

GUM: Just Chew it!



Teacher's Guide

G

UM: JUST CHEW IT!

2014

PRODUCTION

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EESL VERSION ADAPTED FROM:

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COMPUTERIZATION

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ILLUSTRATIONS

www.clipart.com
<http://www.illustrationsof.com>
<http://www.clipartguide.com>
<http://www.motherhoodonadime.com/kids/gumball-machine-printable-gumball-theme-activity-idea/>
<http://www.clker.com/clipart-candy-store-sign.html>
<http://www.dailyclipart.net/clipart/chewing-gum-clip-art/>
<http://www.gumball.com/dubble-bubble-gumballs.aspx>
<http://40true talesofdoinguntoothers.wordpress.com/2012/07/30/story-2-the-american-chewing-gum-craze/>

VIDEO

How it's Made: Bubble Gum
<http://www.youtube.com/watch?v=E7dGRz7Evd0>

Bubble Gum Alley - Believe it or Not!
<http://www.youtube.com/watch?v=VRHojR3murE>

SOURCES

Text adapted from *No-sweat Bubble tests* © Scholastic Teaching Resources
http://en.wikipedia.org/wiki/Chewing_Gum
<http://www.chewinggumfacts.com/chewing-gum-history/history-of-chewing-gum/>

Bubble Gum, Oh Bubble Gum
http://www.poetrysoup.com/poems_poets/poem_detail.aspx?ID=473884



A Day in the Life of Bubble Gum<http://www.teenink.com/fiction/all/article/216208/A-Day-in-the-Life-of-Bubble-Gum/>***Stuck on Me***

Annie Dumay, Viviane Golini, Rita Ruzzo, Eddy Silva

OVERVIEW***Gum: Just Chew it!*****REQUIRED MATERIALS**

The required materials for each task are identified.

Teacher's Guide

Introductory activity sheet (11X17)

Student Booklet

Final Task Booklet

Internet access:

How it's Made: Bubble Gum<http://www.youtube.com/watch?v=E7dGRz7Evd0>*Bubble Gum Alley - Believe it or Not!*<http://www.youtube.com/watch?v=VRHojR3murE>**Goal**

The purpose of this learning and evaluation situation(LES) is to allow students to develop the3 competencies.

Suggested Duration

This LESTakes 5 to 6 classes to complete.

General Description of activities

CLASS 1	CLASS 2	CLASS 3	CLASS 4	FINAL TASK
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Introductory Activity - Brainstorming (30 minutes) <ul style="list-style-type: none"> - In groups of 4 students answer questions on the sheet and discuss their answers. Activity 1 - The Origin of Gum (30 minutes) <ul style="list-style-type: none"> - Students read a text using reading strategies and demonstrate their understanding by answering questions. 	Activity 1 - The Origin of Gum (30 minutes) <ul style="list-style-type: none"> - Students continue answering questions on the text. Activity 2 - How it's Made: Bubble Gum (20 minutes) <ul style="list-style-type: none"> - Students watch a video and answer questions. Activity 3 - Packaging (10 minutes) <ul style="list-style-type: none"> - Students match images of packaging with vocabulary words. 	Activity 4 - Bubble Gum Alley: Believe it or Not! (40 minutes) <ul style="list-style-type: none"> - Students watch a video and complete a think, pair, share activity. Activity 5 - You and Gum (20 minutes) <ul style="list-style-type: none"> Students interact orally about their reactions in 'sticky' situations. 	Activity 6 - Gum: To Chew or not to Chew? (60 minutes) <ul style="list-style-type: none"> - Students read 3 texts, answer questions and highlight action words. - The final task is introduced if time allows. 	Final Task - Written production (120 minutes) <ul style="list-style-type: none"> - Students write a poem or a creative story.
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Educational Aims

Broad Areas of Learning Addressed: Health and well-being

ESL Competency

Competency C3 is evaluated: *Writes and produces Texts*

Resources

During this learning and evaluation situation, students must have access to all resources that have been available to them during the year (e.g. functional language and strategy posters, dictionaries, word banks, editing check lists, etc.). For the final task, the Student Booklet must be accessible.

- Take note that during a LES, support can be given to students during the tasks. Assessment is optional.

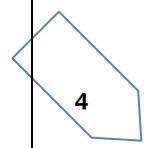
CLASS 1

- Hand out the *Student Booklet*.
- Present the overview of the LES on page 2 of the SB.

