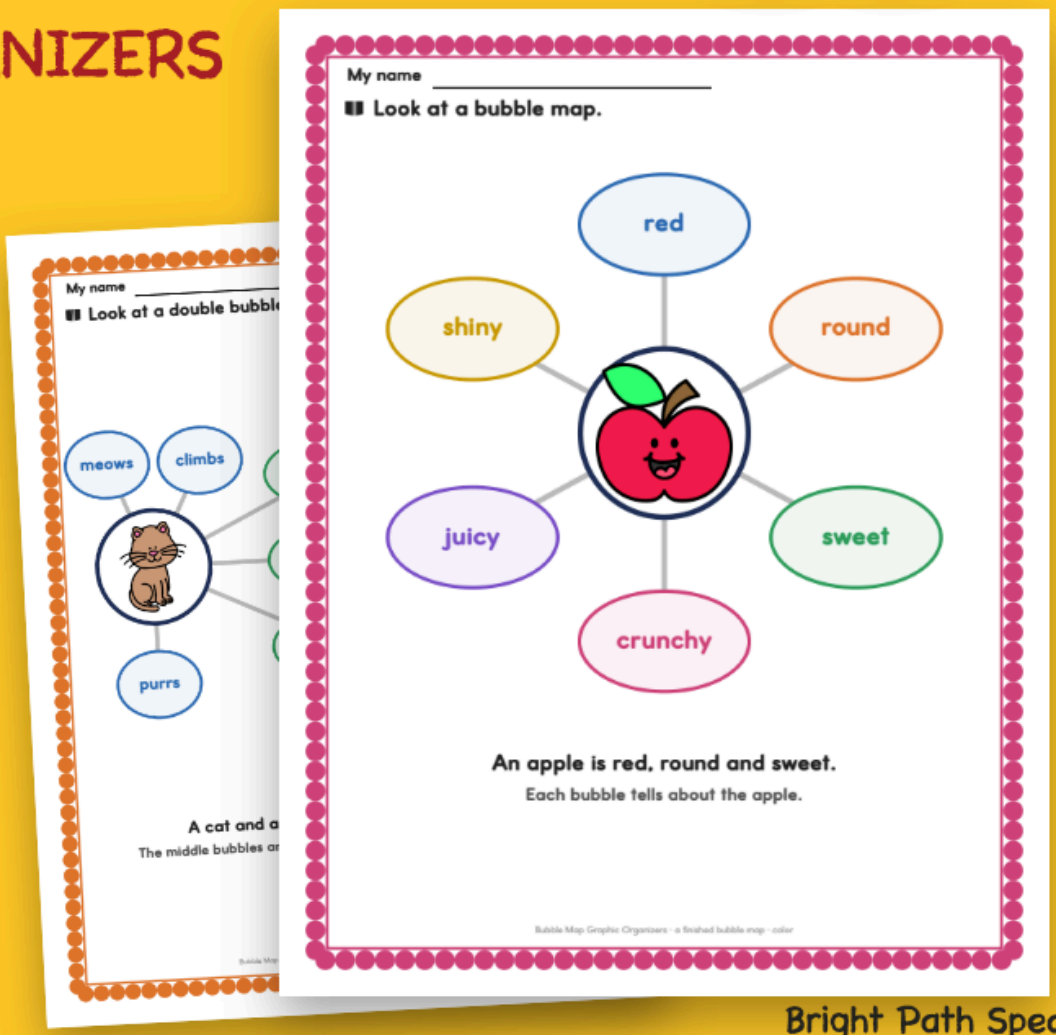
BUBBLE MAP



GRAPHIC ORGANIZERS
GRADES K-3

8 ORGANIZERS

COLOR + INK SAVER



Bright Path Sped

Start Here

Bubble Map Graphic Organizers: describing and double bubble maps, grades K-3

Quick start

1. Read the poster (page 3) and the finished bubble map (page 4) together.
2. Hand out a bubble map at each child's level.
3. Move on to the double bubble maps (pages 12–14) and the writing page.

What's inside

Activity	Pages	Level
How to make a bubble map: a poster with three steps	3	–
Look first: a finished bubble map (apple) to read together	4	–
Bubble map with 4 bubbles: a ladybug with a word bank, a frog with no bank	5, 6	● ■
Bubble map with 6 bubbles: a balloon with a word bank, a kite with no bank	7, 8	● ■
Bubble map with 8 bubbles: draw one thing and describe it	9	▲
Cut-and-glue bubble map: a bee, 8 word cards, 2 left over	10, 11	●
Double bubble map: a finished one (cat and dog) to read	12	–
Double bubble maps to fill in: duck and hen with a word bank, cow and pig with none	13, 14	● ■
Use a bubble map to write: four sentence starters	15	▲
Describing word bank: 36 words in 6 groups	16	–
Ink-saver, black-and-white copies of every student page above	17–30	line art
Answer key, sample answers	31	–

How to use it

- Start with page 3: read the three steps and point to the bubbles. Then page 4: read the finished bubble map and ask what each bubble tells about the apple. Make one together on the board before anyone works alone.
- Three levels, marked with a small shape: ● **starting** – a word bank or word cards to glue, so every word fits; ■ **building** – no bank; ▲ **ready for more** – draw your own center and write whole sentences.
- The cutting page (11) has its pieces edge to edge, so each cut is one straight line. Two cards do not fit the bee; children glue only the six that do.
- The describing word bank on page 16 can stay on the desk for every map.
- Print in color, or use the ink-saver copies on pages 17–30.

Good to know

Every word, sentence and example in this pack is invented. The pages practice finding and writing describing words; your class's own words and routines come first.

