

Books for Young Learners Teacher Resource

Book Notes



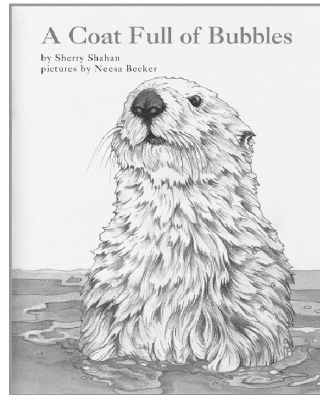
A Coat Full of Bubbles

Author Sherry Shahan

Illustrator Neesa Becker

12 pages ■ 72 words

Un abrigo lleno de burbujas ■ 78 words



A Coat Full of Bubbles

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared G = Guided I = Independent

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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A Coat Full of Bubbles (continued)

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?