

Bubbles

Lesson 1 To orally create sentences using 'and' to join clauses

On the beach soundtrack <https://www.youtube.com/watch?v=B1T06UhcX0Q>

Ask your child to close their eyes whilst you play soundtrack

Whilst they are listening, lead them on a journey. Imagine you are on a beach and walking with your shoes off. Use the key questions

- What can you see?
- Where is it?
- What colour is it?
- What does it look like?
- What is making that sound?
- Imagine looking into the distance can you see anything?
- How is it moving?
- What is beneath your feet?
- How does it feel?
- It is hot, warm or cool?
- Do you feel anything on your skin?
- Can you taste anything?
- Can you pick something up?
- What is it?
- What does it feel like?

You can use these questions in any order. You can ask specific questions about the sounds in the soundtracks and introduce your own. Some children may need more specific prompts in order to respond. E.g. You're walking on the sand- what colour is it? The sea is moving onto the rocks – can you describe how it is moving?

After a couple of minutes ask the children: What is it like on your beach? What could you see? When children answer in single words or phrases such as 'yellow sand' ask them if they can put it into a sentence. "There is sand on the beach." Or "I can see sand everywhere" for example. Repeat this asking – what was the sand like? What colour was the sky? How did the sea feel? The children should start to use basic adjectives. Repeat with things that you can hear, smell, touch, taste.

Ask children to write down one thing they could see, smell, taste, hear then try to join 2 sentences using the word 'and.'

Eg

I could see sand **and** I could see the sea could become 'I can see the sea **and** sand.'

I can hear the waves **and** the seagulls

I can feel the sun **and** the spray from the sea

I can smell suntan lotion **and** taste vanilla ice cream

Complete Purple Mash Seaside Senses 2do

[Seaside Senses 2do](#)

| | |
|---|---|
| My sentence | ✓ |
| Starts with a capital letter. | |
| Has spaces between words. | |
| Makes sense. | |
| Uses the word and to join two parts of the sentence together. | |
| Ends with a full stop. | |

Year 2 English week beginning 15th June 2020

Lesson 2 To create a setting description

Share the images of the beaches (See page 3 & 4) ask your child to discuss one of the images and create a sentence based on the checklist from yesterday

Show the film 'Bubbles' up to 15 seconds.

Literacy Shed clip and link:

<https://www.literacyshed.com/bubbles.html>

Clip: Bubbles

Discuss what the children can see. The girl is walking along the beach. She finds some bubbles. Ask the children to imagine what they think the girl could hear, see, feel and smell there?

Share the paused image at 15 seconds. Ask the children to describe the beach that the girl is walking on. Encourage use of adjectives and ask the children to consider the best adjective to select.

Ask the children to write at least 4 sentences about the beach setting using their senses. Encourage use of adjectives.

EXAMPLE

I can see white clouds and soft sand on the beach. In the sky I can see lots of gulls and the sun shining. There are lots of rocks and I can see crabs hiding in rock pools. There is a sailing boat floating on the sea and the waves are crashing onto the rocks. Waves are crashing onto the beach and they are knocking down sand castles.







Lesson 3 To discuss the significance of the title and events

Literacy Shed clip and link:

<https://www.literacyshed.com/bubbles.html> **Clip: Bubbles**

Play the film 'Bubbles' by Gabriela Zapata again. Use the "View and Respond" questions discuss the film with your child. Give out bubbles and ask the children to write down their answer to the last question in the bubble.

View and Respond

Pause the film at 14 seconds as she picks up the bubbles.

- Ask how is this little girl feeling? How do you know?
- How does she feel when she finds the bubbles?

Pause the film after she pulls down her hood and on the bubble.

- How is the feeling now?
- What do you think she might be saying to herself?
- What colours can you see in this scene?

Pause the film as she sees the yellow fish under the water. 1 min 05 secs

- What can you see?
- Can you describe it?
- What is it doing?
- How is it doing it?
- Where is it doing it?

Can you put all of this information into one sentence? e.g. The yellow fish is swimming slowly through the seaweed.

Pause the film once it is in Space at 1 min 17 seconds.

- What can she see?
- Can you describe it?
- What colour is it?
- What is it doing?
- How is it doing it?
- Can you put it all into a sentence?
- What else might she be able to see but we can't see? (moon, aliens etc.)

Pause after she lands on the bubble in the next scene after the big yellow star 1 min 21 secs.