Our class describing words: _____

PREVIEW

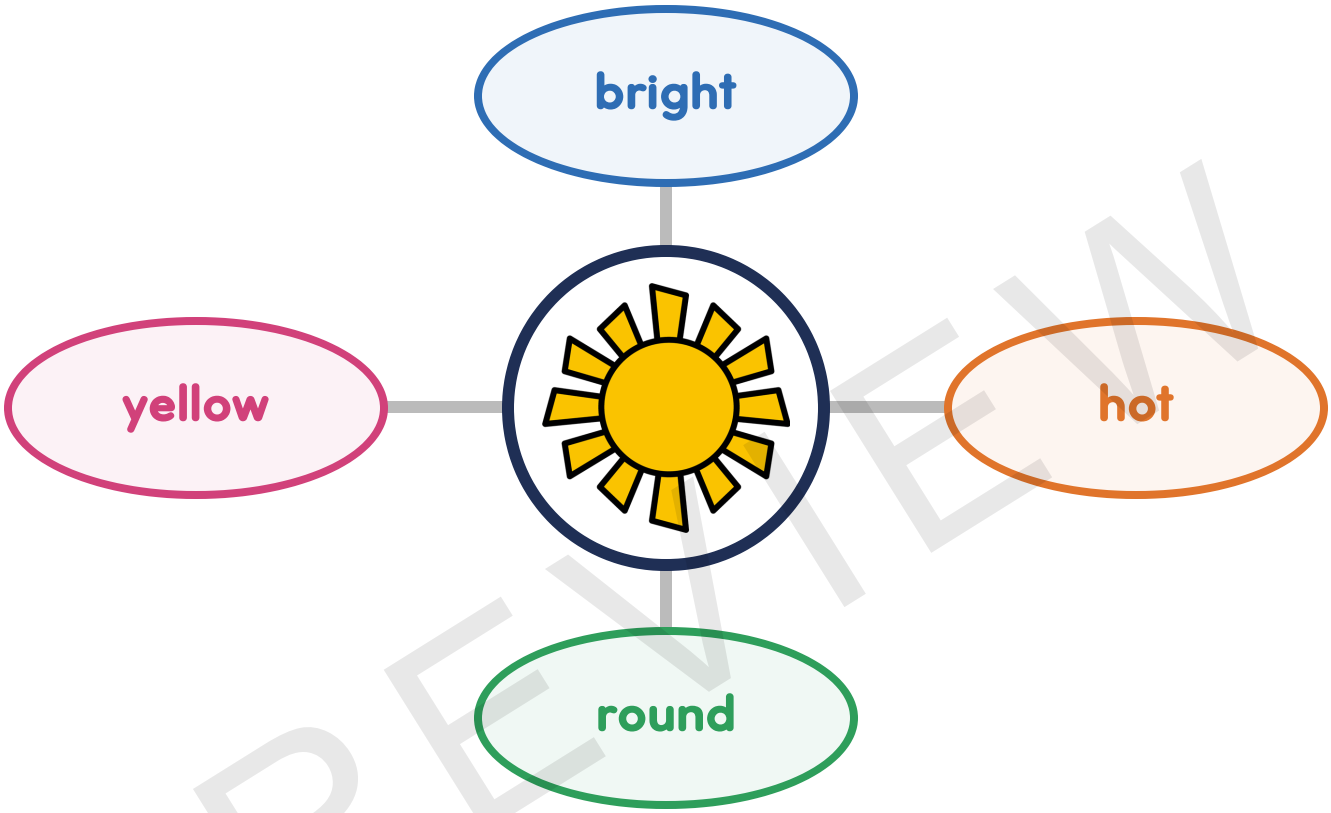
Preview - Bright Path Sped

My name _____

Read. Point to each step.

Bubble Map

A bubble map tells about one thing.



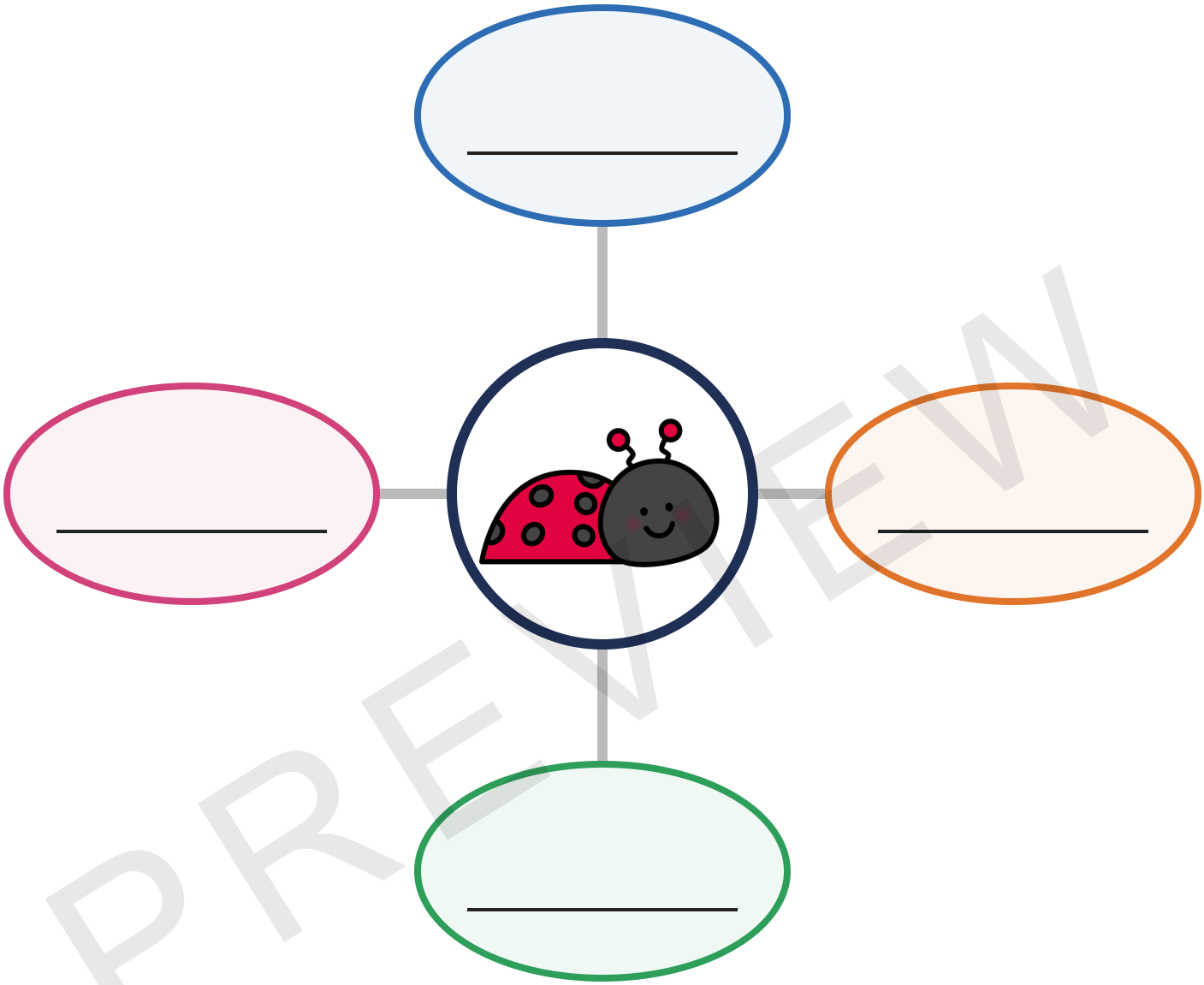
PREVIEW

1. Look at the picture.
2. Think of words that tell about it.
3. Write a word in each bubble.

Preview - Bright Path Sped

My name _____

Look. Write 4 words in the bubbles.



