

Lesson Plan for Kindergarten and Pre-K classes as part of the 100 Day Celebration.

Another good time for this lesson would be in October since October is “Popcorn Month.”

“Train Stations” will be set up in the forum and at each station. Several 4<sup>th</sup> grade students will be conducting lessons pertaining to a different subject: Language Arts, Science, Math, Social Studies, Music, Art, Physical Education, and Health.

Here is a rough draft of some of the activities. Judy Honaker

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## “Get On-Board the Popcorn Train”

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**Grade Level(s):** Pre-K, Kindergarten

**Subject(s):**

Interdisciplinary  
Language Arts  
Mathematics  
Science  
Social Studies  
Art  
Music  
Health/PE

**Overview:** Before this lesson, teacher will need to instruct the upper level (4<sup>th</sup> grade) students to make sure they cover the material appropriately. **Six** learning centers will be set up as “train stations.” The train stations will be: Math, Social Studies, Science, Health, P.E., and Language Arts. The train stations need to be set up in a large open room which allows for marching and jumping rope. At each station students will spend four (**4**) minutes learning about a lesson which involves popcorn as one of the teaching tools. At the end of each lesson, students will listen and march around the room to the song, “Popcorn, Please” for one (**1**) minute. This part of the lesson will last approximately 30 minutes. After the “train station” activities are finished, students will go back to their homeroom and complete their Popcorn books and make their Popcorn tree.

**Math station--** students will count popcorn kernels indicating they know how to count to 20. The students will be given the kernels they counted and allowed to throw the kernels into baskets with different point values and then add the kernels. The concept of more and less will be discussed.

**Science station--** students will use their “senses” to learn about the five senses.

**Social studies station--** students will watch a video about corn, (**“Corn.” (Time 1:00)**) learn about different kinds of corn, Native Americans introduced popcorn to Americans, and which state produces the most popcorn.

**Health station--** students will watch a video (**“Five a Day with Jack the Apple.” (Video clip: “Five Servings A Day” --Time-1:36)**) and learn about healthy snacks.

**Physical education station--** students will jump rope and spell popcorn as they jump.

**Reading station--** students will hear a short story and a poem about popcorn.

**Art station--** students will glue popcorn to a picture of a tree to make a ‘popcorn tree.’”

**Music station-** students will listen to a song from the United Streaming video “Story of Read-Alee-Deed-Alee, The: Can't Stop the Pop.” Song title **(Popcorn, Please (02:18))**

**Snack station--** students will pick up a bag of popcorn for their afternoon snack as they leave the train station.

**Homeroom station--** students will complete activities in their “Popcorn Book.”

**Purpose:** The main purpose of this lesson is to teach pre-k and kindergarten students about healthy snacking and to introduce the five senses.

**Objectives:** The students will use popcorn with activities in Language Arts, Math, Science, Social Studies, P.E., Health, Music, Art, Computer Technology, and *Eating*. (Objectives for 4<sup>th</sup> grade students are not listed.)

### **Language Arts:**

- K.1 The student will demonstrate growth in the use of oral language.
- a) Listen to a variety of literary forms, including stories and poems.
  - b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.

### **Math:**

- K.1 The student, given two sets containing 10 or fewer concrete items, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.
- K.10 The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: weight (heavier, lighter);
- K.2 The student, given a set containing 10 or fewer concrete items, will
- a) tell how many are in the set by counting the number of items orally;

### **Science:**

- K.2 Students will investigate and understand that humans have senses that allow one to seek, find, take in, and react or respond to information in order to learn about one's surroundings. Key concepts include
- a) five senses and corresponding sensing organs (taste – tongue, touch – skin, smell – nose, hearing – ears, and sight – eyes); and
  - b) sensory descriptors (sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull).

### **Social Studies:**

- K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts;
- K.4 The student will use simple maps and globes to
- a) develop an awareness that a map is a drawing of a place to show where things are located;
  - b) describe places referenced in stories and real-life situations;

### **Music:**

- K.3 The student will sing, play, or move at the appropriate time following a vocal/instrumental introduction.
- K.4 The student will respond to music with movement.
- Match movement to rhythm patterns.
  - Employ large body movement.
  - Employ locomotor and non-locomotor movement.
  - Use movement to enhance music, stories, and poems.

**Health:**

- K.1 The student will explain that the body is a living and growing organism.  
Key concepts/ skills include
- The importance of making healthy food choices;
  - The five senses;
  - the need for physical activity.

**Physical Education:**

- K.1 The student will demonstrate a minimum of two critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, sliding, and skipping.
- K.3 The student will participate for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration.

**Art:**

- K.11 The student will demonstrate motor skills in painting, pasting, gluing, folding, cutting, modeling, printing, and stamping.

**NETS-S**

- Technology productivity tools  
\*Students use technology tools to enhance learning,
- Technology research tools  
\* Students use technology to evaluate information from a variety of sources.  
\* Students use technology tools to process data.
- Technology problem-solving and decision-making tools  
\*Students use technology resources for solving problems and making informed decisions.  
\*Students employ technology in the development of strategies for solving problems in the real world.

