

<b>What Makes Popcorn Pop?</b> <b>Unifying Concept: Form and Function</b> <b>Standards: Science: A1 &amp; C2; Writing: W2.1</b> <b>Cultural Standard E5</b> <b>Science concept: The form of the popcorn determines how it works.</b>		<b>Natalie Tews</b> <b>Kilbuck Elementary</b>  <b>Grade level: 4 - 6</b>
	<b>Process Skills</b>	<b>Materials</b>
<b>Gear- Up</b> Show a popcorn kernel and a teakettle and ask how they are the same/how they are different. Use a T chart to compare the two items.	Observing Communicating Inferring Classifying	Popcorn kernels Magnifiers Science notebooks Pencils Rulers Scissors Piece of metal wire window screening Wire coat hanger Hot pad Yard stick Felt tipped pen
<b>Explore</b> Place popcorn kernels on the table for a group of students. Ask students to observe and record as much as they can about the kernels. Then cut them open and observe and record what they find inside the kernel. As they finish looking at the inside of the kernel give them some popped kernels. Ask them to observe and record the shape, color, size, etc. of the popped kernel.		
<b>Generalize:</b> Use some kernels to lead a discussion: What did you notice about the outside of the kernel? What did you notice about the inside of the kernel? What makes the kernel change into popcorn? What's inside the popcorn that makes it similar to the teakettle? (During discussion talk about two different types of popcorn: White and yellow. Also discuss the most common type sold in grocery stores.) Discuss how corn is a food native to America. How it was used at the first Thanksgiving feast and its uses over the years. Then discuss how children in colonial times made popcorn.		<b>Vocabulary</b> Butterfly popcorn Mushroom popcorn Yellow popcorn White popcorn
<b>Apply/Assess</b> With a partner build a corn popper. Use rubric to assess corn popper.		
<b>Extensions:</b> <a href="http://www.popcorn.org">www.popcorn.org</a>		

# Kilbuck Elementary

A completed Lab Report should include the following sections:

**Heading, Title, Problem, Hypothesis, Materials, Procedures, Data, Conclusion, and Conclusion Questions.**

**This Lab Report Is Completed To The Best Of My Ability.**

X \_\_\_\_\_

\_\_\_\_\_

**(Student Signature)**

Name: \_\_\_\_\_

Teacher: Mrs. Tews

Title of Experiment: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Lab Partner(s): \_\_\_\_\_, \_\_\_\_\_

Teacher	Criteria	Student
0, 5, 10	Clear and Appropriate <b>HEADING, TITLE, PROBLEM,</b> and <b>HYPOTHESIS.</b>	0, 5, 10
0, 5, 10	All <b>MATERIALS</b> listed and a summary of <b>PROCEDURE.</b>	0, 5, 10
0, 10, 20	Appropriate presentation of <b>DATA</b> and observations including graph(s), chart(s), drawing(s), etc. Accuracy of data.	0, 10, 20
0, 10, 30, 50	Clear and concise <b>CONCLUSIONS.</b> Conclusion addresses problem and states knowledge gained. Answers to all <b>QUESTIONS.</b>	0, 10, 30, 50
0, 5, 10	Overall- <b>NEATNESS, GRAMMAR,</b> adheres to <b>FORMAT,</b> etc.	0, 5, 10
_____	<-----Total points earned = Lab grade----->	_____

## Lab Report Evaluation Form

**Teacher Comments:**