

The Extension Activities listed below were developed to extend the questions on the article about chewing gum.

### PREDICTING

Prior to distributing this week's article, divide students into small groups. Write the headline "Who Invented Chewing Gum" on the board. Have each group write down in detail what they predict the article will be about. Then distribute the article and have them read it. Determine which group's prediction was the closest.

### WRITING ACTIVITY (INFORMATION REPORT)

*(California English–Language Arts Content Standards: Writing Applications—Write information reports)*

- Read aloud, or have a student read aloud, paragraph #'s 1–2, which talk about the different kinds of trees whose parts have been used as chewing gum. List on the board the four trees mentioned in these paragraphs (birch, mastic, sapodilla, and spruce). Tell students that in today's writing assignment they will research and write an information report on one of these trees.
- Write the following assignment on the board:

Using several resources, such as the Internet, magazines and books, find information about one of the trees mentioned in the article about chewing gum.

As you do your report, be sure to cover the following:

- What the tree looks like
- Where it grows
- Any other uses it has had besides being a source for chewing gum
- Any other interesting facts about that type of tree

On the last page of the report, be sure to list all the sources you used during your research.

- Discuss the writing assignment with students, clarifying as necessary
- Distribute paper and pencils and have students begin writing.

### SPEAKING ACTIVITY (ORAL SUMMARY)

*(California English-Language Arts Content Standards: Speaking Applications [Genres and Their Characteristics]—Deliver oral summaries)*

- Tell students that for this week’s speaking assignment, they will deliver an oral summary of the article on chewing gum. Make sure they understand the following terms: *main idea* (subject of the article) and *supporting details* (additional important information about the main idea).
- Write the following on the board and review the following steps with students to help them understand how to do an oral summary of an article:

#### Delivering Oral Summaries

- Reread the article to find its *main idea*. Underline key words that best express this main idea. (The main idea is usually included in the headline or in the first few paragraphs of the article.)
  - Reread each of the remaining paragraphs to find *supporting details*. Once again, underline key words.
  - Review the sections of the article you have underlined. Then, in your own words, write a summary that states the most important information contained in the article.
  - DO NOT add thoughts of your own; just restate what the author says.
  - Your summary should be about one-third as long as the article. For example, if the article has six or seven paragraphs, your summary should have two.
- Answer any questions students might have about this part of the assignment.
  - Distribute paper, pencils, and index cards (if available). Have students begin taking notes on the article. Once they have completed the steps outlined above, have them use their notes to deliver their oral summaries to the class.

### ELL ACTIVITY—“Fine Arts”

Distribute large sheets of paper (12" × 18") and any art materials available at your site (felt-tip pens, colored pencils, etc.). Have students work in pairs to draw pictures on the topic of chewing gum. To get students started, have them brainstorm a list of items they might want to include in their illustrations (e.g., gum wrappers, people chewing gum, American Indians offering colonists gum, etc.). Have students share their drawings.

### PARENT/GUARDIAN INVOLVEMENT ACTIVITY—“Spokesperson”

(Note: Make a copy of this activity for students to take home to complete with their parents/guardians.)

You have been hired as a spokesperson for the Wrigley chewing gum company. With your parent, guardian, or other family member or friend, prepare a three-minute television commercial announcing a new type of gum your company is selling. Deliver your presentation to other family members or friends.

### DEBATE

Tell students that the Wrigley chewing gum website claims that chewing gum helps people to stay focused on their work.

On the board, write the question to be debated:

*Should students be allowed to chew gum in class?*

Divide the class into two teams: “pro” and “con.” The “pro” team will argue in favor of allow gum chewing in class, and the “con” team will argue against chewing gum in class. Explain that some students may have been assigned to debate positions opposite to their own personal opinion, and that this is a useful skill to learn.

Have each group spend time listing reasons to support their position. They may use sources such as the Internet to find information that favors their opinion.

Hold the debate. Give the “pro” side five minutes to present its opinion and reasons, and then the “con” side five minutes to present its opinion and reasons. No interruptions from the other side are allowed.

After each side has argued, have each team meet for five minutes to prepare their rebuttal (arguments against what the other team has said).

Give the “con” side three minutes to present its rebuttal, and then the “pro” side three minutes for its rebuttal.