

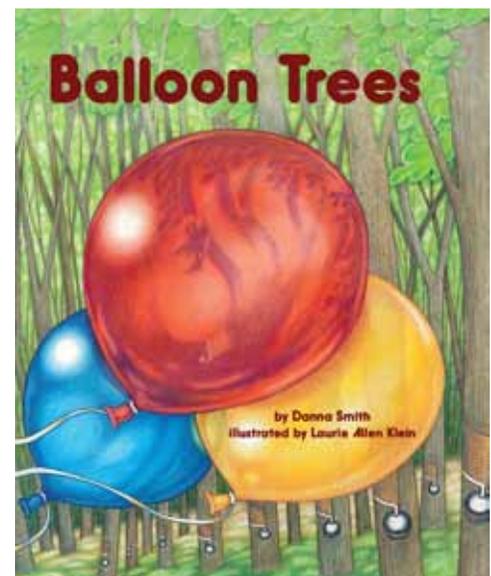
# Teaching Activity Guide for Balloon Trees



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# How to Use This Activity Guide (General)

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There are a wide variety of activities that teach or supplement all curricular areas. The activities are easily adapted up or down depending on the age and abilities of the children involved. And, it is easy to pick and choose what is appropriate for your setting and the time involved. Most activities can be done with an individual child or a group of children.

**For teachers in the classroom:** We understand that time is at a premium and that, especially in the early grades, much time is spent teaching language arts. All Sylvan Dell titles are specifically selected and developed to get children excited about learning other subjects (science, geography, social studies, math, etc.) while reading (or being read to). These activities are designed to be as comprehensive and cross-curricular as possible. If you are teaching sentence structure in writing, why not use sentences that teach science or social studies? We also know and understand that you must account for all activities done in the classroom. While each title is aligned to all of the state standards (both the text and the For Creative Minds), it would be near impossible to align all of these activities to each state's standards at each grade level. However, we do include some of the general wording of the CORE language arts and math standards, as well as some of the very general science or social studies standards. You'll find them listed as "objectives" in italics. You should be able to match these objectives with your state standards fairly easily.

**For homeschooling parents and teachers in private schools:** Use as above. Aren't you glad you don't have to worry about state standards?

**For parents/caregivers:** Two of the most important gifts you can give your child are the love of reading and the desire to learn. Those passions are instilled in your child long before he or she steps into a classroom. Many adults enjoy reading historical fiction novels . . . fun to read but also to learn (or remember) about historical events. Not only does Sylvan Dell publish stories that are fun to read and that can be used as bedtime books or quiet "lap" reading books, but each story has non-fiction facts woven through the story or has some underlying educational component to sneak in "learning." Use the "For Creative Minds" section in the book itself and these activities to expand on your child's interest or curiosity in the subject. They are designed to introduce a subject so you don't need to be an expert (but you will probably look like one to your child!). Pick and choose the activities to help make learning fun!

**For librarians and bookstore employees; after-school program leaders; and zoo, aquarium, nature center, park & museum educators:** Whether reading a book for story time or using the book to supplement an educational program, feel free to use the activities in your programs. We have done the "hard part" for you.

# What Do Children Already Know?

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Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.

Before reading the book, ask the children what they know about the subject. A list of suggested questions is below. The children should write down their “answers” (or adults for them if the children are not yet writing) on the chart found in Appendix A, index cards, or post-it notes.

Their answers should be placed on a “before reading” panel. If doing this as a group, you could use a bulletin board or even a blackboard. If doing this with individual children, you can use a plain manila folder with the front cover the “before reading” panel. Either way, you will need two more panels or sections—one called “correct answer” and the other “look for correct answer.”

