

### Popcorn from Scratch

Did you know that popcorn doesn't have to come from a microwave? You can grow and **make** your own popcorn at home! Here's how.

Popcorn comes from a corn plant. If you **want** to grow your own popcorn, you first need to plant the corn seeds in the ground. But you can't **use** any kind of corn seeds to grow popcorn. You will need to use special popcorn seeds. Also, you can't use any dirt in your backyard. Ask a grownup to help you find the right kind of dirt to plant in.

Plant the popcorn seeds in early spring. Make a hole in the ground for each seed. **Try** to make each hole one to two inches deep. Ask a grownup to measure each hole with a ruler. Then fill in the holes with dirt.

After you plant your seeds, give them lots of water. You will need to water them **again** every few days. Soon the corn plants will start to grow.

The plants will grow taller and taller. Each plant will grow a few ears of corn. Each ear will have many seeds. These seeds are called kernels. After about four months, the plants will stop growing. Then you can pick the ears of corn. You pull them right off the plant.

After you pick the ears of corn, leave them in a safe, dry place for two weeks. When the corn feels hard and dry, you can pull the small, round kernels, or seeds, off the cob. Now it's time for you and a grownup to make popcorn!

Get a pot with a lid. Then pour a little vegetable oil into the pot. Put in a few handfuls of popcorn kernels, but don't fill up the pot! The kernels need lots of room to pop. Put the lid on the pot, and then put the pot on the stove. Use medium heat to cook the popcorn. In a few minutes, you will hear the corn start to pop. When the popping sound stops, take the pot off the stove. Open it up, and enjoy your snack!

**COMPREHENSION** Describe the steps for growing and making popcorn. What words about trying help you understand the kind of work it takes to grow and make popcorn?

38

Days 1 and 2

"Popcorn from Scratch," Vol. 2, pp. 38–39

### A Harvest Feast

I woke up in the morning and quickly got dressed. It was the day of **our** family's harvest feast! Every fall, we visit my aunt and uncle's farm. There, we pick fruits and vegetables for our harvest feast.

When we arrived at the farm, my sister, Mary, and I raced to the garden. Aunt Jane was standing there. "Hi, Aunt Jane," we yelled. "We're here!" "Hi there, girls," Aunt Jane said, smiling. "Let's get busy."

We picked tomatoes and cucumbers from **their** vines. We dug up potatoes and carrots. Then we picked lettuce leaves, squash, and peppers. After bringing the vegetables to the kitchen, we grabbed some baskets and headed to the blueberry bushes. We filled two huge baskets in no time. "What will we do with all of these blueberries, Aunt Jane?" I asked.

"Well," said Aunt Jane, "how does blueberry pie sound?" "Great!" I said. "We love **your** blueberry pie!"

Then Aunt Jane said, "While I make the pie, why don't you two find Uncle Mark and pick some apples? Then we can make apple cider."

We ran out of the house and found Uncle Mark standing with Mom and Dad under the apple trees. "Hi, Uncle Mark," I said. "We're here to pick apples. Aunt Jane said we can make apple cider." We filled a cart with apples, and then Uncle Mark showed us how to make cider by using **his** apple press.

Later, it was time for our feast! Fresh fruits and vegetables make the most delicious meal! We had a stew with potatoes, carrots, and squash. We had a huge salad, too. And then, just when I thought I couldn't eat any more, Aunt Jane brought out dessert!

I'm already looking forward to next year's feast. Maybe someday I'll have my **own** farm!

**COMPREHENSION** Which words tell about things that belong to someone or something? What are some foods the family makes from freshly picked fruits and vegetables?

