Myranda Robinson

Janet Bassingthwaite/ Kumiko

ECE Practicum- Infant/Toddler

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**SOLAR** Lesson Plan

*Lesson #2- Thursday, April 21st*

**Grade Level:** Infant/ Toddler

**Subject Area:** (Whole Group) Fine Motor/ Sensory.

**Materials Needed:** *Popcorn!* by Elaine Landau, pre-cut white card stock to fit in zip lock sandwich baggies (13 sheets), zip lock sandwich baggies (13), primary colored washable paint (Red, yellow, blue), paper towels, wet wipes, 2 pod egg cartons (13), pen, permanent marker, popcorn kernels, and popcorn maker machine.

**Early Learning Guidelines:** *18 to 36 Months.*

* Dropping a ball, small car, or toy through a slanted clear tube or hiding it inside a pot becomes a game of cause and effect.
* Manipulating different types of materials allows toddlers to create and explore with their senses in new ways.

***North Dakota Early Learning Guidelines for Birth to Age 3***

**Objective:**

* Students will demonstrate his/her ability of fine-tuning skills by picking up a piece of popcorn, dipping it into paint, dropping the popcorn into the card stock contained zip lock sandwich baggie, and then shaking the baggie.
* Students will show ability and eagerness to discover by exploring the popcorn and manipulating the popped popcorn in paint.

**Learning Activities:**

* After calendar time introduce POPCORN through a group read aloud of *Popcorn!* by Elaine Landau(Only use for picture and abridge text-The book is too advanced for age group).
* After introducing the popcorn to the students, give them a tangible and novel experience by having them watch popcorn actually pop!
* Set the popcorn machine on a chair giving each student the ability to see the popcorn pop- Have them gather around.
* Go over safety rules of the popcorn machine before turning it on.
* Have one student fill up the cup with kernels and have another dump it into the popcorn machine.
* Talk about how the kernels will change into popcorn when the machine is done.
* Have them watch the popcorn pop and interject observations and questions as seen fit.
* Explain that we are going to use this popcorn NOT as a snack but as a way to paint.
* Have them then transition back to their tables by moving their own chairs independently to their empty spot.
* Have them sit at their spot while you explain the art project.
* Take the project step by step- Emphasis to the students that they are to look with their eyes and not touch with their hands until instructed.
* Explain to them, first that we DO NOT put the popcorn in our mouths.
* Pass out a paper towel to each student with 8-10 pieces of popcorn in it.
* Next, each of them will get to pick 2 colors out of the 3 (Red, yellow blue)- Kind of gearing them toward understanding mixing of colors.
* Pass out a 2 podded egg carton to each student with their choice of colors.
* Explain that when the baggie is passed out to them they will be able to start dipping the popcorn into the paint and dropping it into the baggie.
* Once the student has finished putting all of his/her paint dipped popcorn into his/her baggie have him/her shake it!
* \*Be sure to assist when necessary- But also encourage independence\*

**Vocabulary:**

* Popcorn, machine, pop, kernel, paint, red, yellow, blue.

**Reflective Questions:**

* Why does your popcorn have paint on it?
* How did you know that was popcorn?
* What is popcorn?
* What colors did you dip your popcorn in?
* What does the popcorn feel like?
* What colors are on your paper?

**Assessment:**

* Informally assess progress throughout lesson through observation and participation accuracy (Attention, effort, ability, discussion, etc).
* Assess progress through correct movements and placement of painted popcorn into zip lock sandwich baggy.

**Reflection:**

* Went really well! I will definitely do this lesson again. The students LOVED watching the popcorn pop- Fascinated by how the popcorn changed.
* I think actually seeing the popcorn transform was a different experience for them, instead of not being about to see it when it is popped in a bag in the microwave or just being handed it.
* The popcorn machine takes a little bit to warm up so in that wait time I added, “Popping like popcorn”- We crouched down like little kernels and then when it started to get warm our feet started to dance a little and then when it got *hot hot HOT* we popped (jumped) up high in the air.
* I only used the book, *Popcorn!* by Elaine Landau, to show pictures of what corn stocks look like (They are green and grown in the ground like a flower outside), and then to show the picture of a corn on the cob. I showed them the actual kernels and I brought in already popped popcorn in a popcorn container so they would identify right away what we were talking about.
* The painting went well- Very good listeners and followed directions well. There was just apprehension about getting their fingers messy/ dirty. For those that were uneasy I gave them wet wipes to place next to them so if they wanted to wipe their hands they could.
* I was very impressed with the mixing of colors- Once introduced they caught on what colors mixed to make other colors.