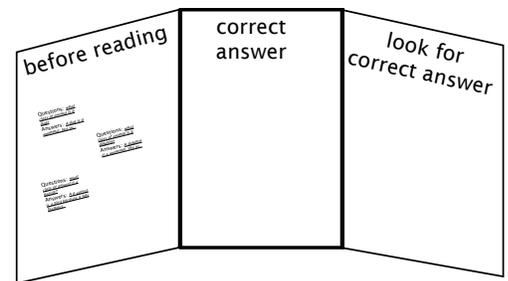
Do the children have any more questions about the subject? If so, write them down to see if they are answered in the book.

After reading the book, go back to the questions and answers and determine whether the children’s answers were correct or not.

If the answer was correct, move that card to the “correct answer” panel. If the answer was incorrect, go back to the book to find the correct information.

If the child/children have more questions that were not answered, they should look them up.

When an answer has been found and corrected, the card can be moved to the “correct answer” panel.



## Pre-Reading Questions

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What do you think this book is about by looking at the cover?

Do balloons grow on trees?

Where does rubber come from?

In what type of habitat do rubber trees grow?

In what countries do rubber trees grow?

How do we get the “rubber” (latex) from the rubber trees?

How does rubber/latex get to the balloon factory?

How do you think balloons are made once the rubber/latex arrives at the factory?

How do balloons get to the store for you to buy them?

# Comprehension Questions & Writing Prompts

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*Objective Core Language Arts, Speaking and Listening: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.*

*Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.*

*Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

*Retell stories, including key details, and demonstrate understanding of their central message or lesson.*

*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

Where does rubber come from?

Who gets the latex rubber from the trees?

At what time of day do the workers start tapping trees?

How do the workers get the latex out of the tree?

What state of matter is the latex when it comes out of the tree?

The latex is taken from cup to pail to big machine. What do you think the big machine does?

How does the latex get to the factory?

After the latex gets to the factory, a special mix of chemicals is added to the latex. Why do you think they need to add chemicals?

How do balloons get their shapes?

What do the brushes do to the balloons?

Why do the balloons go into an oven?

How do the balloons come off the molds?

Why do you think the factory workers test some of the balloons?

How do they test the balloons?

Where do the balloons go after the factory?

Where do you buy balloons?

How many different people and jobs are there to make balloons...all the way from the rubber-tree tapper to the person who works at the store?

# Cross-Curricular Vocabulary Activities

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## *Objective Core Language Arts:*

*Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.*

*Identify new meanings for familiar words and apply them accurately (e.g., duck is a bird & the verb to duck). Use words & phrases acquired through conversations, reading/being read to, and responding to texts.*

*Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-level topic or subject area.*

*Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.*

*Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

*Use frequently occurring adjectives.*

**Vocabulary Game:** This activity is a very general idea and is designed to get children thinking of vocabulary words that will then be used as the beginning vocabulary list for a science lesson.

Select an illustration from the book and give the children a specific length of time (five minutes?) to write down all the words they can think of about the particular subject. It is helpful to project an illustration on a whiteboard. Use the eBook or book preview found at [www.SylvanDellPublishing.com](http://www.SylvanDellPublishing.com).

The children's word list should include anything and everything that comes to mind, including nouns, verbs, and adjectives. At the end of the time, have each child take turns reading a word from his/her list. If anyone else has the word, the reader does nothing. However, if the reader is the only one with the word, he/she should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled "wins." And you have a start to your science vocabulary list. Note: if a child uses an incorrect word, this is a good time to explain the proper word or the proper usage.

**Glossary/Vocabulary Words:** Word cards may be used (see Appendix) or have children write on index cards, a poster board, or on a chalkboard for a "word wall." If writing on poster board or chalkboard, you might want to sort words into nouns, verbs, etc. right away to save a step later if using for Silly Sentences (on the next page). Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently. The glossary has some high-level words. Feel free to use only those words as fit your situation.

**Using the Words:** The following activities may be done all at once or over a period of several days.

- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what they are on the backs of the cards. When the cards are turned over, all you will see is "noun," etc. (these can then be used for the "silly sentences" on the next page).
- After the cards have been sorted, go over the categories to ensure that all cards have been placed correctly. (Mistakes are a great opportunity to teach!)
- Choose two words from each category and write a sentence for each word.
- Write a story that uses at least ten vocabulary words from the word sort.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper. Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story. Edit and re-write paragraphs into one informative paper or a story.

