

Barry and Beryl the Bubble Gum Blowers

Barry and Beryl the bubble gum blowers
blew bubble gum bubbles as big as balloons.
All shapes and sizes, zebras and zeppelins,
swordfish and sealions, sharks and baboons,
babies and buckets, bottles and biplanes,
buffaloes, bees, trombones and bassoons
Barry and Beryl the bubble gum blowers
blew bubble gum bubbles as big as balloons.

Barry and Beryl the bubble gum blowers
blew bubble gum bubbles all over the place.
Big ones in bed, on backseats of buses,
blowing their bubbles in baths with bad taste,
they blew and they bubbled from breakfast till bedtime
the biggest gum bubble that history traced.
One last big breath... and the bubble exploded
bursting and blasting their heads into space.
Yes, Barry and Beryl the bubble gum blowers
blew bubbles that blasted their heads into space.

Paul Cookson

Y2 GUIDED READING - Week commencing 08.06.2020

MONDAY - ORIENTATION

Predict: share title. Discuss interpretations and predictions - what do you think this will be about? Can your child give reasons for their choice?

Retrieval Questions: Parents - read the text together with your child.

1. How big do Barry and Beryl blow bubbles?
2. Can you name 3 things they blow bubbles of?
3. Where do they blow bubbles?

Interrogate: Can your child write questions that they have about the text that might be answered later on down the week?

Evaluative Questions:

1. How did this text make you feel? Why?

TUESDAY - VOCABULARY

Reorientation Task: Can you remember what the text was about yesterday?
Read it again together.

Discuss unknown/unfamiliar words: Clarify and explore word choices your child found difficult or interesting. Make links within the text regarding the meaning and impact/effect of them. Why has the writer chosen this specific word?

1. What is a Zeppelin?
2. What does the word **traced** mean?

WEDNESDAY - HIGHER ORDER READING SKILLS - answer together with a grown up.

Recap and recall: Problematic language from yesterday - vocabulary.

Discuss Skill Focus:

Retrieval - directly delve into the text for the answer.

Questions:

1. What musical instrument did they blow a bubble of?
2. How many different places did they blow bubbles?
a) 1 b) 2 c) 3 d) 4
3. What happens to their heads?
4. When did they blow bubbles?

Evaluative Question:

1. Why do you think they blew big bubbles?

THURSDAY - COMPREHENSION (WARM APPLICATION OF SKILLS - THE CHILD IS FAMILIAR WITH THE TEXT ALREADY)

Skills Check Questions: Ask your child to write answers to these questions in full sentences into their books.

1. Which of these events happened first?
 - a) Blasted their heads into space.
 - b) On the backseats of buses.
 - c) Baboons, babies and buckets.

2. Match the words to the correct meaning.

traced	a type of airship
Zeppelins	a thin sphere of liquid
bubble	found

3. The author wrote 'baboons, babies and buckets, bottles and biplanes.' What type of language have they used?

Evaluative Question:

What kind of person wrote this text?

FRIDAY - COMPREHENSION (COLD APPLICATION OF SKILLS - THE CHILD HAS NOT SEEN THE TEXT BEFORE) ***Try to get your child to complete this as independently as possible and write their answers into their books.

Bubble Bath

by: Gareth Lancaster

I emptied my bubble bath into the tub,
Determined to get myself thoroughly scrubbed.
The bottle had said "ONLY ONE CAP OR TWO",
So I poured in the lot to see what it would do!

That still didn't seem quite enough to get clean,
So I followed it up with another fifteen.
Then three bars of soap and a dozen shampoo,
And two broken bath bombs to finish my brew!

I'll cut to the chase, this did not turn out well,
As the burbling, foaming bath bubbles did swell!
It wasn't all bad, I was clean and smelt sweet,
But outside my soap suds had buried the street!

1. Find and copy the word which means 'to get clean'.
2. How many bottles of shampoo were emptied into the bath?
3. Write down **all** the words that rhyme in the last paragraph of the poem.
4. What type of sentence is 'And two broken bath bombs to finish my brew!'?
a) command b) a question c) an exclamation

How do you know?

5. How is this poem different to the 'Bubble, Bubble' poem you've been looking at all week?