Introductory Activity: Brainstorming

The Cooperative Structure Graffiti (30 minutes)

- The cooperative activity called Graffiti is designed to introduce the topic to students and activate prior knowledge.
- Explain the activity to students.
- Divide class in groups of 4.



- Hand out an introductory activity sheet in a 11 X 17 format (*Appendix1*) to students. Each group receives 1 sheet.
- Make sure students understand the questions and the vocabulary (eg: brand).
- Each student answers the question in front of them, after 1 minute they turn the sheet to answer the next question until everyone has answered all 4.
- Have them discuss their answers in their groups.
- Teacher can discuss answers with the class.
- Post the completed task sheets in the classroom.

Activity 1: The Origin of Gum

(30 minutes)

- Hand out the *Student Booklet*
- Individually, students read the text on The Origin of Gum.

★Collect all material at the end of class.★

CLASS 2

Activity 1: The Origin of Gum - continues (30 minutes)

- Hand out the *Student Booklet* and answer the questions related to the text **The Origin of Gum**.
 - Pair students so they can validate and compare their answers.
 - Use the answer key to correct answers with the class.

ACTIVITY 1: ANSWER KEY

1	Mastiche is the resin from the mastic tree.
2	Clean their teeth. Sweeten their breath.
3	Chicle comes from the Sapodilla tree.
4	Spruce tree resin
5	1848
6	The State of Maine Pure Spruce Gum
7	1906
8	It was so sticky that it stuck on your face if it popped.
9	Walter Diemer, in 1928.
10	Because it was the only color left.
11	Answers will vary.
12	Answers will vary.
13	Answers will vary.
14	Answers will vary.
15	Answers will vary.

Activity 2: Video *How it's Made: Bubble Gum* (20 minutes)<http://www.youtube.com/watch?v=E7dGRz7Evd0>

This video is available on YouTube from the television show *How it's Made*.

The duration is 4:46 minutes.

- Viewing intention: have students read the questions prior to the viewing of the video in the *Student Booklet*, page 6.
- The students can view the video more than once.
- Use the answer key to correct answers with the class. (TG, page 6)

Activity 2:**ACTIVITY 2: ANSWER KEY**

1	Resin
2	1869
3	Dentist
4	Plastic and rubber
5	Color and flavor
6	20 minutes
7	Second
8	900
9	Pink

**Activity 3:Packaging
(10 minutes)**

- Have students match the different packages of gum with the correct vocabulary words in the box.
- Use the answer key to correct answers with the class.

ACTIVITY 3: ANSWER KEY

1	Cut and Wrap Gum
2	Center-filled Gum
3	Shredded Gum
4	Tube Gum
5	Gum Ball
6	Powdered Gum
7	Candy Gum
8	Stick Gum
9	Ribbon Gum
10	Chiclet Gum

★Collect all material at the end of class. ★

CLASS 3

Activity 4:Bubble Gum Alley: Believe it or Not!

www.youtube.com/watch?v=VRHojR3murE

(40 minutes)

- Hand out *Student Booklets*.
- Students watch the video.
- Individually, students fill-in a chart with information from the video and their own ideas.
- In teams, students compare their answers and complete the chart.
- Validate answers with the class.
- Some answers will vary.

Activity 5 -You and Gum

(20 minutes)

- Ask students to read the instructions on page 9 of the SB.
- In teams, students interact using the different situations regarding bubble gum.
- C1 is activated during this activity, however no evaluation rubric is provided.
- Evaluation is optional.

★Collect all material at the end of class.★

CLASS 4

Activity 6 - Gum: To Chew or not to Chew?

(60 minutes)

- Hand out *Student Booklets*.
- Tell students that the 3 texts they will read are examples of the text they will write in the final task.
- Model to students how to deconstruct the first text and complete the corresponding chart.
- In teams of 2, tell students to deconstruct the second text and complete the corresponding chart.
- Validate answers with the class. (see answer key, page 8)
- Individually, tell students to deconstruct the third text and complete the corresponding chart.
- Validate answers with the class.
- Make sure students notice the point of view of the narrators for each text.
- Tell students to answer the questions and highlight action words.
- Introduce the final task if time allows.
- Students can start planning their text.