**Silly Sentence Structure Activity:** This "game" develops both an understanding of sentence structure and the science subject. Use words from the "word wall" to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the correct information in the book.

# Word Bank

See Glossary for words in Spanish and the definition in English.

Adjective	Noun		Verb	
average	air	pound	add	plant
best	balloon	powder	bag	pluck
big	bark	process	box	ride
blue	belt	roller	carry	roll
bouncy	best	room	collect	slice
bright	brush	row	cook	soak
clean	clerk	rubber	dip	sold
clean	color	sap	drip	start
dark	crew	sapling	enjoy	stay
elastic	cup	seeds	fill	stick
fat	dawn	shape	flip	take
favorite	door	ship	gather	travel
loud	factory	spout	go	turn
milky	form	store	heat	use
natural	glove	tank	keep	vulcanize
new	latex	tapper	load	wait
raw	leaf	test	move	wash
rubber	machine	top	ooze	work
sappy	mix	tree		
shiny	mold	trick		
simple	ooze	trip		
soft	ooze	tub		
special	oven	water		
spinning	package	workers		
squeaky	pail	year		
strong	plantation			
tall				
very				
waterproof				
white				

# Cross Curricular: Silly Sentences

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1. Balloons are taken of the \_\_\_\_\_, washed, dried, and put in packages to be \_\_\_\_\_.  
noun  
verb
2. The average rubber \_\_\_\_\_ produces 19 pounds of latex per \_\_\_\_\_.  
noun  
noun
3. Rubber trees \_\_\_\_\_ strong and \_\_\_\_\_ with dark, shiny \_\_\_\_\_.  
verb  
adjective  
noun
4. Forms in the shapes of balloons \_\_\_\_\_ on rollers through \_\_\_\_\_ rooms.  
verb  
adjective
5. The \_\_\_\_\_ cup the tappers use \_\_\_\_\_ the natural, sappy ooze.  
adjective  
verb
6. Cutting the \_\_\_\_\_ or “tapping” it does not kill the tree; in fact, the latex that \_\_\_\_\_ out is the tree’s \_\_\_\_\_ way of healing itself.  
noun  
verb  
adjective
7. The balloons are \_\_\_\_\_ (vulcanized) to make the rubber \_\_\_\_\_.  
verb  
adjective
8. Ships carry the latex to \_\_\_\_\_ all around the \_\_\_\_\_.  
noun  
noun
9. Plantation \_\_\_\_\_ plant seeds and then pick the healthiest \_\_\_\_\_ to plant.  
noun  
noun

# Language Arts: Word Families & Rhyming Words

*Language Arts, Reading Standards: Foundational Skills, Recognize and produce rhyming words.*

Word families are groups of words that have some of the same combinations of letters in them that make them sound alike...or rhyme. For example ad, add, bad, brad (Brad), cad, Chad, clad, dad, fad, gad, glad, grad, had, lad, mad, pad, plaid (silent 'i'), sad, shad, and tad all have an "ad" letter combination and rhyme.

- Find and write down rhyming words in the text.
- Are they in the same word family?
- If so, circle the combination of letters that are the same.
- Can you think of more words in the word family?

See Appendix "C" for rhyming word cards that can be used for this.

Cards can also be cut out, mixed up, and used to find rhyming words or even as a "Memory" game.

Rhyming words are:

**ooze**

and

**use**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**test**

and

**best**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**blue**

and

**crew**

They are / are not from the same word family.

Other words that rhyme are:

Rhyming words are:

**dip**

and

**drip**

They are / are not from the same word family.

Other words that rhyme are:

# Language Arts: Sequence Sentence Strips

Cut into sentence strips, laminate if desired, and place in a “center.” Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

*Objective Core Language Arts:*

*Use temporal words and phrases to signal event order.*

*Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.*

The tappers start their work at dawn. They pull their hats and work gloves on.