**Resources:** Materials needed have been listed with the activities.

**Activities and Procedures:** Teachers need to make each student a Popcorn Book and a Popcorn Tree. Each student will complete their Popcorn Book and record their answers on a page in that book in their classroom after going through the “train stations.” Students will also make a popcorn tree in their classroom.

**Social Studies**

Students will watch a short video clip title "Corn." (Time 1:00). "The teacher will tell the Kindergarten students a little about the history of Popcorn. Indians brought popcorn to the first Thanksgiving. The USA grows nearly all the world's popcorn in Nebraska. Nebraska is a state in the "middle" of the USA.

**Language Arts**

Teacher reads the poem, "A Popcorn Song," and pages from The Popcorn Book. Teacher discusses words that start with the letter "P" and words that rhyme with "pop." Other stories can be read during the day. They are listed in Resources.

**Math**

Students will count 20 unpopped kernels and 20 popped kernels. The students can play "Popcorn Toss." Label plastic buckets with numbers such as 1, 2, and 3. Place the buckets in a vertical line in progression from small numbers to large. The students stand on a designated line and toss popcorn into the containers. The students add up their scores according to how much popcorn they got in each bucket. This could also be played in teams. The students will be asked why it is easier to throw the unpopped kernels thus learning about "light" and "heavy." Students will also compare the number of kernels that landed in the basket to the number of kernels that did not. The terms "more" and "less" will be introduced. Leftover popcorn can be used to reinforce counting concepts.

**Science**

Students will use popcorn to learn about the five senses. Discussion will include the sounds they hear, the smells they smell, and the way popcorn feels when touched. Have several brown paper bags with different contents in each. Students should close their eyes and put their hand in the bag to "feel" and "sense" what they are touching. Teachers can include cotton balls, marshmallows, and other items for students to experiment the sense of "touching."

Have additional bags each with a different "smell." Teachers could use plain popcorn, buttered popcorn, onion powder, cinnamon, etc. Make sure two of the items are popcorn, popped and unpopped. Discuss how we identify objects by feel. Talk about texture, color, and flavor of popcorn. Have other items for the class to taste, so they can compare salty popcorn to items that are sweet, sour, etc.

**P.E.**

Students will jump rope to the following rhyme (if they cannot jump with someone throwing the rope, they can just jump individually while they spell popcorn)

Popcorn, popcorn, in the pot.  
Popcorn, popcorn, piping hot!  
When it's gone, please don't pout.  
Just make sure that you jump out!  
P-O-P-C-O-R-N

(Students see if they can jump and spell popcorn without missing.)

**Health**

Students will watch the a short video clip from the video "Five a Day with Jack the Apple."  
(Video clip: "Five Servings A Day" --Time-1:36)

Teacher will explain to the student that popcorn and fruits are healthy snacks. Snacks such as cake, candy, ice cream, potato chips, and pizza are unhealthy snacks.

**Music**

These simple songs could be sung during the Popcorn Day.

Popcorn in the Pot (tune: I'm a Little Teapot)

I'm a little popcorn in a pot

Heat me up and watch me pop.

When I get all puffed up, then I'm done.

Popping corn is lots of fun.

Pop, Pop, Pop My Corn (tune: Row, Row, Row Your Boat)

Pop, pop, pop, my corn,

Pop it big and white.

Popping, popping, popping, popping

'Til it is just right.

**Art**

Glue popcorn on a coloring page of a tree. The teacher could tell the students to imagine what an apple tree looks like and replace the apples with popcorn. Students could also use a Christmas Tree picture and glue their popcorn to the tree like a popcorn rope.

Teachers could use food coloring to make the popcorn different colors. Teachers should provide various art supplies such as colored construction paper, glue, scissors, crayons, markers, etc. Allow student time to create his/her popcorn picture.

**Tying It All Together:**

Students will go back to their classrooms and work on their Popcorn Book and their Popcorn Tree. The Popcorn Book will be a review of the lessons and activities they learned from the 4<sup>th</sup> grade students. The students can take their Popcorn Book and Popcorn Tree home after they complete the activities.

**Additional Popcorn Books**

Chandler, Edna W. The Popcorn Patch .

DePaola, Tomie. The Popcorn Book .

Sandburg, Carl. The Carl Sandburg Treasury: Prose and Poetry for Young People, "The Huckabuck Family and How they Raised Popcorn in Nebraska and Quit and Came Back."

Thayer, Jane. The Popcorn Dragon .

Wilkins, Mary. Princess Rosetta and the Popcorn Man .

**Video Resources from United Streaming**

Corn. United Learning. 2004. unitedstreaming. 2 February 2006  
<<http://www.unitedstreaming.com/>> (Corn (01:00))

Nutrition and Exercise with Jack the Apple: Five a Day with Jack the Apple. United Learning. 1999. unitedstreaming. 2 February 2006 <<http://www.unitedstreaming.com/>> (Five Servings a Day (01:36))

Story of Read-Alee-Deed-Alee, The: Can't Stop the Pop. Slim Goodbody. 1987. unitedstreaming. 2 February 2006 <http://www.unitedstreaming.com/>. (Song: Popcorn, Please (02:18))