbles now?*
- **p. 16** Ask, *Why does Max now say that the bubbles are going up to the sky?*

Comprehension

- What happened to the bubbles when they hit the fence? (*Literal*)
- Why do you think the bubbles floated up and up? (*Inferential*)

Follow-up Activities

- Have students suggest places and weather conditions that would be ideal for bubble blowing. List their thoughts, and then ask them to suggest places and weather conditions that would be unsuitable for bubble blowing. Have them choose an entry on the list and draw a picture of a particularly successful – or disastrous – bubble-blowing attempt.
- Talk about the shape, sound and feel of the letter 'b' in the word *bubbles*. Have students think of five other 'b' words and draw matching pictures for each.

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Learning Intentions

- We are learning that punctuation is used in sentences and we need to reflect it in our voice.
- We are learning that 'good' readers remember what they have read.
- _____

Success Criteria

- I stop and take a breath when I notice a full stop at the end of a sentence.
- I can retell the events of a story after I have read it.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up