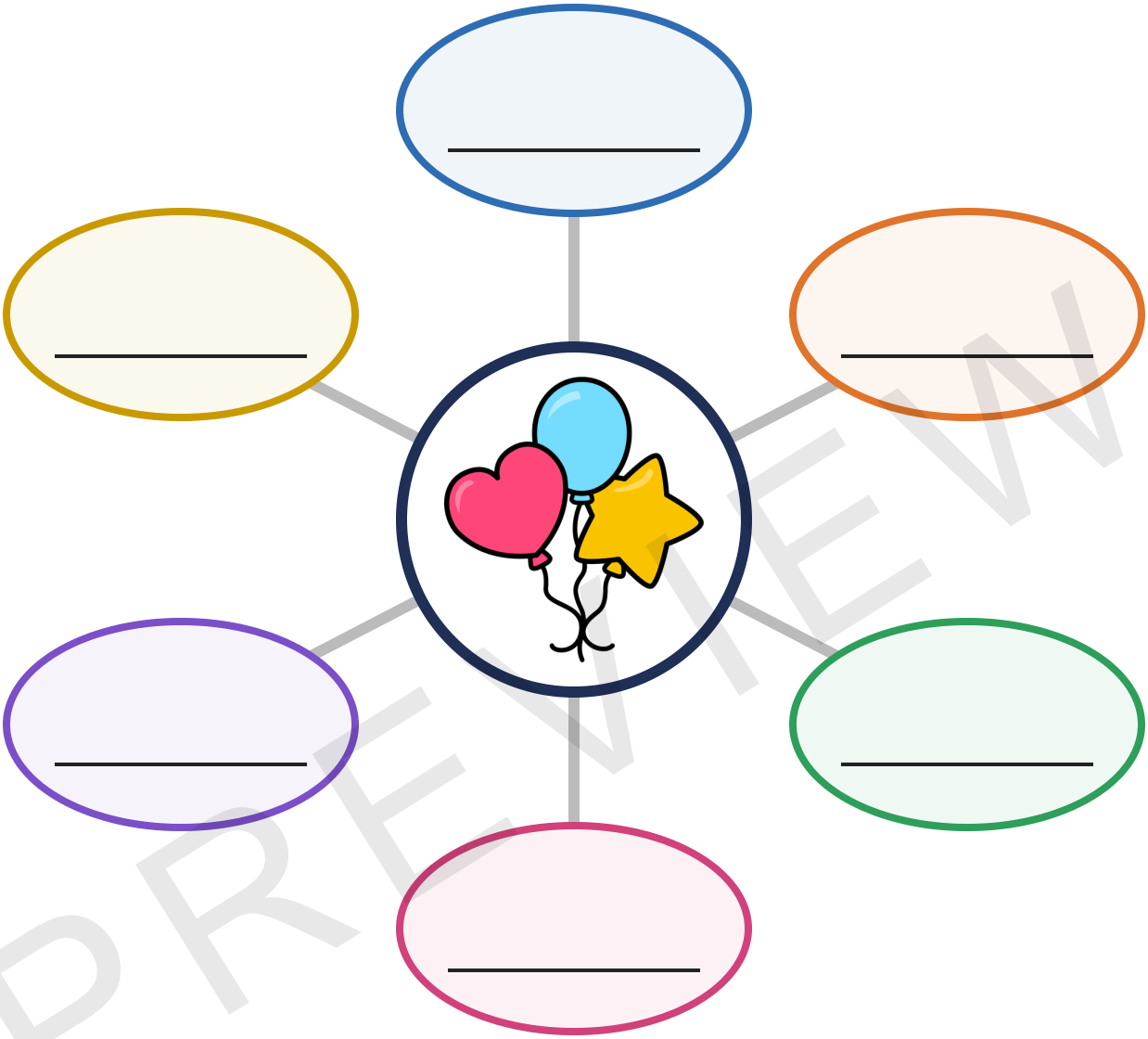
PREVIEW

Word bank

red	tiny	spotted	round	shiny	black

My name _____

Look. Write 6 words in the bubbles.



Word bank

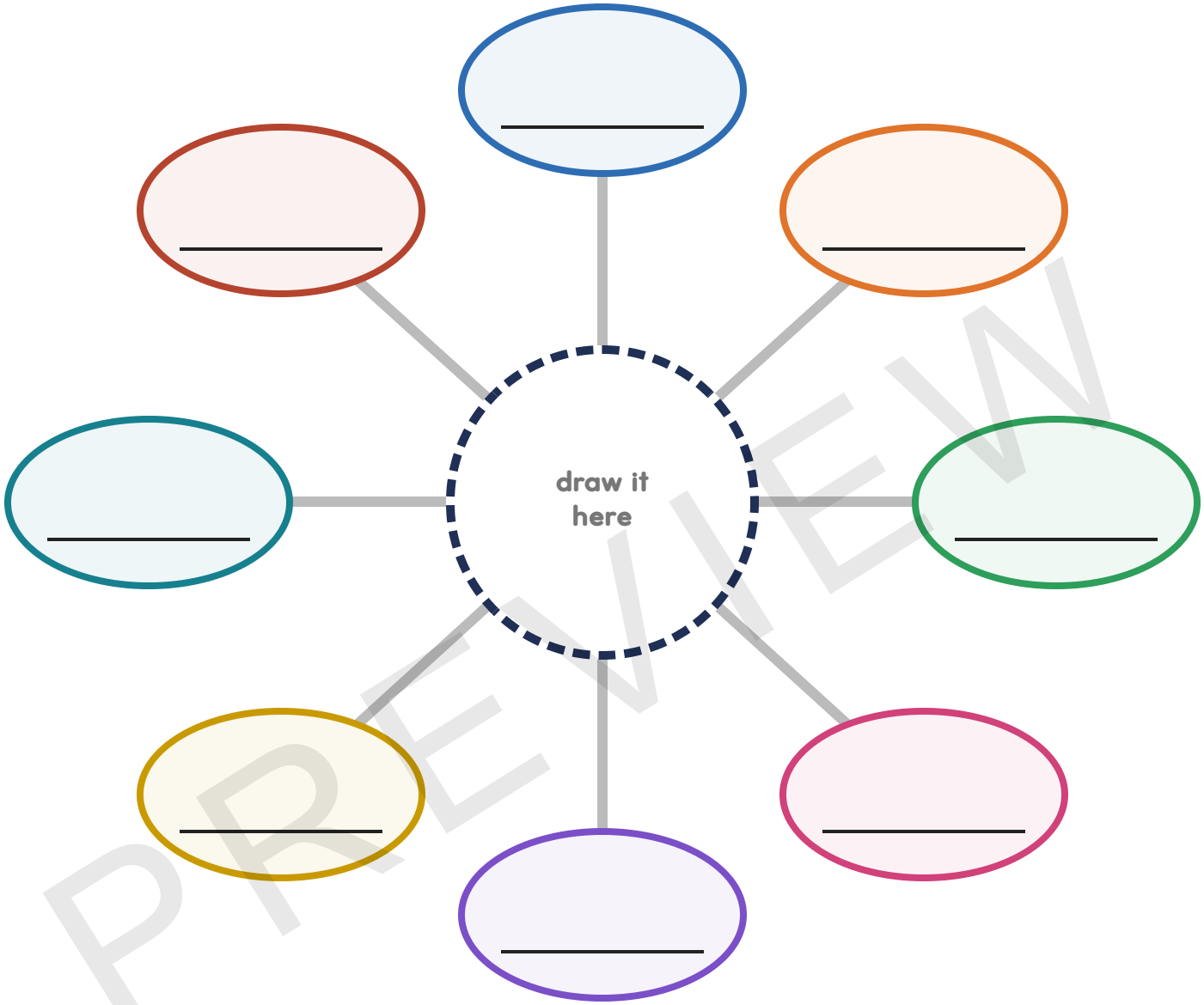
round	bright	light	red
big	floaty	stretchy	shiny

PREVIEW

Preview · Bright Path Sped

My name _____

Draw one thing. Write 8 words.