They slice the bark then add a spout—white milky latex drip-drops out.

From cup to pail to big machine, this process keeps it soft and clean.

It’s loaded on a tanker ship—bon voyage, enjoy the trip!

A special mix, and color too, turn the tank a swirl of blue.

Forms in the shapes of balloons move on  
rollers through big rooms.

Toward the tub they take a ride. They soak in  
water side by side.

To the oven, they move along—cooking latex  
makes it strong.

They're filled with air until they're fat, then  
plucked from forms—just like that!

They travel to a washing machine. Inside they  
tumble, squeaky clean.

Bagged and boxed and out the door, they're  
taken to your favorite store.

# Word Search

Find the hidden words. Even non-reading children can match letters to letters to find the words! Easy—words go up to down or left to right (no diagonals). For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	R	K	P		L	T	S	A	T
2	N	R	U	B	B	E	R	I	V	A
3	W	A	S	A	M	C	E	B	S	E
4	B	E	T	L	A	T	E	X	E	J
5	I	S	Y	L	N	F	S	Y	C	O
6	D	O	L	O	V	E	N	G	M	X
7	H	D	F	O	R	M	S	P	I	N
8	L	A	H	N	G	I	K	F	P	E
9	U	W	A	S	H	X	E	R	E	X
10	J	N	V	T	U	W	D	O	B	A

BALLOONS

DAWN

FORMS

LATEX

MIX

OVEN

RUBBER

SPIN

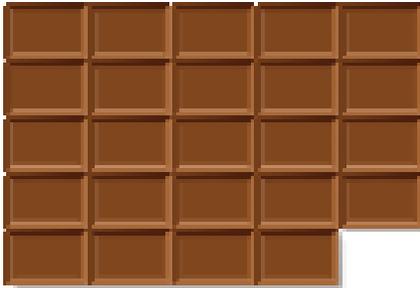
TREES

WASH

# Natural Resources: What Comes From Trees?

Objective: Identify items used in daily life that come from natural resources. Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).

Which of these things comes from trees?



Chocolate



a wide variety of fruits



chewing gum



tonic water



maple syrup



a wide variety of spices



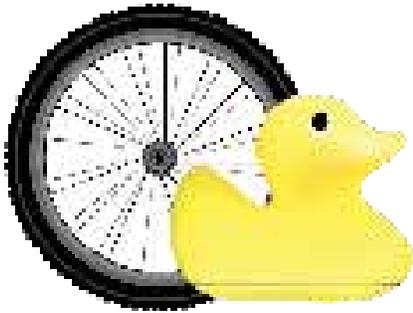
a wide variety of nuts



paper products



latex balloons



rubber



furniture



houses



lumber

# Make Your Own Rubber

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Unless you live in the tropics where rubber trees grow, you can't get latex rubber from a tree. But, if dandelions grow in your area, you CAN make rubber from them!



## Make an Elastic Band

The latex from a dandelion can make a small rubber band – but please do not do this experiment if you think you might be allergic to rubber or latex.

Collect some dandelion leaves and flower stems, break them and squeeze out the milky sap. Coat a finger down to the first knuckle with the sap, let it dry, and then gently roll this off – it will form a small, stretchy (but not very strong) elastic band. Dandelion latex will also make a rubbery sheet, if spread on a piece of glass or a tile. However, it will be stickier than the elastic band, as body heat helped the latex in the elastic band to set.

## Make a Bouncing Ball

Acid helps latex stick together (coagulate) – mix half a teaspoon of sap and quarter of a glass of water and stir with a straw. Slowly add a bit of vinegar – the acid will make the latex stick to the straw. Squeeze the latex into a ball – this will get rid of the excess water – and try giving it a bounce! A rubber ball bounces because it is elastic and squashes as it hits the ground – the energy used in movement goes into changing the ball's shape. As it returns to its original shape, it releases the energy, which turns into movement again.