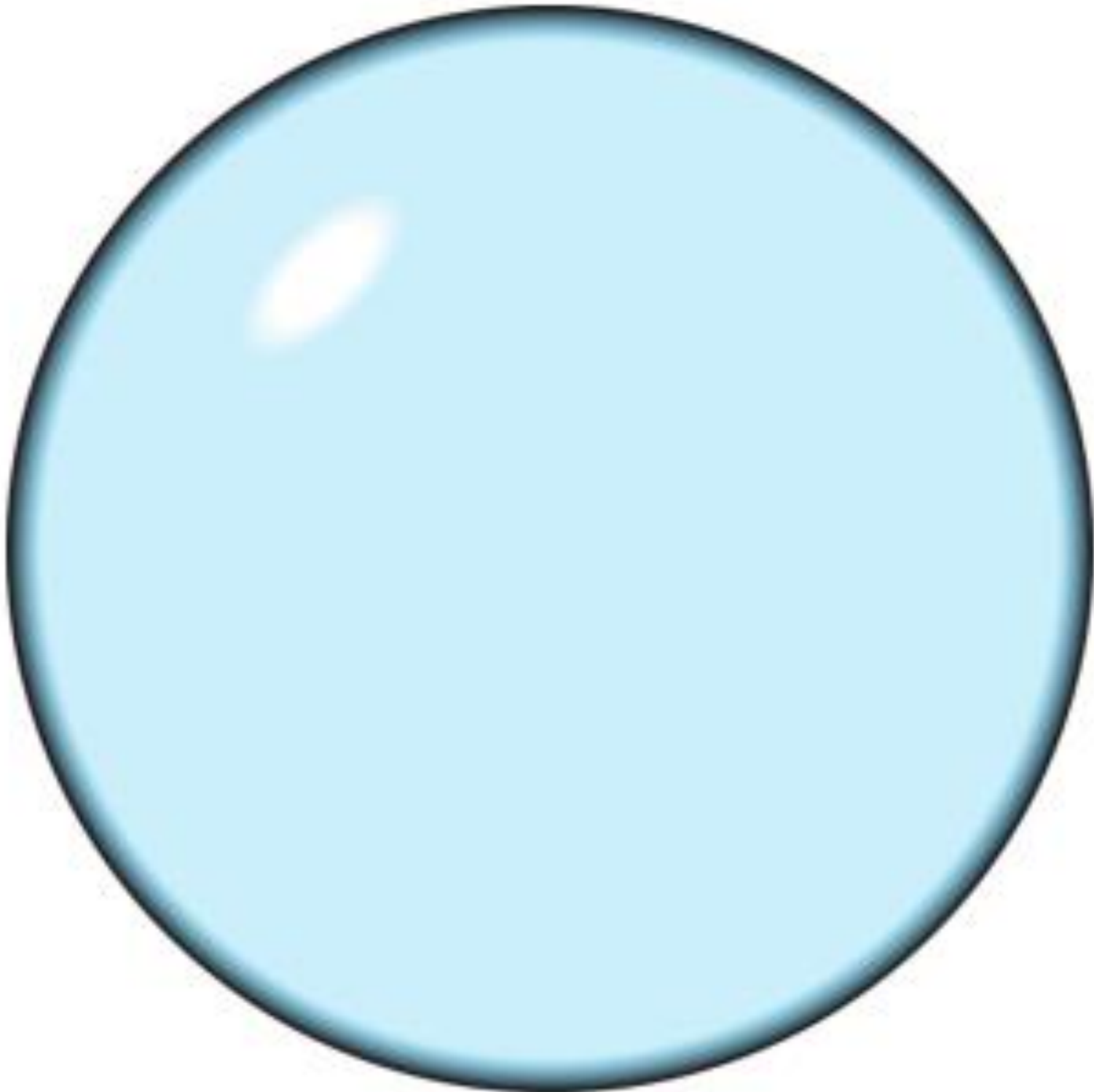
- How is she feeling now?

Pause after she spots the girl on the beach.

- How is the girl on the beach feeling?
- How do you know?
- What could have made her feel like this?
- How could the little girl in the story cheer her up?
- Discuss what the children liked and disliked about the film.
- Where would you like to go in a bubble?

Write down their answer to the last question in the bubble – page 6

Where would you like to go in your bubble?



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Lesson 4 To create a short section of descriptive narrative

Ask your child to recall what happens in the film 'Bubbles.' Encourage your child to retell the story using full sentences. Tell your child that they are going to be creating sentences about what the girl saw in space or under the sea.

Watch the clip <https://www.literacysshed.com/bubbles.html>

Pause at 1 min 16 seconds the image of the girl in space. Discuss things she can see. Ask children to describe them by including colours and other simple adjectives e.g. shiny moon, twinkly stars etc. Add in things they could see such as an alien in a rocket ship or shooting star

Example

The bright moon was in the sky and the silver stars were shining.

The dark sky was black and it was filled with millions of stars.

There was an alien in a spaceship and he was heading to Mars.

The brave astronaut sat in his rocket and he was wearing a white space suit.

There was a shooting star and a meteorite shower

Remind children of - capital letters, full stops, spaces etc.

Children choose whether to describe space or under the sea. Aim to add in a variety of adventurous describing words. (adjectives) Aim: 6 sentences

Ask children to read through their writing and decide on their best (most effective) sentence and highlight it. Ask children to share these sentences.

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Lesson 5 To create a short narrative

Ask children if they were to find a bottle of magic bubbles, and they could fly anywhere in the world, then where would they go and why - think back to lesson 3, what did they write?

Ask them to think of a couple of sentences to describe it and to explain why. E.g. I would fly to Disney Land in Paris because I would love to ride on really fast rollercoasters. I would fly to Spain because I'd love to see my grandparents.

Look at the images on page 9 and tell the children that their magic bubble will take them to one of these places. Ask them to discuss which one they like the best and why.

Choose an image and tell your child that you would like to go here. Ask for some help to describe the things they can see in the image. Focus on adding adjectives for description and joining clauses using 'and.'

Children create their own descriptive paragraph using adjectives for description and joining sentences with 'and'.

Ask your child to read out their paragraphs

Extension Children create a recount based on the bubbles animation but inserting their own setting description.

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