PREVIEW

My thing is _____

Write a sentence about it.

_____

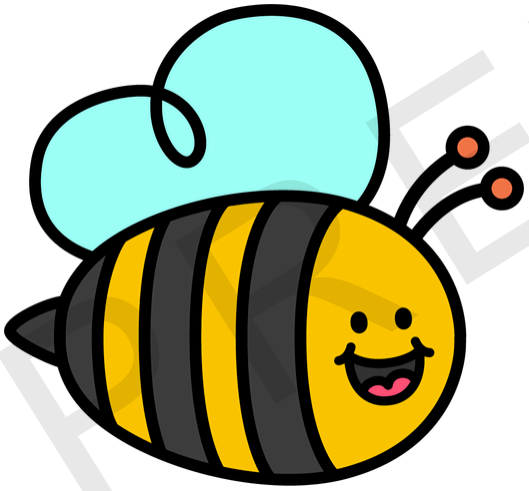
_____

My name _____

✂ Cut out each word.

8 word cards for the bee map

tiny	icy	striped	buzzy
yellow	square	flying	fuzzy



Which words tell about the bee?

Two cards are left over.

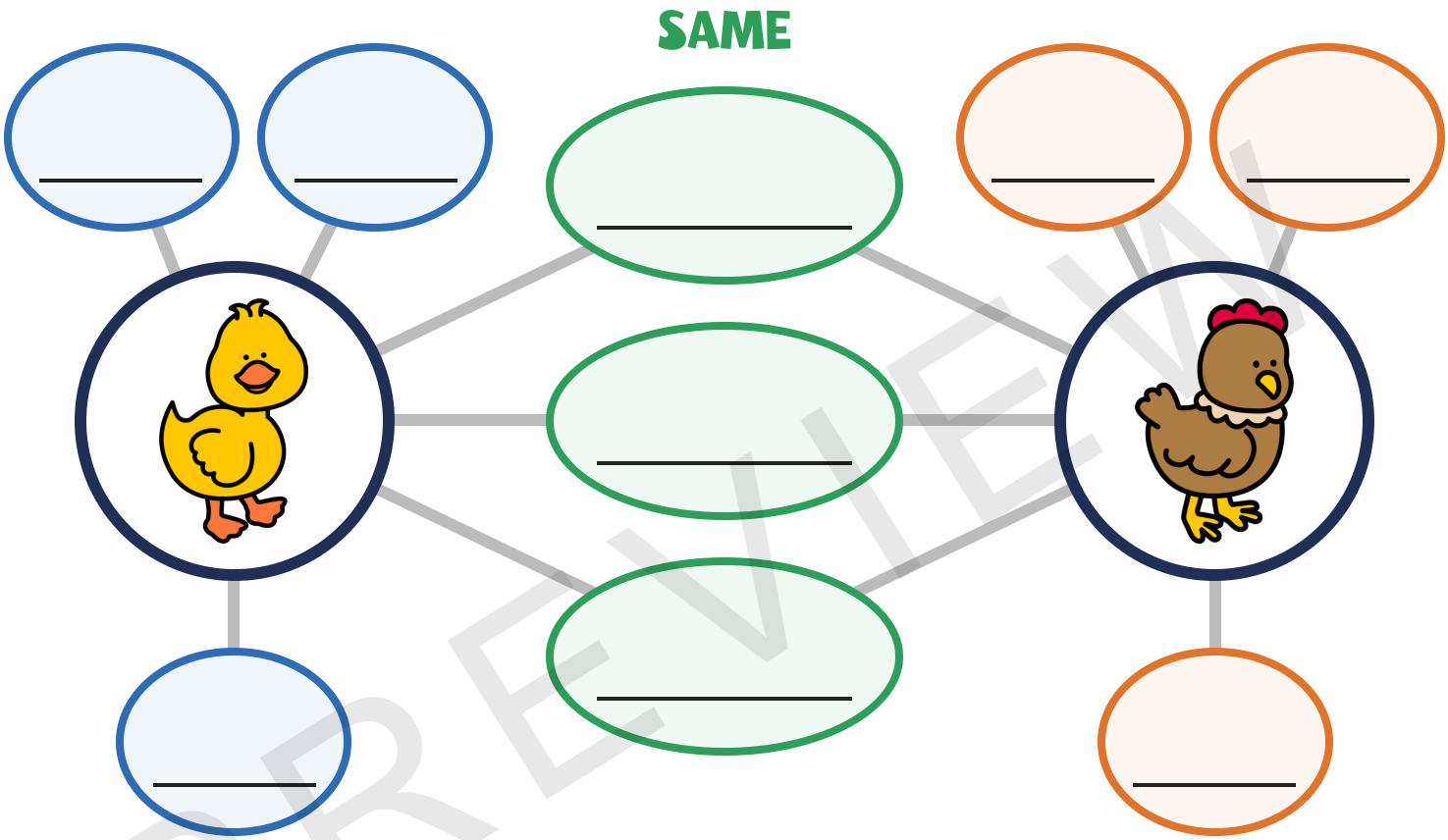
Write a sentence. A bee is ...

PREVIEW

Preview - Bright Path Sped

My name _____

Look. How are they the same and different?



PREVIEW

Same in the middle. Different on the sides.

