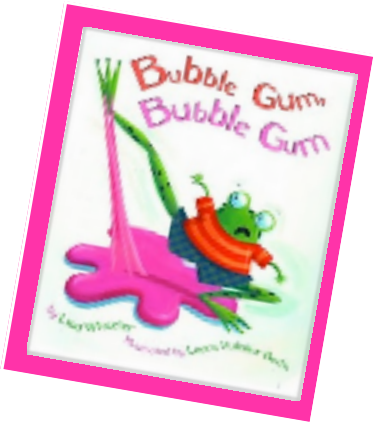
Bubble Gum, Bubble Gum

Author: Lisa Wheeler
Illustrator: Laura Huliska-Beith



Activities

QUICK! PREDICT!

- Read aloud Bubble Gum, Bubble Gum to your students.
- Pause briefly on the page with the "big, blue – comin' through! – honk-honk truck!"
- Ask your students to "Quick! Predict!" what will happen next.
- On the next page, as the animals all chew and chew, have your students chew along and pretend to help blow the bubble.
- At the end of the story, when "along comes a hen, a red-ruffled hen… here we go again!" ask students to predict how the story may continue.

BUILD NARRATIVE SKILLS WITH RETELLING:

Encourage students to retell this story by acting it out. Draw the characters from the book on paper, cut them out, and paste them to wooden sticks. Take this book, with its great illustrations by Laura Huliska-Beith, a container of homemade pink play dough (make sure it's non-toxic in case one of your students tries chewing on it) and the puppet characters. As you reread the book, have students act out the story, sticking the characters in the "bubble gum". Put the book and props in a "storybox". (A storybox is a container meant to build narrative skills by encouraging retellings. A storybox should include the book and materials to aid in retelling, like puppets and props.) Leave the storybox in a reading area or center for students to use independently or in small groups.

COMPARE FICTION AND NON-FICTION:

Pair *Bubble Gum, Bubble Gum* with *Pop! The Invention of Bubble Gum* by Megan McCarthy. It is excellent non-fiction for younger students. The topic is sure to grab their attention, the text is short but interesting and full of fun facts, and the illustrations are large enough for a group read. At the end of the book, McCarthy adds lots more information (like who holds the world record for largest bubble) for kids who want to really sink their teeth into the subject. Compare the two books and talk about fiction vs. non-fiction books.

SCIENCE TIE-IN:

Use the books as a springboard to a lesson on the scientific method.

- Ask your students, "Do you think bubble gum will weigh more or less after you chew it?"
- Lead your class in forming a hypothesis: Bubble gum will weigh more (or less) after it has been chewed for two minutes.
- List materials you will need to conduct your experiment, like a scale, bubble gum, and a timer.
- Have students help determine the procedure, controlling the variables by making sure everyone chews the same kind of gum for the same amount of time.
- Weigh the gum before and after chewing to gather the results.
- Draw a conclusion based on the results, and check the original hypothesis.
- Then, open up the experiment for further discussion – would we have the same results with different kinds of gum?