



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 733

Book Summary

Everybody loves chewing gum. But you probably never stop to think about how gum was invented or what it is made from. This book tells readers in a fun and engaging way who first chewed gum, where gum comes from, and how it is made. It even includes details about what people do with their gum when they're finished!

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Identify the main idea and supporting details
- Understand the use of commas in a series
- Understand and identify the use of synonyms

Materials

Green text indicates resources available on the website

- Book—*History to Chew On* (copy for each student)
- Chalkboard or dry erase board
- Ask and answer questions, main idea and details, commas in a series, synonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words:

Story critical: *discard* (v.), *latex* (n.), *mesh* (n.), *sap* (n.), *vat* (n.), *wad* (n.)

Enrichment: *cud* (n.), *paraffin wax* (n.), *tacky* (adj.)

Before Reading

Build Background

- Involve students in a discussion about chewing gum to elicit prior knowledge and build background. Ask: *How many of you like gum? When was the last time you chewed a piece of gum? Do you know where gum comes from? How long ago do you think gum was invented?*

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about. Point out that the book is about chewing gum.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Discuss how asking and answering questions while reading can help readers understand and enjoy reading the information in a book.
- Model asking questions.
Think-aloud: From what I see on the cover and title pages, it appears as though this book is all about gum. I'm curious whether there is enough information about gum to fill an entire book. When I look at the table of contents, I see that one section is titled "The First Chewers." This makes me wonder if ancient people chewed gum and why it seems to be so popular. Before reading, several questions often come to mind about the topic. As I read, I enjoy looking for answers to my questions, which often sparks further curiosities and questions to answer while reading.
- Create a chart on the board similar to the [ask-and-answer worksheet](#). Introduce and explain the ask-and-answer-questions worksheet to students. Ask students what about the topic they are curious about. Have them write their questions in the first section on their worksheet. Invite them to share some of their questions and write them on the class chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Write the following list of words on the board: *baseball, football, basketball, soccer ball*. Ask students to tell what these words refer to (different types of balls). Point out that these words help to identify the main idea. (Different types of balls are used in sports.) The words *baseball, football, basketball, and soccer ball* are details that support this main idea.
- Explain that sometimes the amount of information about a topic is so large that the information is grouped into sections, each section with its own main idea.
- Read page 4 aloud to students. Model identifying the main idea and details for the section "Chew on This."
Think-aloud: As I read the introduction, most of the sentences are about the kinds of things that living things chew. Dogs chew bones, cows chew cud, and people chew gum. I will underline this information. Based on what I've read, I think the main idea of the section is: Living things chew different kinds of things.
- Write the main idea on the board. Ask students to identify the details from the book that support this main idea (dogs chew bones, cows chew cud, people chew gum). Write these details on the board.

Introduce the Vocabulary

- Introduce the content words listed in the vocabulary section of this lesson. Review the correct pronunciation for the multisyllabic words: *discard, latex, and paraffin*.
- Explain to students that most of the time, good readers use context clues to help figure out the meaning of an unfamiliar word in the text. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Additionally, there are three vocabulary words not listed in the glossary (*betel, chicle, and mastiche*) that may need explanation. Write these words on the board. Say: *These are three words that come from other cultures and describe early types of chewing gum. We will see them in the first section of the book.*

Set the Purpose

- Encourage students to ask and answer questions while reading. Remind students to also think about the main ideas and details of each section. Ask them to underline in their book important details within each section.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 8. Encourage students who finish early to go back and reread.
- When students have finished reading, have them circle any questions on their ask-and-answer-questions worksheet that were answered.
- Model answering a question and filling in the second section of the ask-and-answer-questions chart on the board.

Think-aloud: Before reading, more than one question came to mind about this book. I was curious whether enough information about gum was available to fill an entire book. I also wanted to know if ancient people chewed and why it seems to be so popular. While reading, I happened to answer some of these questions. The book is divided into sections that take a close look at different aspects about gum, such as the first gum chewers and gum machines. I didn't realize that gum had such an interesting history. I also learned that gum has been around since before Europeans discovered North America. I will write these answers on the ask and answers chart on the board. The information I read sparked new curiosities about the topic. I found it interesting that gum became so popular that a special machine was made to release gum in the shape of balls, and that kids figured out how to get free gumballs out of this machine. I wonder how Thomas Adams was able to correct the problem and whether the sudden popularity of gum created any other problems. I will write these questions on the ask-and-answer-questions chart.