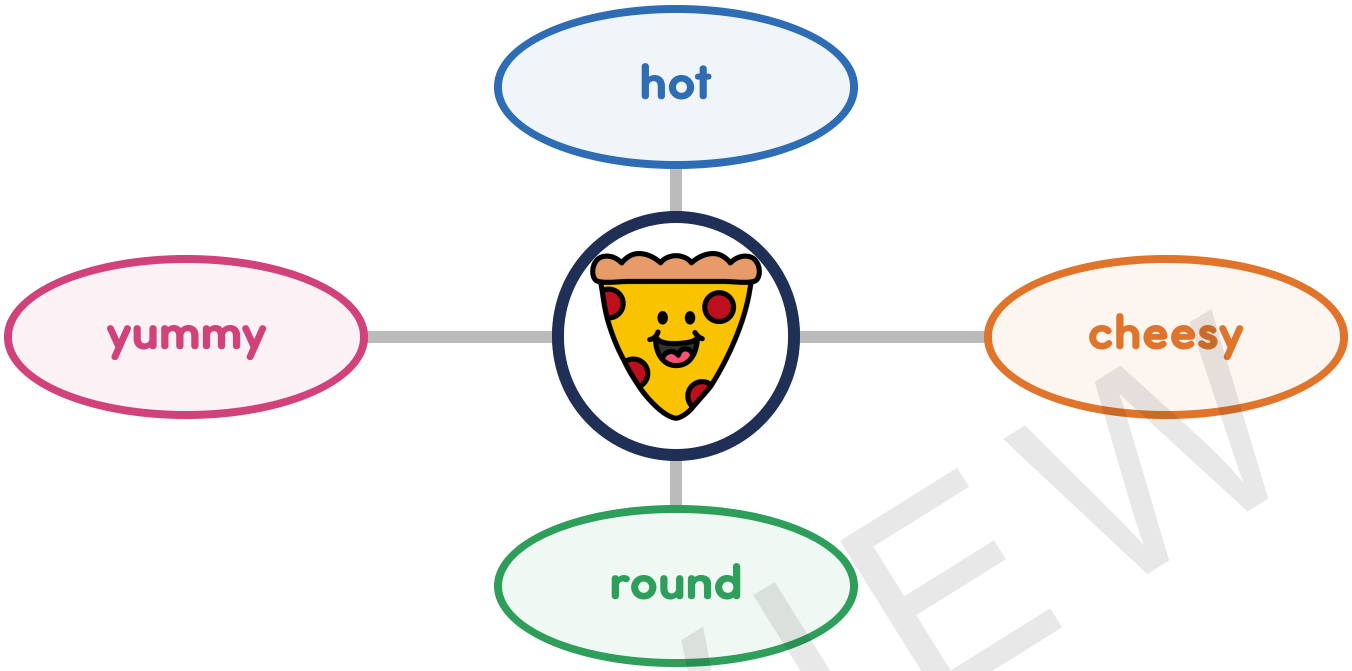
Word bank

wings	clucks	swims	beak	pecks
quacks	feathers	scratches	splashes	

Preview - Bright Path Sped

My name _____

Use the bubble map. Write about pizza.



A pizza is ...

It is ... and ...

It tastes ...

I like pizza because ...

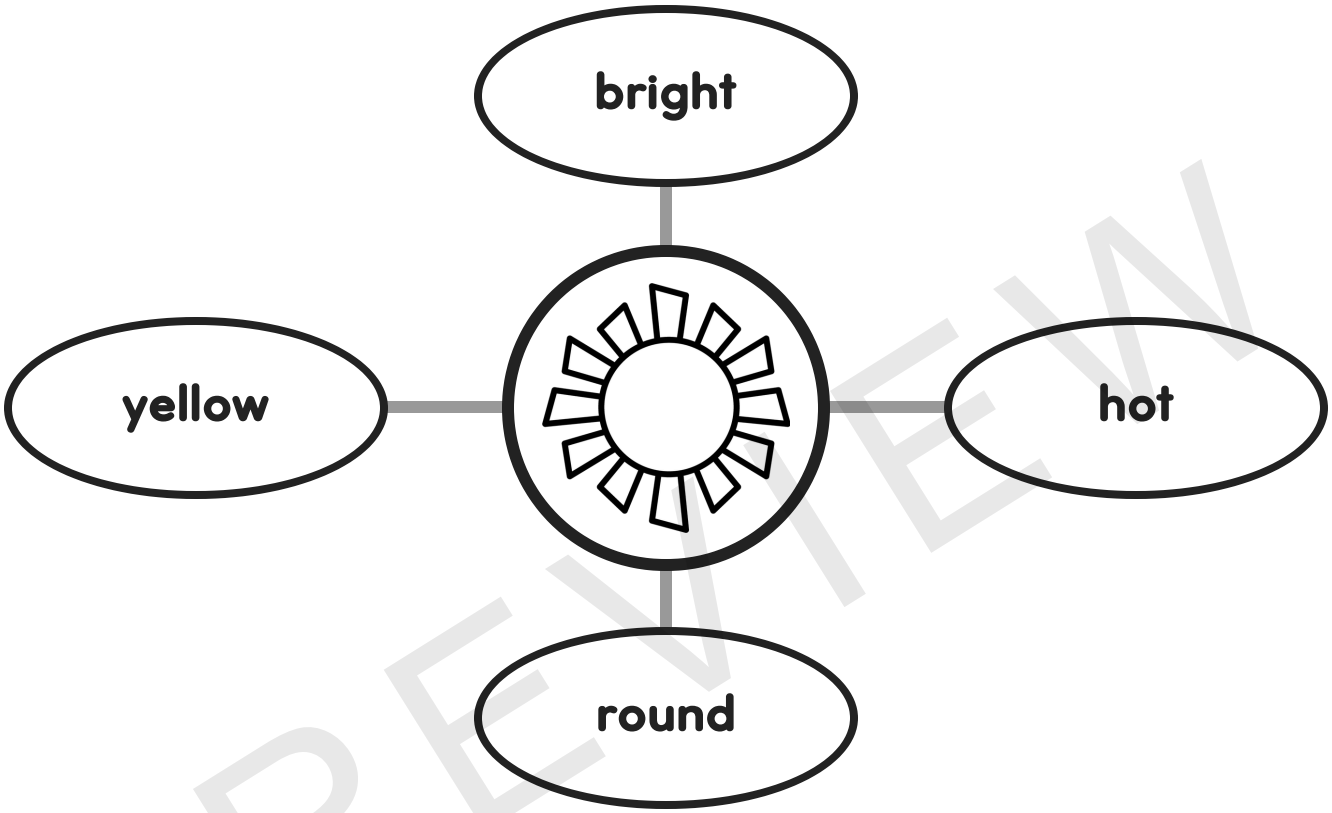
PREVIEW

My name _____

Read. Point to each step.

Bubble Map

A bubble map tells about one thing.

