

## Books for Young Learners Teacher Resource

# Book Notes



### A Coat Full of Bubbles / Un abrigo lleno de burbujas

Author Sherry Shahan

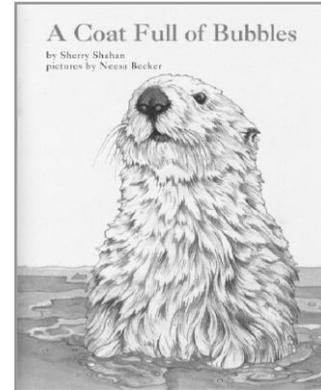
Illustrator Neesa Becker

12 pages ■ 72 Eng. words ■ 78 Spn. words

Fountas and Pinnell Level G

Intervention Level 10

Descubriendo la Lectura Level n/a



A Coat Full of Bubbles

#### SYNOPSIS

A playful sea otter instinctively knows that air is the best insulation.

#### WHAT THE BOOK OFFERS

- Nonfiction informational narrative
- Third person, pronoun carried over three sentences
- Present tense
- Provides clear explanation of air as an insulator
- Mainly short sentences, pronoun plus verb, but interspersed with some longer ones
- Two-by-four sentence pattern
- Dash: extra information and carrying sentence across double opening
- Clear text/illustration match
- Longer sentence on final page is a summary/main idea

#### POSSIBLE SKILLS EMPHASIS

- Understanding pronouns: otter referred to as “she”
- Identifying verbs
- Understanding what the author has left for the reader to add. For example, “She dives,” “through the seaweed under the water” (Increasing awareness of inferential reading and thinking)

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#### INTRODUCING THE BOOK

*At first glance, there does not seem to be a connection between the title and the cover illustration. Can you help me make a link?*

*We know whom the book is probably about, but her coat is surely one of fur.*

*But “bubbles” have to do with soap. . .*

- If the students do not suggest air bubbles, use the illustration on the title page or draw closer attention to the cover illustration.

#### FOCUS OF INSTRUCTION

On page 3, establish the sentence of who and what they do— noun and verb.

Page 4: *Which word tells who on this page? Do we still know what the sea otter does?*

Page 5: *Does this page follow the same pattern? How does that help you think as you turn to the next page?*

*Notice how the author has not told us where the otter floats or plays. What do you need to think about or add as you read? How do the illustrations help you?*

Page 6: *Why does this sentence start with “The sea otter. . .”? I wonder if the pattern follows the first four pages.*

Page 12: *Draw attention to this being a summary giving the main idea of the book.*

#### FOLLOWING THE READING

- Discuss how the illustrations carry the setting but how the reader needs to notice these and add to the text.

*Do you think she could fluff up her fur if she was not in the water? Would she need to?*

Listing the verbs: *Which words told what the otter did?*

- Discussion of the final page being a summary could lead to revisiting familiar books and writing a summary page to be clipped to the inside back cover.

*Let’s look at the way the author mixes short sentences with longer ones. Can you think how that changed the way you read this? What did the author want you to do when you read the short sentences? When is it a good idea to use short sentences in your writing? What kind of words do you need to use in short sentences?*

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Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>I think bubbles are . . . and I wish I could . . . I think sea otters are . . . because</i>
<b>USE YOUR MEMORY</b>	<i>Where do sea otters hide? Where do sea otters play? Where do sea otters dive? Look in the book and see if you were right.</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think sea otters scratch and fluff up their fur? Why did the author put information about sea otters in a Nonfiction Note box on the inside back cover? How does it help people who read this book?</i>
<b>BE CREATIVE</b>	<i>Look at the top of the inside front cover. Point and read where the author dedicated this book to a friend. Make a cover for a story you would like to write. On the front cover, be sure to have the title, author, illustrator, and picture. On the inside front cover, be sure to tell who you want to dedicate your book to, the year, and any other important information you want to put.</i>
<b>VOCABULARY AGENT</b>	<i>Write down the words you find in this book that rhyme with the following words: *matches *rides *doves *hives *day *boat *tea *pick *pull *coats *sleeps</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Herbert

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