- Ask students to write answers for the circled questions and additional questions they raised on their ask-and-answer-questions worksheet. Invite students to share the information they learned and the questions they generated as they read the book. Write shared responses on the class ask-and-answer-questions chart on the board.
- Model identifying the main idea and details.
Think-aloud: As I read the section titled "The First Chewers," most of the sentences mentioned something about early people who chewed gum. I will underline this information. Based on what I've read, I think the main idea of the section is: People of many early cultures chewed a type of gum.
- Write the main idea on the board. Ask students to identify details that support this main idea (people from Greece, South America, India, and North America chewed gum; North American natives chewed a substance made out of spruce tree sap; John Curtis added flavor to the sap and sold it to settlers; and so on). Write these details on the board.
- **Check for understanding:** Have students read pages 9 through 12. Have them circle any questions on their ask-and-answer-questions worksheet that were answered. Ask students to write answers to any circled questions and additional questions they raised on their ask-and-answer-questions worksheet. Invite them to share the information they learned and the questions they generated while reading.
- Invite students to share any information they underlined in the next three sections of the book. Write these details on the board. Divide students into groups. Assign each group a section and have them identify the main idea from these details. Discuss their responses as a class and write each main idea on the board.
- Have students read the remainder of the book. Remind them to look for and write answers to their questions. Encourage them to add new questions they might have to their worksheet as they read and underline in their book important information within each section.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce that asking questions before and during reading, and looking for the answers while reading, keeps readers interested in the topic. It also encourages them to keep reading to find answers to their questions and helps them understand and enjoy what they read.
Think-aloud: I wanted to know whether Thomas Adams corrected the problem of kids getting free gumballs and whether the sudden popularity with gum created any other problems. I learned that people began spitting their gum onto sidewalks or sticking it underneath pieces of furniture. This created a problem. Some businesses had to hire a special person just to get rid of the gum people stuck in various places. I didn't find the answer to my question about Thomas Adams. I'm still curious about this. I'm also curious about what the process for making gum looks like. I will write the questions I'm still curious about on the ask-and-answer-questions chart.
- Point out to students that all of their questions may not have been answered in this text. Brainstorm other sources they might use to locate additional information to answer their questions. Invite students to fill in the last section with information they still would like to know about gum.
- Ask students to share questions they added to their ask-and-answer-questions worksheet while reading.

Reflect on the Comprehension Skill

- **Discussion:** Discuss how stopping to review the important details helped students remember the facts and better understand the information in the book. Ask them how the details they identified support the main idea.
- **Independent practice:** Introduce, explain, and have students complete the **main-idea-and-details worksheet** for one of the remaining sections. When everyone has finished working independently, review answers aloud.
- **Enduring understanding:** In this book, you learned how some people took an idea that had been around for a long time, improved on it, and created a popular product. Now that you know this information, what does this tell you about how products get into the marketplace?

Build Skills

Grammar and Mechanics: **Commas in a series**

- ✎ Have students turn to page 4 and circle all the commas in the second paragraph. Point out each item separated by a comma.
- Explain to students that whenever items are listed together, commas called *serial commas* are used to separate each item in the list. Point out that listed items can be nouns, verbs, adjectives, or entire phrases.
- Tell students that the last item in a list often is preceded by the word *and*, and a comma is placed before the word. Point out that this rule applies only when there are at least three items in the list.
- ✎ Have students turn to page 10. Ask them to identify the list in the second paragraph and circle the serial commas. Have them identify how many items are separated by commas in the list (seven).
- **Check for understanding:** Write the following words on the board: *pencils, paper, notebooks, crayons*. Have students use the words to write a sentence using serial commas on a separate piece of paper.
- **Independent practice:** Introduce, explain, and have students complete the **commas-in-a-series worksheet**. If time allows, discuss their responses.

Word Work: **Synonyms**

- Direct students to page 9. Have them find and read the sentence in which the word *discard* is found. Ask students to identify the meaning of the word.

- Tell students that many other words mean the same as *discard*. Explain that instead of repeating the same word several times, authors may choose to vary the text by using *synonyms*, or words that mean the same thing. Ask students to think of other words for *discard* (*trash, toss, pitch*, and so on). Ask students if the new words make sense in the sentence.
- **Check for understanding:** Have students read the last sentence in the same paragraph on page 9. Ask them to think of a synonym for the word *nasty* (*yucky, gross, disgusting*, and so on).
- **Independent practice:** Introduce, explain, and have students complete the [synonyms worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Ask them to survey their family members to find out what questions they have about gum and to provide any answers to their questions that can be found in this book.

Extend the Reading

Persuasive Writing Connection

Ask students to design their own brand of chewing gum. Have them create an advertising poster to sell their gum, including an illustration with a clear brand name on the package, a slogan, and text that will persuade others to buy their product. Encourage them to be creative with packaging, flavor, and so on.

Social Studies Connection

Provide resources for students to research the history of other popular products in their culture, such as blue jeans, televisions, and sticky notes. Make a chart titled *Interesting Inventions* and post it in the room. Include columns for who invented it, in what year it was invented, and how the inventor got the idea.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask relevant questions about a topic prior to and during reading; locate answers to their questions and write them on a worksheet
- identify the main idea and supporting details to better understand the text through discussion and on a worksheet
- accurately identify and understand the use of commas in a series during discussion and on a worksheet
- correctly identify and understand the use of synonyms during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)