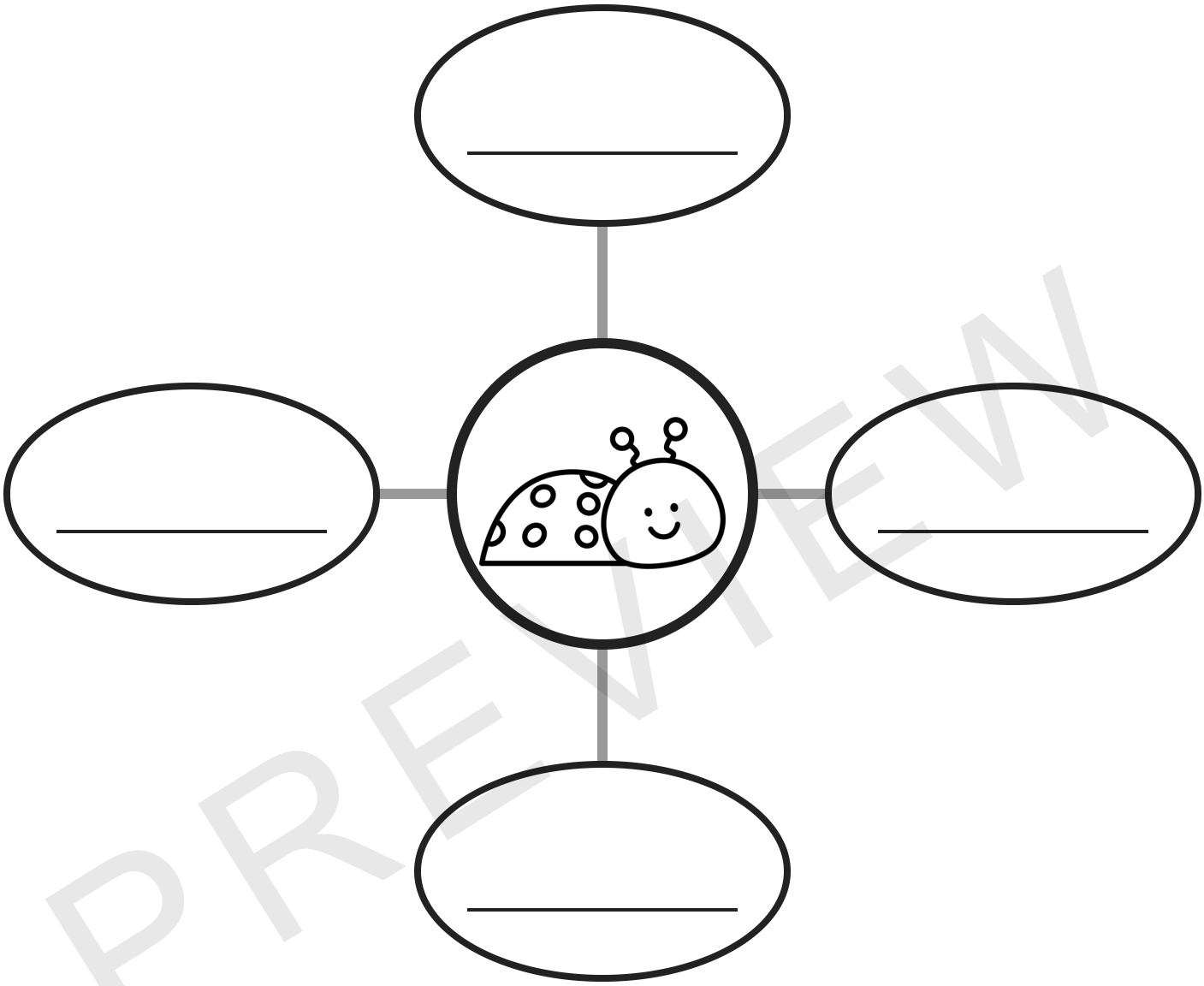


PREVIEW

1. Look at the picture.
2. Think of words that tell about it.
3. Write a word in each bubble.

My name _____

Look. Write 4 words in the bubbles.



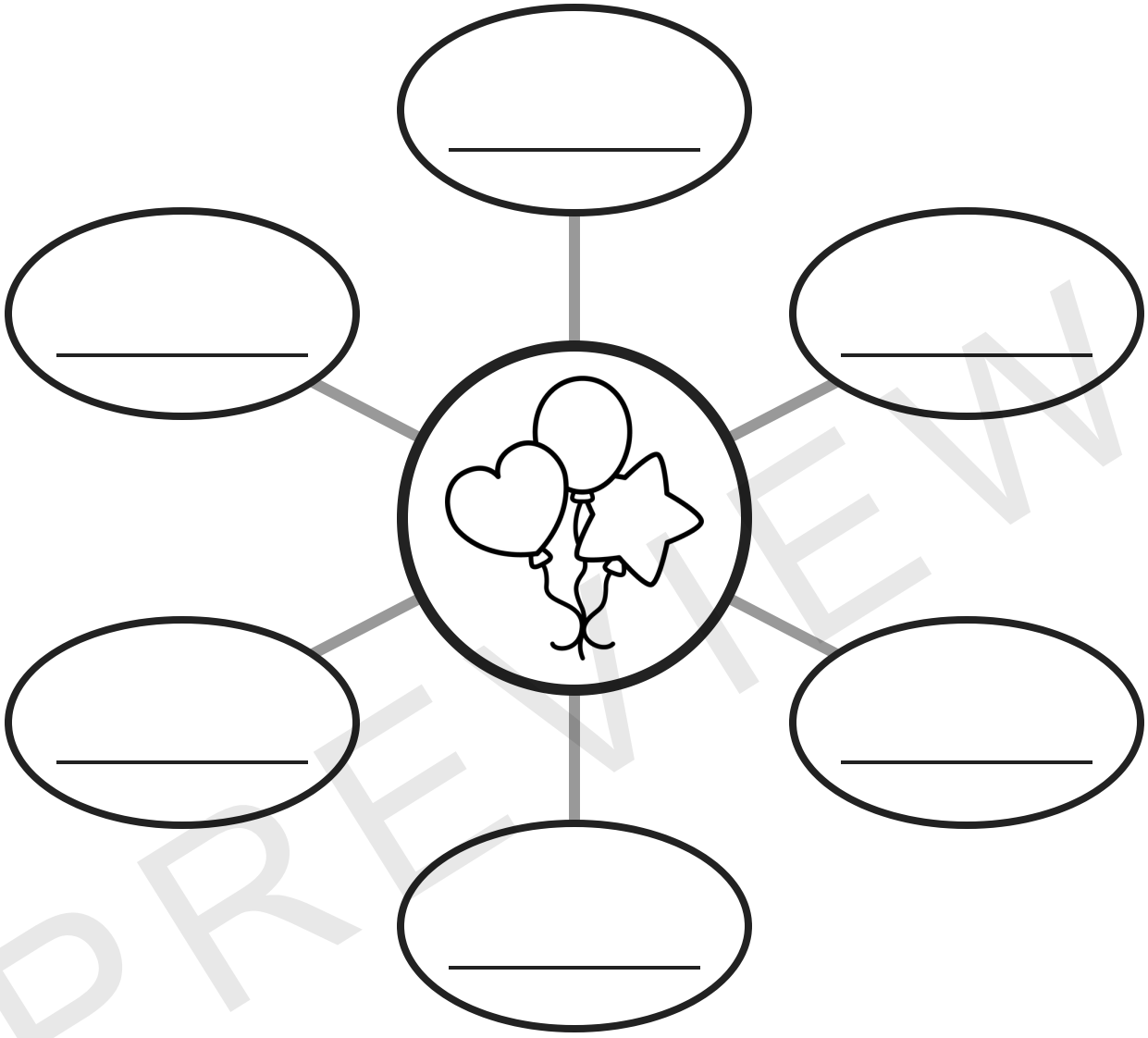
PREVIEW

Word bank

red	tiny	spotted	round	shiny	black

My name _____

Look. Write 6 words in the bubbles.