## Curing Rubber

Rubber made commercially is cured using heat and sulphur, which stops the rubber from being sticky and means that it isn't affected by heat (the dandelion 'rubber' will be soft in warm conditions and stiff in cold conditions). Leaving the rubber ball made from the dandelion latex for about a month will begin the curing process and will change it from white to a transparent brownish colour. This allows any water to evaporate and continues the coagulation that the vinegar started.

# Science Journal (Vocabulary)

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## Balloon

my definition

my drawing

## Tap

my definition

my drawing

# Latex

my definition

my drawing

# Mold

my definition

my drawing

# Factory

my definition

my drawing

# Sap

my definition

my drawing

# Sapling

my definition

my drawing

# Vulcanize

my definition

my drawing

# Math: Measuring (compare & contrast)

*Objective Core Mathematics Measurement:*

*Order three objects by length; compare the lengths of two objects indirectly by using a third object.*

*Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length*

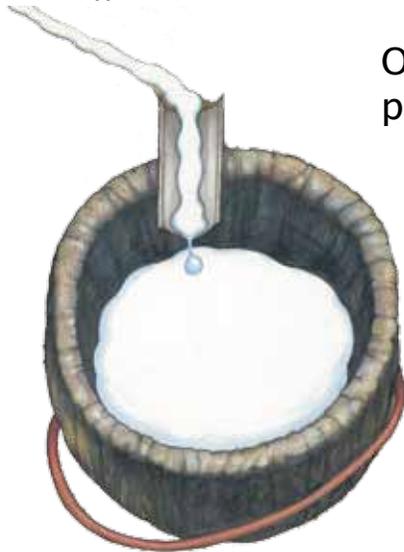
*Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.*

*Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.*

*Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.*

*Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.*



On average, each rubber tree produces 1 cup of latex every day.

Liquid Measurements:

8 ounces = 1 cup

2 cups = 1 pint

2 pints = 1 quart

4 quarts = 1 gallon

1. How many trees would you need to tap to harvest a gallon of latex in a day?
2. If a tree is tapped every other day, how many cups of latex will it give in a month? How many cups in a year?

What standard measuring tool would you use to measure something in:

Inches or centimeters

Feet or meters

Pounds or kilograms

Cups or liters

In the wild, rubber trees can grow to 100 feet (30 meters) tall. On plantations, they are smaller, usually growing to a height of 80 feet (24 meters).

3. How much taller are rubber trees in the wild than rubber trees on plantations?
4. How tall are you? How much taller is a rubber tree than you?



Try to imagine how big or small a rubber tree is compared to something you know.

What are some other things about the same size?

How big is it?

Using the right measuring tool (yard stick or measuring tape) and chalk, mark off how big a rubber tree is on the playground, sidewalk, or driveway.

If you were to lie down on or next to the line, how many times would you have to lie down in order to equal the size of a rubber tree?



# Math Cards

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*Objective Core Mathematics Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (up to 10)*

*Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.*

*Use numbers, up to 10, to place objects in order, such as first, second, and third, and to name them*

*For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.*

## Math Card Games

(Make four copies of the math cards to play these games):

**Tens Make Friends Memory Game** is a combination of a memory and adding game.

- Play like the memory game, above.
- If the animal numbers add up to 10, the child keeps the pair and takes another turn.
- If they do not add up to ten, the player should turn the cards back over and it is another player's turn.

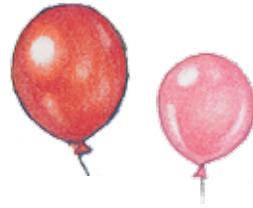
**Go Fish for Fact Families** is a twist on "Go Fish."

