

BUBBLE GUM DAY

Upper Elementary
Math & ELA
Integration Unit



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comprehension passage with questions and answer key

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students blow as many bubbles as they can in one minute, make a line plot, then tally and bar graph on their own

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students write about being trapped in a gumball machine

Core Standard Alignment

What is Bubble Gum?

RI.1, RI.2, RI.4

Adjective, Adverb, Preposition Sort

L.1, L.3

Sticky Angles

4.OA.B.4, 4.G.A.1

Graph Class Bubbles

3.MD.B.3, 3.MD.B.4

Mentor Text: On Account of the Gum

R.3, R.5, W.3, W.9

Writing Piece

W.3, W.4, W.5, W.10, L.3, L.5

Digital Learning Links

These files are for the use of one classroom only, and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

Click each of the links below and a screen will open to prompt you to make a copy. The files will be in your own Google Drive account.

(You may want to create a folder for all of these!)

[What is Bubble Gum?](#)

[Parts of Speech Sort](#)

[Adjective, Adverb, Preposition Worksheet](#)

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[Graph Class Bubbles](#)

[Graph Activity](#)

[On Account of the Gum](#)

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What Is Bubble Gum?



What do you chew for hours, but never swallow? Bubble gum! This sticky, pink, sweet substance didn't always come in little wraps. In fact, it came from the sap of the rubber tree.

Thousands of years ago, the Mayans of Mexico discovered a rubbery substance in a local tree. They chewed it and called it chicle (CHEE-lee). In the 1800s, Mexican general Santa Anna introduced chicle to the newly settled Americans.

Later, in the 1880s, an American named Henry Fleer covered chicle with a white coating and created what we now call Chiclets. In 1928, Walter Diemer took it a few steps further and invented bubble gum! He combined sugar, corn syrup, flavoring, coloring, and latex. Latex helps bubble gum stretch. Walter Diemer called it Dubble Bubble, and the name stuck!

1. This passage is all about:

- A. how chicle was made.
- B. who invented bubble gum.
- C. how gum was made over the years.
- D. Santa Anna giving gum to the settlers.

2. According to the passage, the Mayans found what they called

- A. trees
- B. rubber
- C. chicle
- D. latex

3. In the third paragraph, the word coating is a synonym for:

- A. middle
- B. layer
- C. gum
- D. inside

4. Who invented bubble gum?

- A. General Santa Anna
- B. Mayans in Mexico
- C. Henry Fleer
- D. Walter Diemer

5. What did the Americans do to adapt the chicle to the second paragraph?

- A. Chicle was delicious.
- B. Chicle gave these Americans something to do when they were bored.
- C. Santa Anna later fought the Americans at the Alamo.
- D. The Mayans invented bubble gum, too.

PARTS OF SPEECH SORT

I have provided color and blackline copies for the activity. Print the directions, gumballs, and the gumball machines (with the

answers printed on the back of the machines) in color or blackline, laminate and cut out. The activity sheet is optional—it could be done with or without the use of gumball machines; an idea is to use it after sorting the cards to hold the students accountable for their work 😊



PREVIEW

Standard Directions:

Read each sentence on the gumballs.
Decide whether the underlined word is
an adjective, adverb, or preposition and
put it on the matching gumball
machine. Check your answers on the
back of the machine once you have
placed all the gumballs!

PREVIEW

PREVIEW



PREVIEW

Adjectives

PREVIEW

PREVIEW

13. Can I have
a quarter for

14. My favorite
flavor of bubble

PREVIEW

15. I love
popping a
piece of fresh
gum into my
mouth.

16. Carefully
hold the gum
with your
fingers when
you blow
a bubble.

PREVIEW

17. If you
chewed more
pieces of gum,
you could
blow bigger
bubbles.

18. If you get
gum on your
clothes, use an
old comb to
brush it off and
wash it away.

PREVIEW



PREVIEW

Adverbs

PREVIEW

PREVIEW

13. Can I have
a quarter for

14. My favorite
flavor of bubble

15. I love
popping a
piece of fresh
gum into my
mouth.

16. Carefully
hold the gum
with your
fingers when
you blow
a bubble.

17. If you
chewed more
pieces of gum,
you could
blow bigger
bubbles.

18. If you get
gum on your
clothes, use an
eraser to
remove it and
wipe it up.

Name: _____ Date: _____



Adjective, Adverb, or Preposition?

Choose 9 of the bubble gum sentences. Tell the part of speech for each underlined word and what it is that it is for.

Example: _____ is _____ because it _____
many people, and _____ is _____

1. _____ is _____ because _____

2. _____ is _____ because _____

3. _____ is _____ because _____

4. _____ is _____ because _____

5. _____ is _____ because _____

6. _____ is _____ because _____

7. _____ is _____ because _____

8. _____ is _____ because _____

9. _____ is _____ because _____



STICKY ANGLES GAME PREVIEW

Print the game board and glue the two pages side by side into a file folder, then laminate the folder.