40

Days 3 and 4

"A Harvest Feast," Vol. 2, pp. 40–41

**Assessment**

Pretest/Posttest Administration p. 86

Pretest/Posttest Blackline Masters pp. 140–141

**Day 1**

**Introduce Meanings**

**Explain** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 140–141. Use page 86 to administer the test.

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

**Words About Effort**

**again** *adv.* another time *I can help you again tomorrow.*

**make** *v.* to create something *I will make you dinner.*

**try** *v.* to make an effort to do something *Mom will try to leave work early.*

**use** *v.* to do something with something else *Fran will use a backpack to carry her books.*

**want** *v.* to wish to do or have something *The twins want to buy Mom a gift.*

**Discuss** Guide children to see the relationship between each word and the category. Ask: **What is something you would like to try to do? Why do you want to do it?**

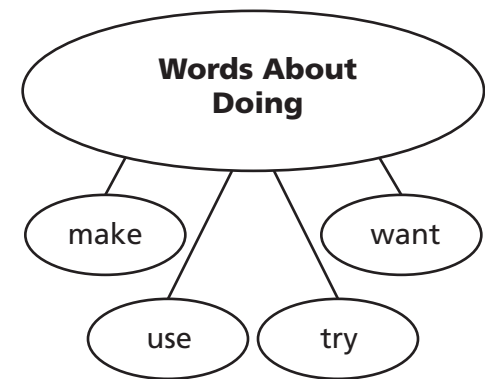
**Read Aloud** Explain that you will read aloud a description about the effort it takes to make popcorn. Then read aloud "Popcorn from Scratch." Discuss the Comprehension questions.

**Day 2**

**Categorize and Classify**

**Reread and Explain** Reread "Popcorn from Scratch." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What might you **use** to **make** popcorn? (Sample answer: corn kernels, vegetable oil, a pot, a stove)
2. What kind of person do you **want** to be? (Sample answers: kind; friendly; helpful; happy)
3. If you **try** to do something and are unable to do it, you should try \_\_\_\_\_. (**again**)



## Day 3

## Introduce Meanings

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

## Words About What Is Yours

**his** *pron.* belonging to a boy or man *The boy shared his fruit with a friend.*

**our** *adj.* belonging to us *Our school is having a book fair.*

**own** *adj.* mine; belonging only to me *I would like to have my own room instead of sharing with my sisters.*

**their** *adj.* belonging to other people *Their garden has beautiful flowers.*

**your** *adj.* belonging to you *Your dog likes to run and jump.*

**Discuss** Guide children to see the relationship between each word and the category. Ask: *What words would you use to show that something is owned only by you? What words would you use to show that something is someone else's?*

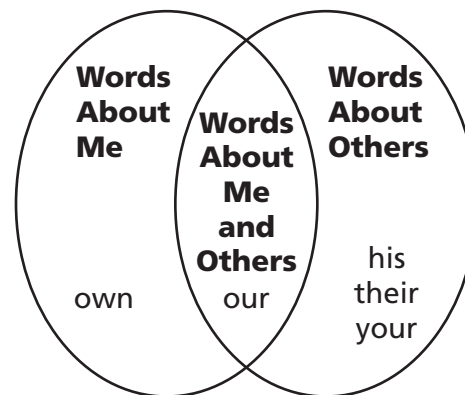
**Read Aloud** Explain that you will read aloud a story about how everyone who belongs to a family contributes to a feast. Then read aloud "A Harvest Feast." Discuss the Comprehension questions.

## Day 4

## Categorize and Classify

**Read and Explain** Reread "A Harvest Feast." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. What word tells that something belongs to you? (**your**)
2. If you and a friend had a farm, what word would you use to show it belonged to both of you? (**our**)
3. Why might you want **your own** garden? (*Sample answer: I could grow the vegetables that I like best.*)

## Day 5

## Deepen Understanding

**Review** Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

**Guide Partner Activities** Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

**Categorize** Sort this list into things you can make and things you can use: rake, cake, painting, bike, pan, snowman.

**Examples** With a partner, come up with examples of things you have done that you would like to do again.

**Describe** Try to describe to a partner what **your own** room looks like. Use the words "My room is..." Then work together to describe **our** classroom.

**Draw** Draw and label a picture of what you **want** to do when you grow up.

**Compare** Think about what your family most often eats for dinner. Compare the food your family eats with the food your partner's family eats. How is your family's food similar to **their** food? Use the words "His family..." or "Her family..." as you compare.

**Assess** To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 140–141. Use page 86 to administer the test. Compare scores with Day 1 assessment.