

Corn Paint

Grade Level(s)

PreK and KG

Estimated Time

30 minutes

Purpose

Students will explore products made from corn.

Materials

▪Links:

Website with virtual resources: www.linncoag.com -2020/21 virtual learning-drop down tab- January

Instructional video <https://www.youtube.com/watch?v=b23iC8aTzVo>

Book: From Corn to Cereal

https://drive.google.com/drive/folders/17wRvpFOT2rjAd7U6hAzDAaItqsde_Q_8?usp=sharing

▪Worksheets:

Coloring sheet

Corn lifecycle packet

Corn sample

▪Other:

1 tablespoon of corn starch per student

1 tablespoon of milk (should be the consistency of paint)

1 little plate per student

1 popsicle stick per student

1 Q-tip per student (paint brush)

Food coloring

*** not included in the kit: MILK (if you don't have milk, water will work.

Vocabulary

Primary product: products derived directly from the plant or animal.

By-product: secondary products created from primary products.

Corn starch: Product made from field corn and is often used as a thickening agent.

Interest Approach – Engagement

Show the corn sample- who might eat field corn?

Animals and people. Animals eat field corn as a primary product (directly from the field) and people can eat field corn as a by-product like corn starch.

Read or watch the read-aloud story: From Corn to Cereal (link is available above or on our website).

What was the cereal made from? How did they make the cereal? Was it made from sweet corn or field corn?

Background - Agricultural Connections

The Midwest part of the United States grows some very important crops and livestock, including corn, soybeans, sugar beets, beef cattle, hogs and sheep. While these crops and livestock are grown for primary uses such as fuel (ethanol and biodiesel), food or fiber, they have secondary uses that are a huge part of our everyday lives. By-products from crops and livestock can be found in cosmetics, ice cream, bandages and brushes. These by-products are products that would otherwise go to waste but bring additional economic value to the crop or livestock item at harvest. Today we will be learning about corn by-products.

Procedures

1. Watch the instructional video to learn some background about corn by-products and to be introduced to the corn paint activity.
2. Ask the students to review how the cereal was made in our story.
3. Explain to the class that today they will be making corn paint. The corn starch is a product from our field corn sample. Hold up the corn starch and corn sample.
4. Paint instructions:
 - Pass out the corn starch (1 tablespoon), plate and popsicle stick
 - Instruct the students to keep the cornstarch on the little plate. This will help prevent spills
 - Add 1 tablespoon of milk (I usually just estimate, best to start with little and add more if needed)
 - Add food coloring
 - Instruct the students to mix using their popsicle stick
 - Pass out coloring sheet and Q-tip. They have two ends to the Q-tip to use as a paint brush.
5. Review as a class.
 - What did we make today? Corn paint*
 - How did we make corn paint? Corn starch, milk, and food coloring*
 - Where did the corn starch come from? Field corn*
 - Where did the milk come from? Dairy cows*
 - Review with the corn lifecycle packet*

Organization Affiliation

Original lesson idea came from the Iowa Ag Literacy Foundation's Ag on the Go resource and was modified by Morgan Hibbs with Linn County Farm Bureau.

Agriculture Literacy Outcomes

T2.K-2.c Identify examples of feed/food products eaten by animals and people.

T1.K-2.a Describe how farmers/ranchers use land to grow crops and support livestock.

T1.K-2.c Identify natural resources

Iowa/ Common Core Standards

K-LS1-1. Use observations to describe patterns of what plants and animals need to survive.

K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.