★Collect all material at the end of class.★

ACTIVITY 6: ANSWER KEY	
Title:	Bubble Gum, Oh Bubble Gum
Narrator:	Gum
Setting:	Small Package
Event(s):	Pick the gum
Feeling(s):	Cozy, have a blast
Action word(s):	Blow, pop, pull, pick, wait, lay
Title:	A Day in the Life of Bubble Gum
Narrator:	Gum
Setting:	Store
Event(s):	Gum is bought, carried, selected and eaten
Feeling(s):	Impatient, excited, cool, breathless, brave
Action word(s):	Sitting, waiting, being lifted, tossed, carried, filled, touching, opening, squirming, awaiting, slid out, chosen, picked, returned to tell
Title:	Stuck on Me
Narrator:	Desk
Setting:	Classroom
Event(s):	Arriving in a school learning things, moved at the back of the class, getting gum stuck on it, making friends with pieces of gums
Feeling(s):	Having fun, disgusting, insulted, dizzy, enjoy
Action word(s):	Heard, arrived, waiting, meeting, to do, moved, happened, stick, get rid of, rest, realized, grew, to live, dried, fell off, to replace, listening, came from, got here, chewing

FINAL TASK

Final Task: A Day in the Life of...

Write a poem or creative story
(120 minutes)

- Hand out the *Student Booklet* and the *Final Task Booklet*.
- Go over the instructions in the *Final Task Booklet* with students.
- Students have 2 classes to complete the graphic organizer and write the final version of their text.
- This is done individually.
- Use the C3 rubric in *Appendix 2* for the evaluation of the text.

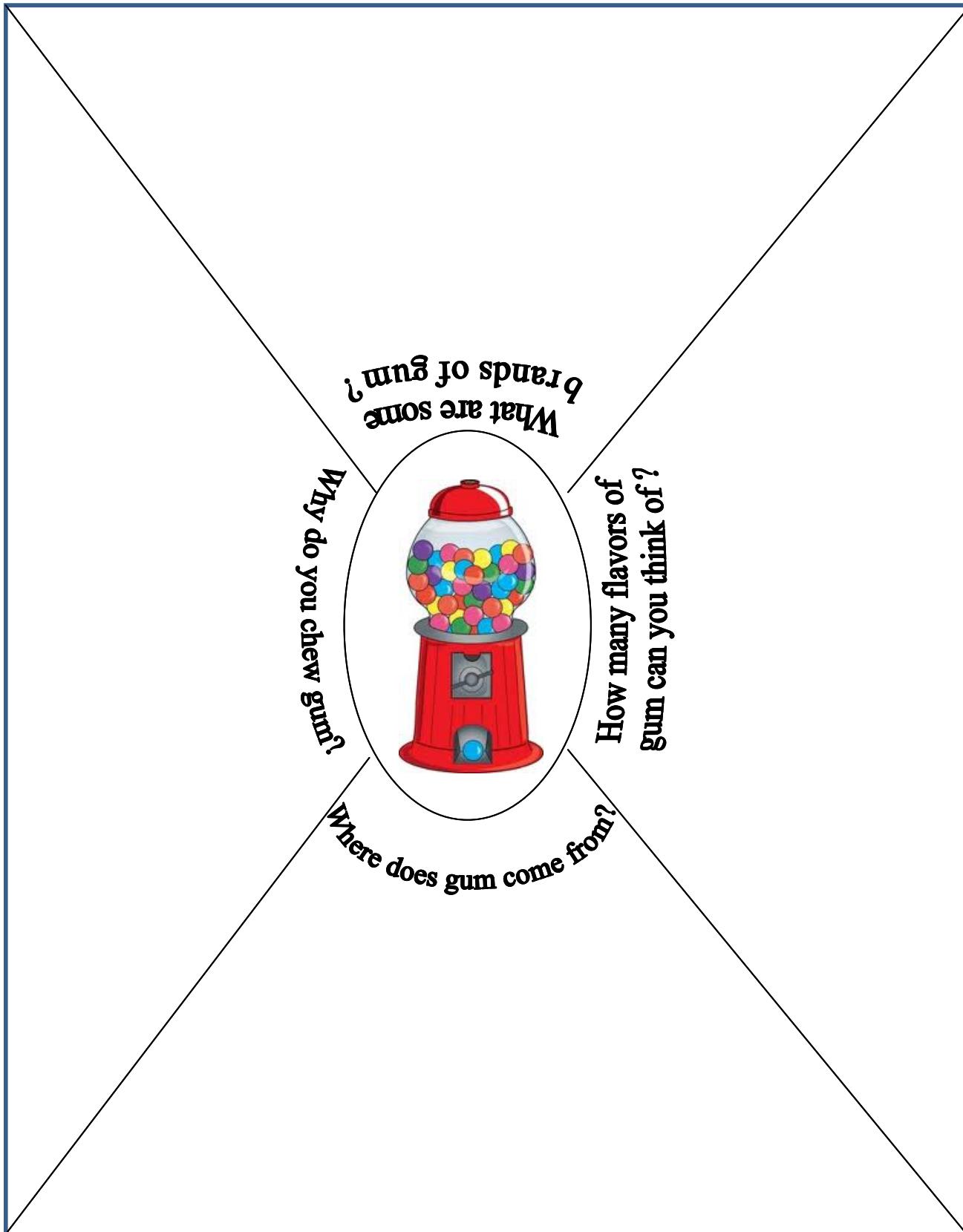
※Collect all material at the end of class.※