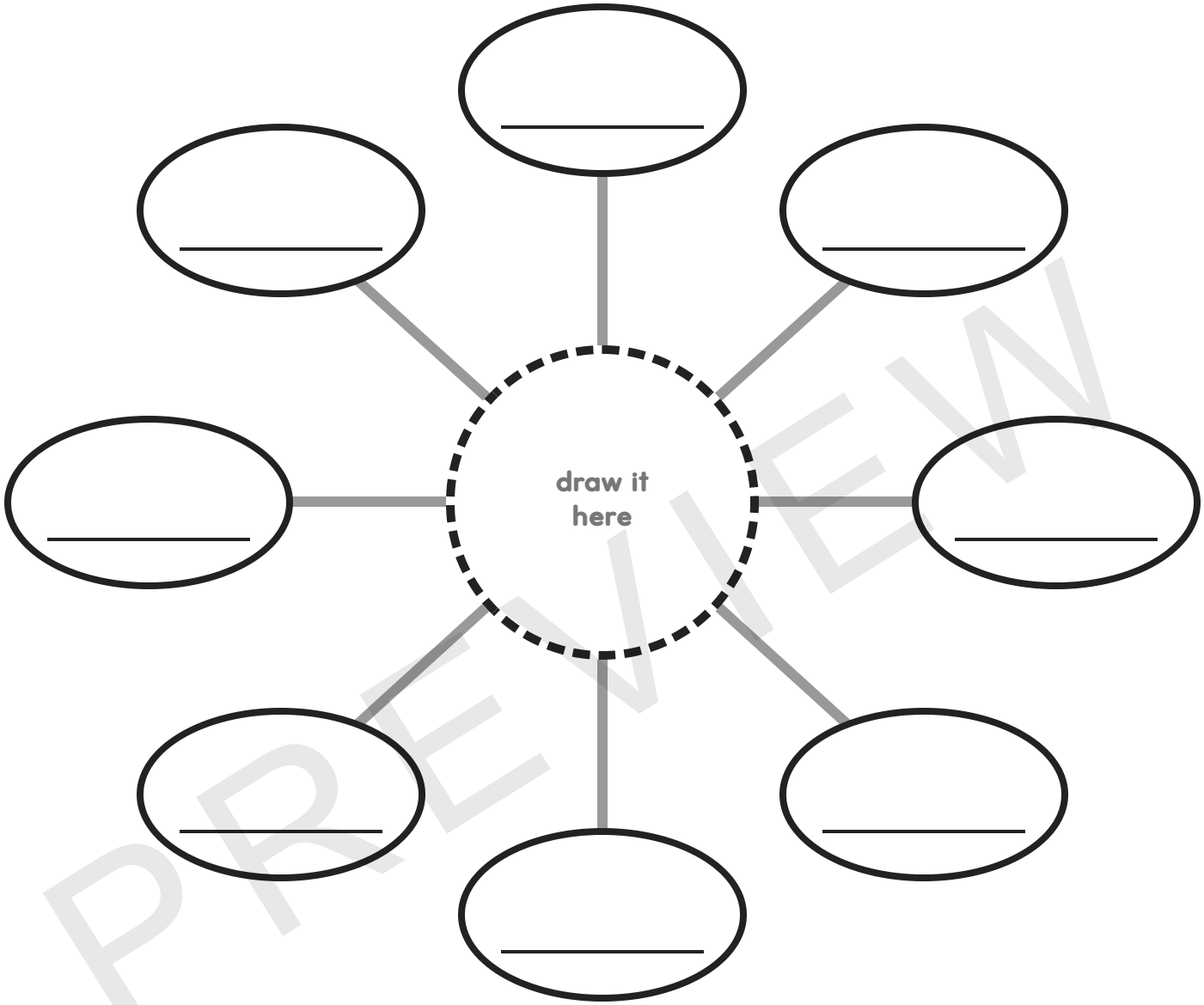
PREVIEW

Word bank

round	bright	light	red
big	floaty	stretchy	shiny

My name _____

Draw one thing. Write 8 words.



PREVIEW

My thing is _____

Write a sentence about it.

_____

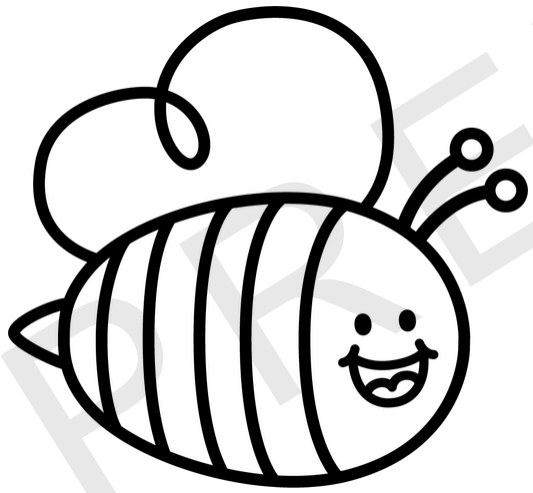
_____

My name _____

✂ Cut out each word.

8 word cards for the bee map

tiny	icy	striped	buzzy
yellow	square	flying	fuzzy



Which words tell about the bee?

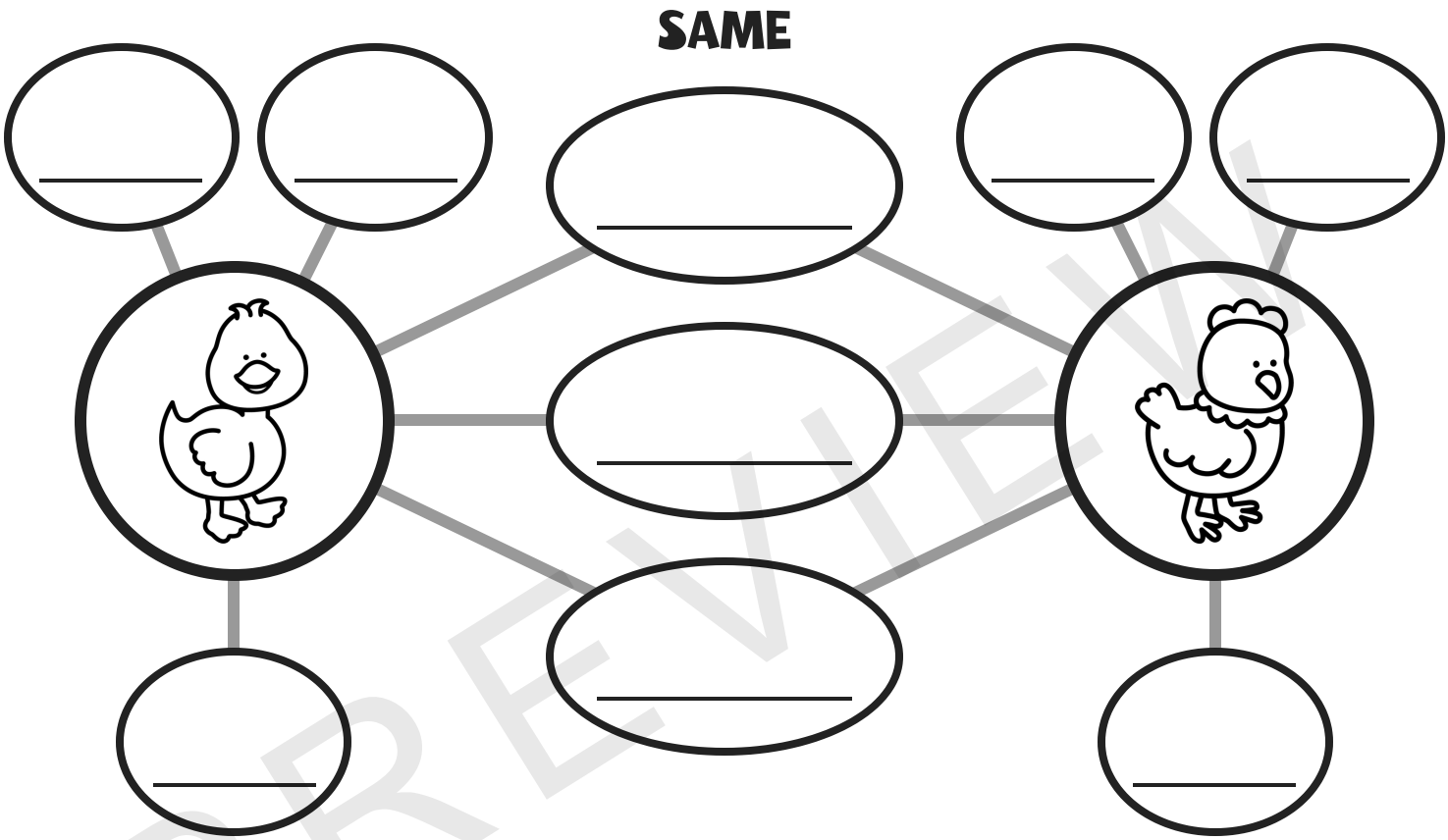
Two cards are left over.

