

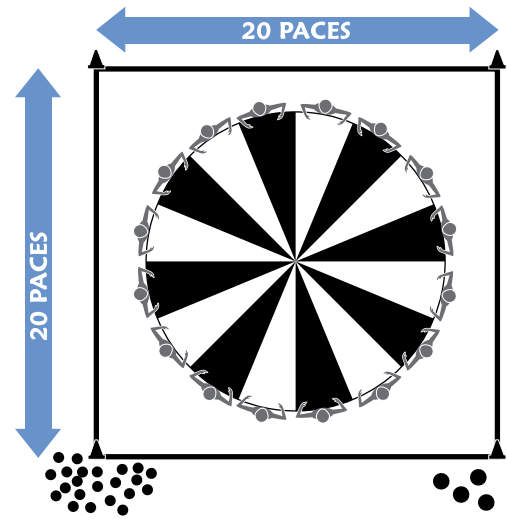


## Ready

- 4 cones (for boundaries)
- 24' parachute
- 12-20+ 7" fluffballs
- 4 6" or 7½" foamballs
- Music: "Popcorn" (SPARK K-2 Music CD)
- Music player

## Set

- Create medium (20X20 paces) activity area.
- Lay parachute within area.
- Direct students to stand near edge of chute.
- Keep yarnballs and foamballs (popcorn) to the side until needed.



## GO!

1. The object of *Popcorn* is to make the kernels of popcorn (balls) pop high into the air like popcorn being popped in a pan.
2. The parachute is our pan, and we need to heat it up. On my signal, shake the chute with small motions to heat up our pan.
3. I will put only a few kernels in at a time until the pan is hot and ready.
4. When the 5<sup>th</sup> kernel hits the pan, it's time to shake it harder to really pop the popcorn. Let's count them together. (*Toss 1 at a time slowly as students count aloud until the 5<sup>th</sup> ball. Then toss them onto the chute quickly and watch them fly!*)
5. Try to keep the popcorn on the parachute, but it's OK if they pop off.
6. (*Play until all popcorn is off the chute or students are too pooped to pop! Take short breaks every 15-30 seconds. Try the other type of ball.*)
7. **Wrap It Up**
  - What makes the popcorn fly high?
  - Which type of ball flies the highest? Why do you think that is?

# POPCORN

## \*SPARK™ IT UP!

### \* Sizzling Hot (Cooperative) Popcorn

The pan is sizzling, and the kernels are flying! Now we'll try to pop the popcorn off the chute as fast as we can. I'll time us each round to see what our best time is. (Problem-solve with students to discover faster ways of removing the popcorn.)

### \* Competitive Popcorn

I'll divide our chute in half. Those from (name and point) to (name and point) are group "X" and from (name and point) to (name and point) are group "Z." The object is to pop popcorn off the other group's side of the chute. We'll play until all the balls (use only 6-10) are off, then count how many are on each side. Let's see who has the fewest each time we play.



## ACADEMIC

### Math

Popcorn, when eaten without butter, is a healthy snack. (Make some with your class. Measure the kernels – in terms of cups – and then measure the popped corn in cups.) How much did it grow? An average popcorn kernel grows 30 times its size when popped! (Compare the volume of unpopped and popped corn.)



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Spatial awareness, body management

#### Fitness:

Upper body muscular endurance, cardiovascular endurance

#### Personal/Social:

Cooperation, accepting personal challenges

**Your State** (Write in here)

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## TONY'S TIPS

- Select 1 or 2 students to retrieve and throw balls back onto the chute. If too many retrieve, the chute collapses.
- Use a variety of sizes and densities of objects for the popcorn (always keep them light and safe). Experiment to find which fly the highest.

### Vocabulary

Volume, sizzling, kernels

### NOTES

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