- Shuffle cards and deal five cards to each player. Put the remaining cards face down in a draw pile.
- If the player has three cards that make a fact family, he/she places them on the table and recites the four facts related to the family. For example, if someone has a 2, 3, and 5, the facts are:  $2 + 3 = 5$ ,  $3 + 2 = 5$ ,  $5 - 2 = 3$ ,  $5 - 3 = 2$ .
- The player then asks another player for a specific card rank. For example: "Sue, please give me a 6."
- If the other player has the requested card, she must give the person her card.
- If the person asked doesn't have that card, he/she says, "Go fish."
- The player then draws the top card from the draw pile.
- If he/she happens to draw the requested card, he/she shows it to the other players and can put the fact family on the table. Otherwise, play goes to the next person.
- Play continues until either someone has no cards left in his/her hand or the draw pile runs out. The winner is the player who then has the most sets of fact families.

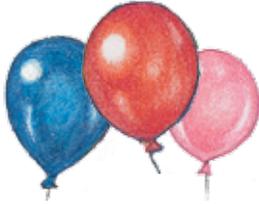
1



2



3



4



5



6



7



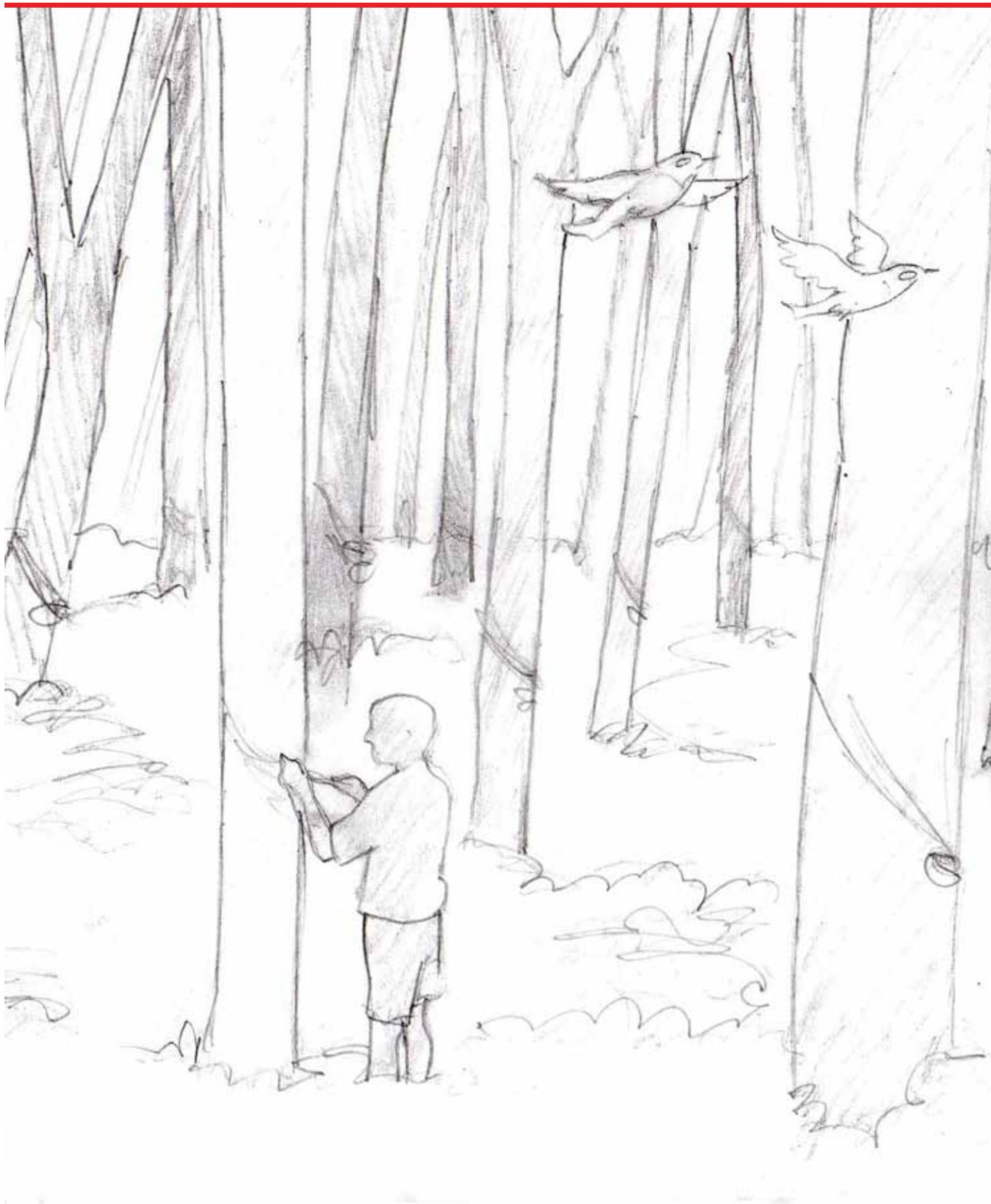
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9