Write a sentence. A bee is ...

PREVIEW

My name _____

Look. How are they the same and different?



PREVIEW

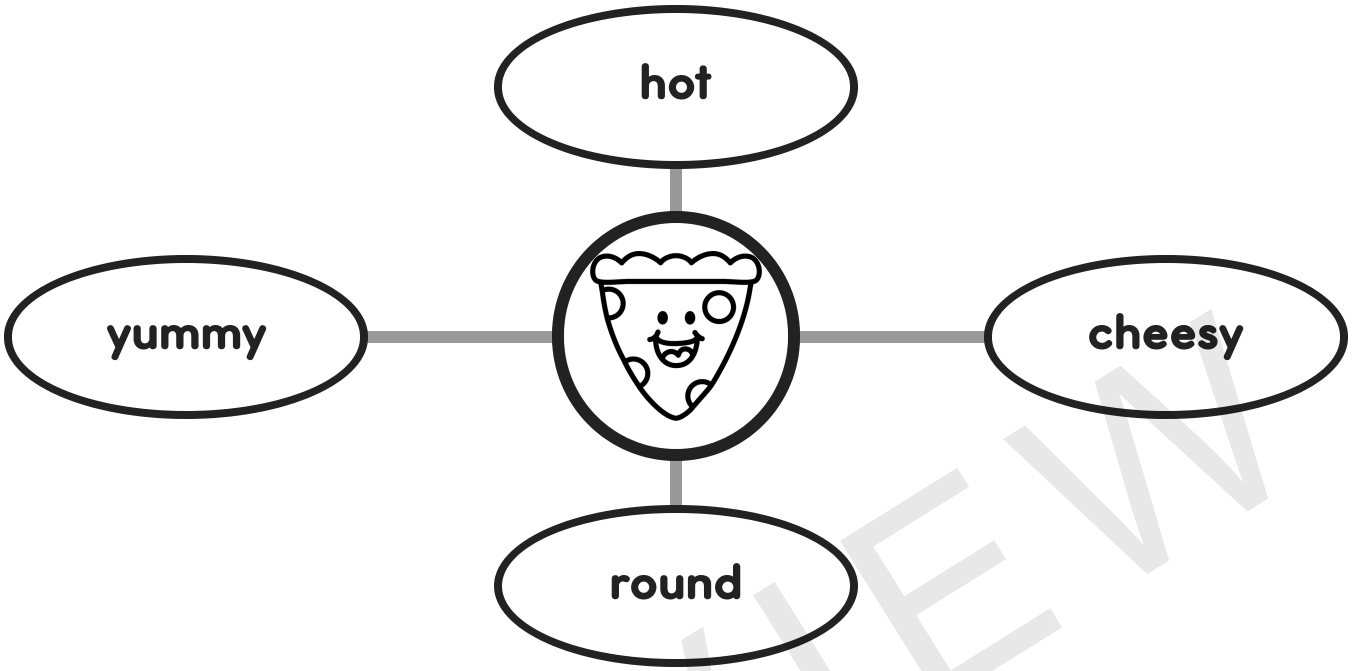
Same in the middle. Different on the sides.

Word bank

wings	clucks	swims	beak	pecks
quacks	feathers	scratches	splashes	

My name _____

Use the bubble map. Write about pizza.



A pizza is ...

It is ... and ...

It tastes ...

I like pizza because ...

PREVIEW

Answer Key

Sample answers

Page 4: the finished bubble map. An apple is red, round, sweet, crunchy, juicy, shiny.

Page 5: ladybug. Any four from the bank fit: red, tiny, spotted, round, shiny, black.

Page 6: frog. Answers are the child's own. Samples: green, wet, slimy, jumpy. A frog is green and jumpy.

Page 7: balloon. Any six from the bank fit: round, bright, light, red, big, floaty, stretchy, shiny.

Page 8: kite. Answers are the child's own. Samples: colorful, flat, light, high, paper, windy. A kite is colorful and light.

Page 9: draw your own. Answers are the child's own. Look for eight words that tell about the drawing, one in each bubble.

Pages 10 and 11: the bee. Glue these six: yellow, fuzzy, buzzy, tiny, striped, flying. Left over: icy, square. Sentence sample: A bee is yellow and fuzzy.

Page 12: the finished double bubble map. Same: fur, tail, pet. Cat only: meows, climbs, purrs. Dog only: barks, fetches, digs.

Page 13: duck and hen. Same: feathers, wings, beak. Duck only: quacks, swims, splashes. Hen only: clucks, pecks, scratches.

Page 14: cow and pig. Answers are the child's own. Same: animals, four legs, farm. Cow: moos, milk. Pig: oinks, mud. A cow and a pig are both farm animals.

Page 15: pizza. Answers are the child's own. Look for words from the bubble map (hot, cheesy, round, yummy). Sample: A pizza is hot and cheesy.

Notes

- Open-answer pages accept any honest describing word; talk judgment calls through.
- Some describing words fit more than one group on page 16 (crunchy and juicy are about taste and feel). Accept another group when the child gives a reason.
- On a double bubble map a word can be in the middle only if it is true for both things.

Every word and sentence is invented. Your own class words come first.

PREVIEW