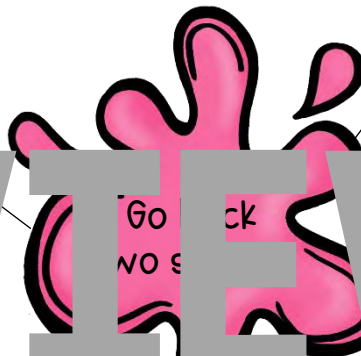
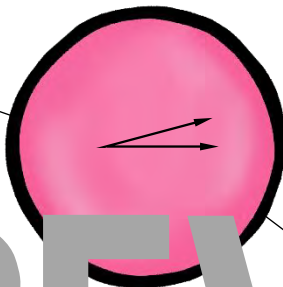
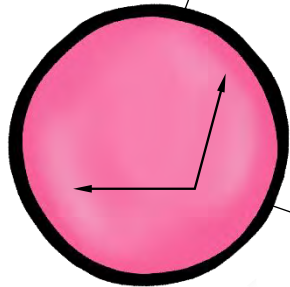
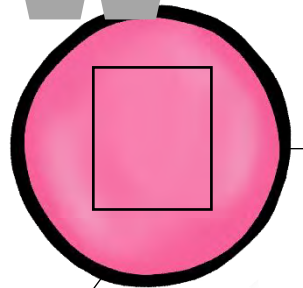
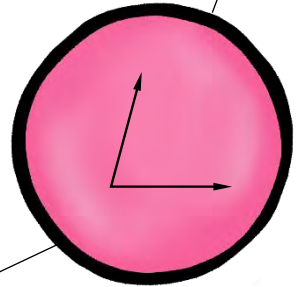
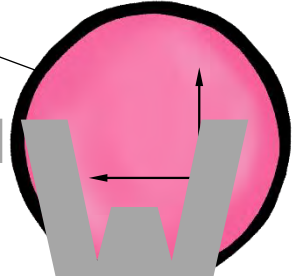
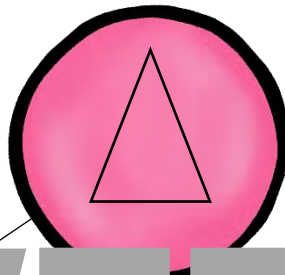
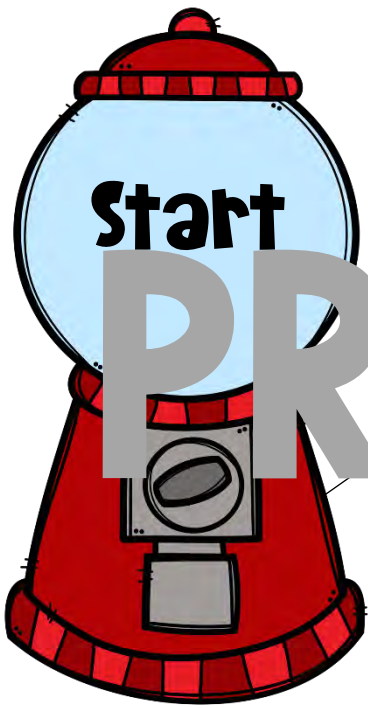
You could also print the student directions to put on the back of the folder before laminating.

PREVIEW

Student Directions:

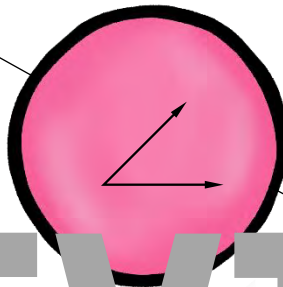
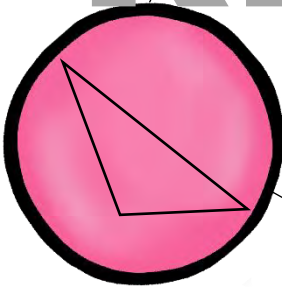
Materials needed: one die, game board, and 2-4 players

Choose a game player marker and put it on the starting gumball machine. The first player rolls the die. If you roll a prime number, move your marker one space. If you roll a composite number, move your marker two spaces. If you roll a 1, since it is neither prime nor composite, you must lose your turn. Name the angle shown on the bubble gum (right, obtuse, etc.). If the other players agree that you named the angle correctly, play continues to the next player. If you did not name the angle correctly, move back one space. The game continues with each player this way until someone gets to the end and wins!