EXTRA ACTIVITY: WORD SEARCH

- Photocopy *Appendix 3*
- If some students finish the final task before the end of the class, give them the word search activity.

INTRODUCTORY ACTIVITY

BRAINSTORMING



C3–Writes and Produces Texts
Evaluation Rubric



/30

Evaluation Criteria	Final Task Requirements	A	B	C	D	E
C3 - Content of the Message	<p>Student write a poem or a creative story including the following requirements:</p> <ul style="list-style-type: none"> • Title • Point of view • Setting • Event(s) • Feelings(s) 	<p>Goes beyond the requirements.</p> <p>15-14</p>	<p>Meets most of the requirements.</p> <p>13 to 11</p>	<p>Meets some of the requirements.</p> <p>10-9</p>	<p>Meets half or less of the requirements.</p> <p>8 to 5</p>	<p>The text is off topic OR written in a language other than English.</p> <p>4 to 1</p>
C3 - Formulation of the Message	<p>The student:</p> <ul style="list-style-type: none"> ✓ Uses a language repertoire appropriate to the task. He or she uses accurate mechanics, grammatical structures and vocabulary. 	<p>Shows advanced understanding of the language repertoire taught throughout the year. Text contains veryfew errors.</p> <p>15-14</p>	<p>Shows solid understanding of the language repertoire taught throughout the year. Text contains a few errors.</p> <p>13 to 11</p>	<p>Shows acceptable understanding of the language repertoire taught throughout the year. Text contains errors that may hinder comprehension.</p> <p>10-9</p>	<p>Shows limited understanding of the language repertoire taught throughout the year. Text contains many errors that hinder comprehension.</p> <p>8 to 5</p>	<p>Shows little or no understanding of the language repertoire. OR Very little of the student's text is comprehensible, even after rereading.</p> <p>4 to 1</p>

ENJOY THIS WORD SEARCH!

Bubble Gum Word Search

H	Y	P	O	P	L	R	C	O	F	W	Z	W	S	G
T	K	D	I	C	C	L	H	H	O	U	R	Y	U	R
I	Z	E	N	A	B	I	A	C	E	I	R	M	O	E
C	I	N	N	A	M	O	N	B	G	W	B	F	I	G
R	S	D	B	K	C	E	L	L	M	A	Y	T	C	U
E	Y	T	H	A	L	N	E	J	L	U	N	N	I	L
P	K	U	R	B	U	Y	O	L	C	I	G	J	L	A
P	E	H	B	E	X	E	M	T	M	W	O	L	B	R
A	B	U	A	M	T	A	A	R	T	C	S	U	B	S
R	B	R	U	S	C	C	A	P	E	O	M	K	U	W
W	W	G	H	H	Z	E	H	G	C	J	C	N	B	E
B	B	E	I	R	P	X	J	Y	F	R	U	I	T	E
Z	V	N	H	S	A	K	O	O	Z	A	B	P	A	T
G	E	Q	B	C	V	T	T	Z	Q	T	P	D	F	D
E	L	B	B	U	B	E	L	B	B	U	D	H	X	T

BAZOOKA

BLOW

BUBBLE

BUBBLICIOUS

CANDY

CHEW

CHEWY

CINNAMON

COTTONCANDY

DUBBLEBUBBLE

FRUIT

GUM

GUMBALL

GUMBALLMACHINE

PINK

POP

REGULAR

SPEARMINT

STRETCHY

SWEET

WRAPPER

WRIGLEY

Put each word in the correct category

Adjectives	Brands	Verbs	Objects