# Coloring Pages





# Glossary

<b>Word</b>	<b>Definition</b>	<b>Part of Speech</b>	<b>Spanish</b>
add	to make an addition by combining numbers, to total or sum	verb	sumar
air	the invisible gaseous substance surrounding the earth, a mixture mainly of oxygen and nitrogen	noun	aire
all	the whole amount or quantity of	adjective	todo
balloon	a bag made of rubber or another thin material, usually filled with air or a lighter-than-air gas	noun	globos
bark	The tough outer covering of trunks or stems of trees, shrubs, and vines.	noun	corteza
best	of the highest quality	adjective	el mejor
big	large in size, height, or amount; Dolch Sight word, Pre-K, K	adjective	grande
blue	a color; Dolch Sight word	adjective	azul
bright	strong, shiny light or vibrant color	adjective	brillante

<b>Word</b>	<b>Definition</b>	<b>Part of Speech</b>	<b>Spanish</b>
carry	to hold someone or something using your hands, arms, or body and take them somewhere; Dolch Sight word, grade 3	verb	llevar
clean	free of dirt	adjective	limpio
clerk	a person who keeps records	noun	empleados
collect	to gather and keep things together	verb	recoger, coleccionar
cook	to prepare by heating	verb	to prepare by heating
cup	1) an open container, 2) a customary unit used to measure capacity; 1 cup = 8 ounces.	noun	taza
dawn	the first appearance of light in the morning followed by sunrise	noun	amanecer
day	1) (math) a unit used to measure time; 1 day = 24 hours; 2) (science) the time it takes the Earth to rotate on its axis; 3) the portion of the Earth's rotation where sunlight is visible	noun	día

<b>Word</b>	<b>Definition</b>	<b>Part of Speech</b>	<b>Spanish</b>
dip	to plunge under the surface (of water or another liquid)	verb	mojar
drip	to fall in small drops	verb	gotear
drop	to sink or fall quickly	verb	gota
enjoy	to find pleasure in	verb	disfrutar
factory	a place where goods and products are manufactured	noun	fábrica
favorite	preferred, regarded with favor	adjective	favorita
flip	to turn over quickly	verb	voltear
form	a mold, the shape and structure of a thing	noun	moldes
loud	having high volume	adjective	estrenduosas
machine	a device with fixed and moving parts that modifies mechanical energy in order to do work		maquina
move	to go from one place or position to another	verb	mover
natural	existing in or produced by nature	adjective	natural
new	opposite of old; Dolch Sight word, Pre-K & K	adjective	nuevo

<b>Word</b>	<b>Definition</b>	<b>Part of Speech</b>	<b>Spanish</b>
oven	a chamber used for heating or baking	noun	horno
pail	a container, a bucket	noun	cubeta
powder	fine, loose particles of a solid substance	noun	polvo
quickly	with speed, fast-moving	adverb	rápidamente
roll	to move along a surface by revolving or turning over and over, as a ball or a wheel	verb	enrollar, rodar
row	a series of objects arranged in a line	noun	fila
rubber	a material created by chemically treating latex in order to toughen and strengthen it	noun	caucho
sap	the juice or fluid of a plant	noun	savia
ship	a vessel or craft that travels on water	noun	buque
side	a line segment joining two adjacent vertices of a polygon.		lado
slice	to cut into	verb	cortar
soak	to submerge in water for a period of time	verb	mojar
soften	to make soft	verb	suavizar

