

# CORN IN MY LIFE

<p><b>Focus Lesson: Corn in My Life</b></p> <p><b>Materials:</b>  <i>The Life and Times of Corn</i> by Charles Micucci          2 large bags          Corn products and by-products          Non-corn products          Paper          Board          Nutrition labels (online or cutouts)</p> <p><b>Time: 40-45 minutes</b></p>	<p><b>*Common Core Standards:</b>  <a href="#">CCSS.ELA-LITERACY.RI.2.5</a>          Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.2.2</a>          Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Thinking Skill: Identifying, Comparing, Predicting</b></p>
<p><b>Objective:</b></p> <p>Students will examine the different products that contain corn.          Students will sort products using their knowledge of whether the products contain corn or do not contain corn.          Students will read nutrition labels for food products made with corn.</p>	
<p><b>Connection:</b></p> <p>You might be surprised to find corn in many of the foods that you eat and in many of the objects that you use every day. It is important to examine the different products that contain corn as well as other familiar foods.</p>	
<p><b>Explicit Instruction:</b></p> <p>Many things are made with or from corn. Today we will read <i>The Life and Times of Corn</i> and explore the many uses of corn in certain products we may use. You might find corn in cereal, salad dressing, and oil. Today you will read food labels to discover if corn an ingredient in the foods we eat. You can also find corn in more surprising places like ink, batteries and paper! Let's investigate the presence of corn in our lives.</p>	

### Guided Practice:

Read pages 20-25 in *The Life and Times of Corn*, and if possible give copies of these pages to students. Have pairs record any new or shocking facts they found using sticky notes. Place on corresponding inquiry butcher papers and discuss their findings.

Explain that the class will play a game in which they will explore daily uses of corn and corn products.

Next, in the front of the classroom, place two bags labeled Made With Corn and Not Made With Corn. In teams of 4, the students will receive various foods and products. The teams will have to decide whether their products are made from corn.

Clear space in the classroom and mark off two lines:

- 1) One starting line
- 2) One finish line with two bags labeled Made With Corn and Not Made With Corn

### Independent Practice:

1. Have students line up behind the starting line in their teams.
2. Hand the team the product.
3. Team must move down to the other end and place the product in the appropriate bag.
4. Complete until all products are sorted into bags.

### Reflection – Group Share:

After sorting, reconvene as a whole class. Go through the bags as a class and have a discussion about which items are made from corn. Using ELMO show students ingredient lists for those included on food products. Have students refer back to their handouts from the book to make final decisions about whether the products include corn. Then circle corn ingredient on ELMO so that all students can see “corn” ingredient.

As an exit ticket, have students write a brief response to what their lives might be like without corn. Adapt this exercise by asking students to list the items they would miss most.

### Reading list:

*The Life and Times of Corn* by Charles Micucci

### Teacher Note: