Lesson Plan

Name: Melisa Burns      Date: November 17, 2003
Content Area: Science/ Language Arts/Mathematics   Unit Topic: Thanksgiving
Today’s Lesson: Popcorn   Grade Level: K/1

New York State Standards:
ELA Standard #2: Language for Literacy Response and Expression
ELA Standard #4: Language for Social Interaction
MS and Tech Standard #1: Analysis, Inquiry and Design
MS and Tech #3: Mathematics

Instructional Objectives:
1. Students will be able to guess the properties of popcorn (comprehension)
2. Given qualities and attributes students will be able to predict what is in the guessing box (synthesis).
3. After the teacher has introduced popcorn students will be able to answer question about the attributes (comprehension).
4. Students will be able to write the word popcorn and become familiar with other words that sound familiar (application)
5. Given the prompt “What does popcorn have to do with Thanksgiving?” student will be able to respond (application).
6. Students will be able to share their responses out loud with the class with confidence (comprehension).
7. Students will be able to sing the popcorn song with confidence (comprehension)
8. Students will be able to create the popcorn craft with confidence (application)

Adaptations:
- Assistance will be offered to students who have difficulty with writing

Materials:
- Popcorn kernels
- corn
- Pencils
- Paper
- Mystery box
- Popcorn song
- clipboards
- scale

LESSON OPENING:
Say: Hello, friends. Please sit crisscross apple sauce with a smile on your face. What have we been learning about? (wait for a few responses) Thanksgiving! That is right! What do we know about Thanksgiving? Well, I have something to show you, but I
have a fun game to play. This is my magic box. We have played this before with our friend, Stellaluna. Inside it is a very special item. Predict what you think might be in the box. What color do you think it is? How big is it? Is it alive? What does it feel like if you touched it? Does it smell? Do not guess what the object is until I say so. But think about the different qualities that you think it might have.

- Show them the box
- Write down the questions that they ask
- Encourage them to think about different traits and qualities

LESSON BODY:
- What do we know about Popcorn? (check for understanding)
- What does corn look like? (check for understanding)
- Compare to the bulb, what do we know about flowers and bulbs (check for understanding)
- Compare corn vs. popcorn (guided practice)
- Students will compare how many kernels will fit on a spoon or on a hand rather than popcorn
- Students will practice writing the word corn (guided practice)
- Students will create a corn craft (check for understanding)
- Students will make popcorn (guided practice)
- Teach students popcorn song (guided practice)
- Illustrate popcorn song (check for understanding)

LESSON CLOSURE:
Say: So what have we learned today? (wait for a few responses). Why do you think that we learned about popcorn? What does that have to do with Thanksgiving?

LESSON FOLLOW-UP:
- Have corn be one of the spelling words for the first graders
- Have first graders write a journal entry
- In tomorrow’s lesson ask them what they have learned about popcorn
- Sing Popcorn song

Evaluation: What did I want the student to take away from the lesson
- The word traits or qualities
- Why corn is important
- Practicing writing the word popcorn
- Following directions

How will I know that they learned it?
- Quality of journal entries from first graders.
- Class participation in class
- Completeness of projects
Resources:
Teacher Sources: Hand-out by Blooms received in class
Literacy by Cooper pages 196-197, 250.

Picture of students work in the hallway

Picture of showcase close up