<b>Word</b>	<b>Definition</b>	<b>Part of Speech</b>	<b>Spanish</b>
some	a portion of, not all of; Dolch Sight word, grade 1		algunos
special	particular or distinct	adjective	especial
spout	a tube or pipe through which liquid pours	noun	canal
start	to begin; Dolch Sight word, grade 3		comenzar
stay	to remain in place	verb	quedar
strong	powerful, a great force	adjective	fuerte
take	; Dolch Sight word, grade 1	verb	tomar
tank	a large container used to hold a liquid or gas	noun	contenedor
tapper	someone who taps rubber trees for latex	noun	caucheros
toward	in the direction of		hacia
travel	to go from one place to another	verb	viajar
tree	a type of plant with a permanent woody stem	noun	árbol
trip	a voyage or journey	noun	viaje
tumble	to fall to the ground	verb	tumbar, caer
turn	to change position to face a different direction	verb	darse vuelta
use	; Dolch Sight word, grade 2		usar

<b>Word</b>	<b>Definition</b>	<b>Part of Speech</b>	<b>Spanish</b>
very	; Dolch Sight word, grade 2		muy
wait	to stay somewhere waiting for something to happen	verb	esperar
water	a fluid necessary for the life of most animals and plants	noun	agua
white	a color, the opposite of black, lack of any color	adjective	blanco
work	; Dolch Sight word, grade 2	verb	trabajar
worker	someone who works or performs a task	noun	trabajador

# Answers

## Silly Sentences

- Balloons are taken off the **molds**, washed, dried, and put in packages to be **sold**.
- The average rubber **tree** produces 19 pounds of latex per **year**.
- Rubber trees **are** strong and **tall** with dark, shiny **leaves**.
- Forms in the shapes of balloons **move** on rollers through **big** rooms.
- The **simple** cup the tappers use **collects** the natural, sappy ooze.
- Cutting the **bark** or “tapping” it does not kill the tree; in fact, the latex that **oozes** out is the tree’s **natural** way of healing itself.
- The balloons are **heated** (vulcanized) to make the rubber **strong**.
- Ships carry the latex to **factories** all around the **world**.
- Plantation **workers** plant seeds and then pick the healthiest **saplings** to plant.

## Word Search

	A	B	C	D	E	F	G	H	I	J
1							T			
2		R	U	B	B	E	R			
3				A			E			
4				L	A	T	E	X		
5				L			S			
6				O	V	E	N			
7		D	F	O	R	M	S	P	I	N
8		A		N		I				
9		W	A	S	H	X				
10		N								

BALLOONS	2,D
DAWN	7,B
FORMS	7,C
LATEX	4,D
MIX	7,F
OVEN	6,D
RUBBER	2,B
SPIN	7,G
TREES	1,G
WASH	9,B

## Natural Resources: What Comes From Trees?

Everything on the two pages comes from trees.

## Math: Measuring

- To harvest a gallon of latex in a day, you would need to tap 8 trees.
- A single tree would yield approximately 15 cups of latex per month and 182-183 cups per year
- A wild rubber tree will grow approximately 20 feet taller than a rubber tree on a plantation.
- Answers may vary according to a person’s height and whether they compare themselves with a rubber tree in the wild (100 feet) or on a plantation (80 feet).



# Appendix B—World Map



**trees**

**these**

**dawn**

**on**

**spout**

**out**

**use**

**ooze**

**machine**

**clean**

**ship**

**trip**

**clerk**

**work**

**too**

**blue**

**balloons**

**rooms**

**quick**

**stick**

**stops**

**tops**

**ride**

**side**

**along**

**strong**

**go**

**row**

**fat**

**that**

**day**

**away**

**test**

**best**

**door**

**store**