PREVIEW

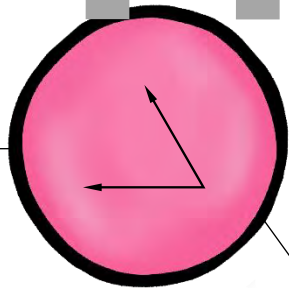


PREVIEW

Prime - Move 1 Space

Composite - Move 2 Spaces

1 - Move No Spaces



PREVIEW

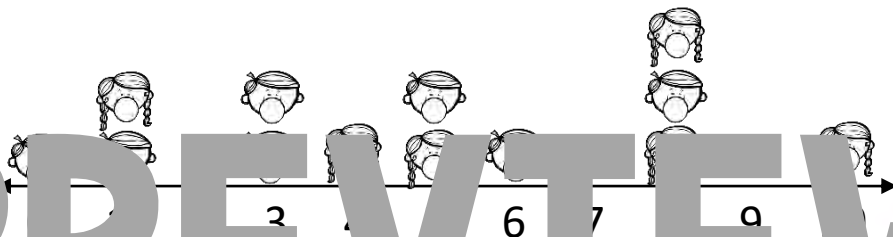
Graph Class

PREVIEW

Give all students a piece of bubble gum and allow them to chew for a few minutes to get it ready to blow bubbles! Print enough pictures of the bubble gum chewing children to allow students to choose one to place on the graph. Have them partner up and count

to each other how many bubbles are blown in one minute. Students should record the number of bubbles blown on the graph.

bubble. Create a class line plot with the students' data on the board or on butcher paper, then have the students complete the graph activity with the class data.



PREVIEW

Name: _____ Date: _____



Graph Class Bubbles

Create a tally chart:

How many bubbles did you blow?
PREVIEW

Create a horizontal bar graph to show how many bubbles the students blew. Make sure to label your x-axis with numbers. You might need to use intervals!





On Account PREVIEW

This hilarious book by Adam Rex is a guaranteed way to get your class giggling! They will love the storyline, as well as the hilarious illustrations.

Use this as a model text for cause-and-effect storytelling, as well as a launching pad for imaginative brainstorming and narrative fiction writing.

PREVIEW

Name: ANSWER KEY Date: _____

Complete the cause-and-effect relationships from the story.

You cut a hair
out of your hair
of your hair

Scissors are stuck
in your

Your aunt said
she knew how to
get gum out of
your hair.

You have grass
stuck in your hair.

You tried to
scare the cat out
of your hair.

A vacuum is stuck
in your hair.

Possible answer:

The vacuum is
gone and you
in your hair

Possible answer:

You scream
STOP

Name: _____ Date: _____

Continue the story! What do you think happened next?

PREVIEW

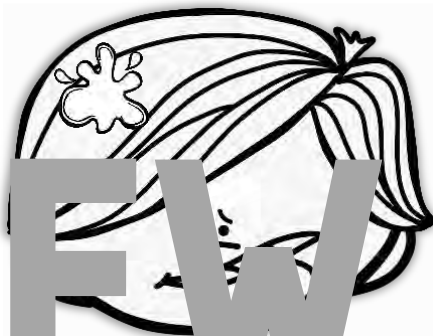
PREVIEW

PREVIEW



Name: _____ Date: _____

How would you help the child
get the gum out of their hair?



PREVIEW

PREVIEW

PREVIEW

STUCK IN A GUMBALL MACHINE!

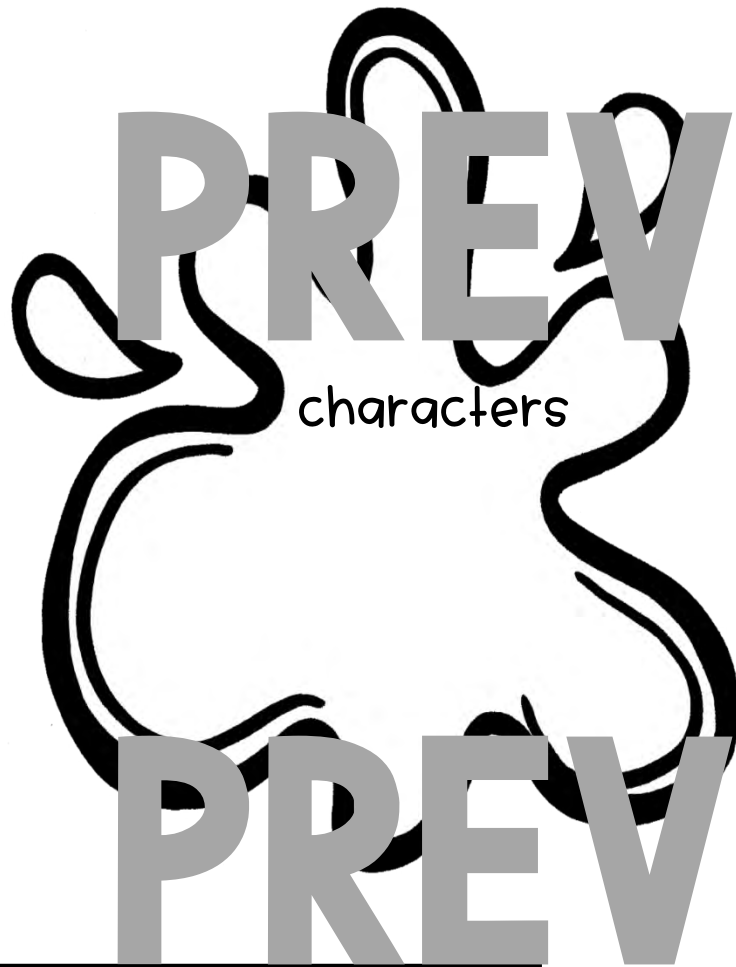
Lesson Ideas

- Brainstorm as a class how someone might have ended up in a gumball machine, and how they will get out!

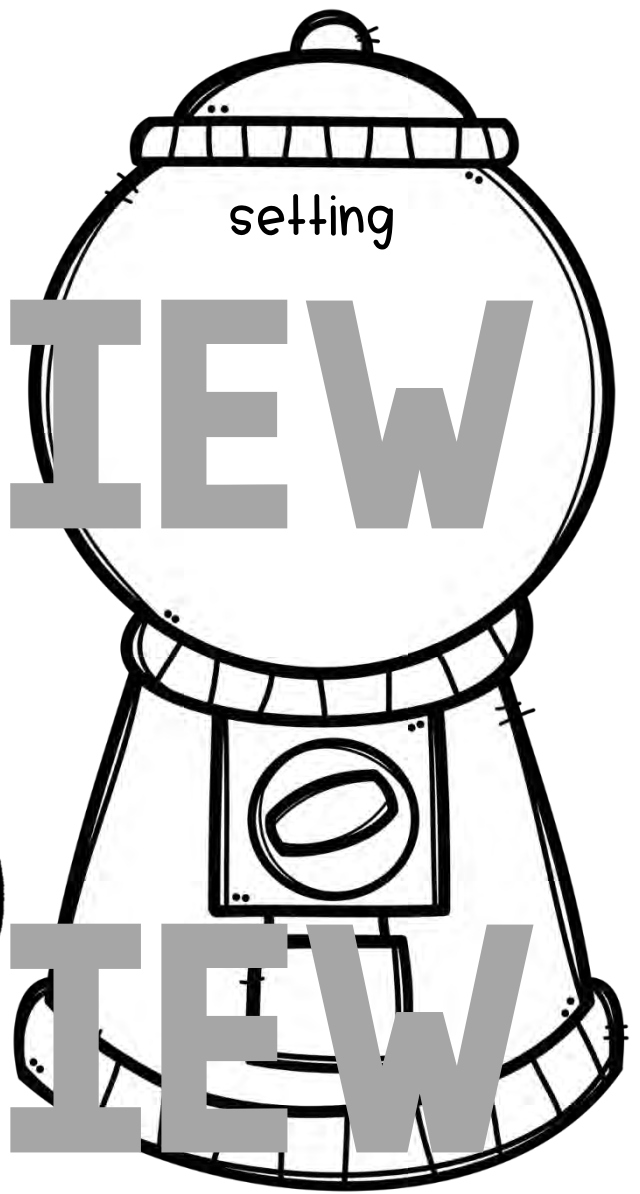
Consider asking students to write a story
long enough to fill their time – for example,
“A Story of a Situation”

- Teach a mini-lesson on “show, don’t tell” for better vivid details in their story– they can describe how large everything is and how different it looks.

Brainstorm

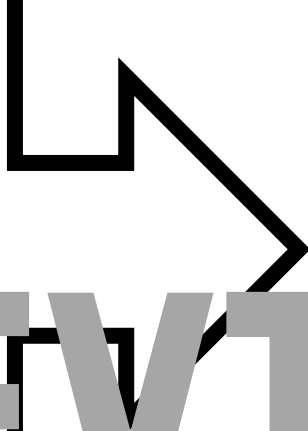


characters



setting

problem



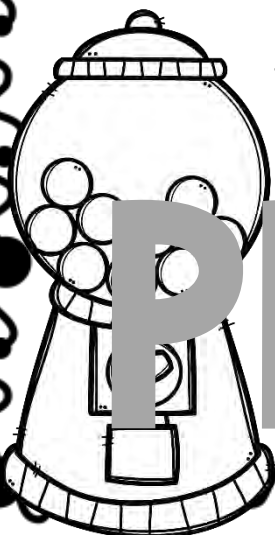
solution

PREVIEW

Name: _____ Date: _____

PREVIEW

PREVIEW



PREVIEW



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