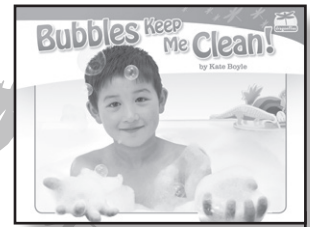


Bubbles Keep Me Clean!

by Kate Boyle



Overview

In this book, a boy describes how he takes a bath. The simple text uses rhythm and rhyme to engage and support the reader. (Big idea: People take care of themselves by keeping clean.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text **MC**
- making and confirming predictions **MP**
- identifying the main ideas. **MI**

It supports the following **non-fiction strategy**:

- using photographs to support understanding of the text.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor word – *clean*
- Content words – *bubbles, chin, ears, fingers, hair, nose, toes*
- High-frequency words – *me, my, on*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (keeping clean), which expands on pages 8 and 9 of the anchor book *Taking Care of Yourself*
 - preview question on the back cover
 - photographs that support the text
- Word study:
 - body vocabulary – *fingers, toes, ears, nose, chin, hair*
 - digraph – “ch-”
 - initial blend – “cl-”
 - compound word – *everywhere*
 - singular and plural nouns – *chin, hair, nose, fingers, toes, ears*
 - repetition of “b” – *bubbles*
 - medial sound “ee” – *keep*
 - rhyming words – *toes/nose, hair/everywhere*
- Short, repetitive sentences
- Exclamation marks
- Comma on page 8



Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Taking Care of Yourself*), you can discuss the topic and show the students pages 8 and 9 of the anchor book.

Explain that we must take care of ourselves to be healthy. We can eat healthy foods, get plenty of sleep, and keep clean. *How do you keep clean?* (take a bath or shower, use soap and running water to wash hands) *Which way of keeping clean do you like best – a bath or a shower? Why?*

ELL support

Music is an engaging and effective way of developing ELL students' fluency and confidence. Repetitive lyrics support them to learn new words, and the music allows them to join in without fear of others listening.

Introducing the book

Front cover – Discuss the photograph. *What do you notice? Where is the boy?* Read the title together and talk about the exclamation mark. *How does the author want us to read the title? Turn to a partner. Describe when you had a bubble bath. What was fun about it?*

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences. **(Making connections)** *Which parts of the body do you need to wash?* Use this opportunity to introduce the content words: “chin”, “ears”, “fingers”, “hair”, “nose”, “toes”.

Using the flap – Read aloud the text on the flap. Have the students read the anchor word aloud. Ask them to leave the flap open so that they can find the word as they read the book.

Title page – Listen as the students read aloud the title. Point to the photograph. *Where are the bubbles? How can you tell the boy is having fun?*

The first reading

Pages 2 and 3 – Discuss the photographs. *Where are the bubbles?* (fingers and toes) Draw their attention to the initial letters of “fingers” and “toes”. **(Making predictions)** *Where might we see the bubbles on the next page?* **(Making connections)** *When do you need to clean your fingers?* Discuss washing your hands before eating and after touching rubbish, using the bathroom, and so on.

Pages 4 and 5 – **(Making predictions)** Focus on the bubbles around the page (bubbles around boy, bubble shape around text). Draw attention to the rhyme of “toes” (page 3) and “nose” (page 5).

Pages 6 and 7 – By now, the students should feel confident with the sentence structure. The photos should support the reading of “chin” and “hair”. (Support them with “ch-” if necessary.) Have them choral read. Reread from page 2, emphasising the rhythm and rhyme. **(Making predictions)** *What might the next page say?* Encourage the students to predict a word that rhymes with “hair”.

Page 8 – Identify the rhyming word “everywhere”. *How should we read this page?* Have the students practise reading “everywhere” with expression. *Why has the author used the word “bubbles” twice?* (to keep the rhythm) Draw out the idea that the boy is completely covered in bubbles. **(Making connections)** *Why is it important to keep clean? How do you think bubbles keep us clean? What is the book telling us? (It's important to keep clean)*

Vocabulary activity

Focus word: “clean”

1. Reread the title. *Bubbles keep me clean.*
2. Say “clean” with me.
3. Explain that “clean” means “not dirty”. *Having a bath is a good way to keep clean. You need to wash your clothes to keep them clean. When you are clean, you feel fresh and healthy.*
4. Give examples of ways that “clean” can be used.
 - *A cat keeps clean by licking itself.*
 - *After eating a meal, you need to clean your teeth.*
 - *We can all help to keep our school clean.*
5. Do the following activities:
 - Have the students tell a partner about something special that they keep clean, such as a bicycle or toy.
 - *What chores do you have?* Make a list of cleaning chores that the students do at home. Make a graph to compare the chores.
 - Make a graph that shows the number of students who have chores and the number who don't.
 - Discuss cleaning jobs around the classroom.
 - *Have you ever given a pet a bath? What was it like?* Have the students discuss with a partner.
6. *What is the word that means not dirty? Say “clean” with me.*

ELL activity

Language objective: Vocabulary review (body parts)/parts of speech development (prepositions)

- Draw bubbles on paper and cut them out. Reread the book with the students. Hand out the bubbles.
- Ask them to point to the different parts of their bodies. *Put the bubbles on your nose. Put the bubbles on your chin. Put the bubbles on your fingers. Continue with other parts of your body.*
- To check their comprehension, ask the students to tell you where the bubbles are. *Where are your bubbles?*
- Now begin to use different prepositions. *Listen carefully. You're going to put the bubbles UNDER your chin. Put the bubbles NEXT to your ear. Put the bubbles ON TOP of your hair.* Model each action for the students.

Ideas for revisiting the text

1. Review and check

Reread the text, enjoying the rhythm and rhyme. Encourage the students to use expression as they read.

2. Stop and learn

a. Decoding/word attack activities

Practicing digraphs

- Write “chin” on the board and read it aloud.
- Focus on the blend “ch”. Explain that it makes a “ch” sound.
- Brainstorm “ch” words to put on the word wall. Make picture cards to illustrate the words. (cheek, cheese, cherry, chicken, child, chimney, chimpanzee, chin, church)

BLM – Practising writing high-frequency words

Have the students read the sentences and write “on”, “my”, or “me” in the spaces. They can then draw a picture of themselves.

b. Comprehension activities

- Recite the song “Head and Shoulders” to learn new words for parts of the body:

*Head and shoulders, knees and toes,
Knees and toes, knees and toes,
Head and shoulders, knees and toes,
Eyes, ears, mouth, and nose.*

*Ankles, elbows, feet and seat, feet and seat,
Ankles, elbows, feet and seat, feet and seat,
And hair and hips and chin and cheeks,
Ankles, elbows, feet and seat, feet and seat.*

- Use the pattern in the text (“Bubbles on my ...”) to practise saying new words for other parts of the body, such as “elbows”, “wrists”, “forehead”, and so on. Write the words onto cards and have the students draw pictures. Put them on the word wall.

BLM – Cutting and pasting pictures to match sentences

The students can cut out the drawings of the parts of the body and paste them in the order that they would wash them. Have them draw a different part of their body for the last one. They can then read their sequence to a partner and explain why they put the words in this order. Use the book to help spell the word.

c. Writing activities

- Have the students write a sentence using the starter, “When I have a bath, I take ...” Discuss what they might take. (flannel, toy ducks, boat) Draw a picture. Make a class book.
- Write a class poem about bubbles. Explore some alternative rhyming words.

3. Suggestions for further activities

- Using the words and punctuation cards for this book, reassemble the sentences with the students.
- Have a washing bee to clean things in the classroom. Have a bucket of water and lots of soap bubbles.