

Lesson Plans



Corn Crazy explains different ways corn can be eaten and used, and how and where it grows. It describes the history of corn and its importance globally.

Running words: 1070

Text type: Explanation



In *The Great Corn Invention*, The Inventors Club members enter the invention competitions at the local corn festival. But when their inventions go wrong, they go home disappointed. Then a surprise visit by King Corn changes everything.

Running words: 1566

Text type: Narrative

Content vocabulary

cob corn syrup enchiladas fertilised harvested harvests hull husk kernels nachos products silage starch syrup tortillas vegetable

Phonics

- Identifying the /oo/ sound made by “u” as in *fluid*
- Identifying the /air/ sound made by “ayor” as in *Mayor*

Text structures and features

Corn Crazy

- Labelled diagrams and maps, fact boxes
- Photographs and illustrations with captions

The Great Corn Invention

- Third-person narrative with dialogue
- Contents page, chapter headings

Reading strategies

- Using diagrams and maps to gain information from the text
- Using evidence from the text when discussing plot

ELL support	Key concepts	Curriculum links
• Photographs and diagrams support the introduction of new concepts. • Text boxes provide factual information. • Humorous illustrations support the story.	• Corn is an important food source and is used to make many other products. • In some places, corn harvests are celebrated.	• Food technology • Technology: Design and function



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Bring in some ears of corn. Let students hold and smell the corn. Invite a student to remove the husk. Ask students to talk in pairs about what they know about corn. Ask: *What is corn used for?* Make a list of students' answers.

★ After students have looked at and touched some corn, ask them to turn to a partner and describe what the corn looked and felt like. Ask them to take turns talking to their partner about times they have eaten corn.

Vocabulary building

★ Show students an ear of corn. Say: *The different parts of this plant have particular names. Who knows what these names are?* Draw out the terms *cob*, *husk*, *silk* and *kernels*. Write these words on a chart. Ask: *What other words might be in a book about corn?* Add these to the list.

Introducing the book

Give each student a copy of *Corn Crazy*. Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?* Have students browse through the book. Ask: *How was the information presented?* Draw out that the author has included photographs, illustrations, maps, diagrams, labels and captions. Ask pairs of students to discuss what they expect to find out by reading this book.

Talk through each chapter of the book with the students. For example, for chapter 1 say: *This chapter discusses all the different ways corn can be eaten and how it can be used in cooking.*

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *What extra information can you get from this diagram?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the photographs and the text in the book.

What types of food is corn used to make? What other products are made from corn? (Literal)

Why do some communities have corn festivals? Why has corn been such a successful product for so many years? (Inferential)

What corn products have you eaten or used recently? What corn dishes would you like to try? Why? What new corn inventions might be found in the future? (Synthesising)

Do you think corn is an important food? Why?/Why not? What other food could this book have been written about? Why do you think so? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *Why is it important to read the diagrams and maps in the text? Why would an author include these in a book?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could sit in pairs and take turns reading a page each. Encourage students to read fluently. Say: *When you read, try to make your voice sound smooth.*

Word work

Phonics

Write the word *fluid* on a chart. Say: *This word has the /oo/ sound made by the letter “u”. What other words have the /oo/ sound in them?* Add these to the chart. Invite students to underline the letter or letters in each word that make the /oo/ sound. Ask: *How is the /oo/ sound usually represented?* Draw out that “u” is not a common way of representing the /oo/ sound.

Exploring words

Discuss action verbs. Say: *Action verbs are words that describe actions.* Ask each student to turn to a partner and take turns saying action verbs. Students could then work in pairs to find and list verbs in the book that describe actions (e.g. *eat, make, ground, cooked, flattened*). Create a group list.

Writing

★ Ask: *Do you think corn is important? Why?* Discuss students’ ideas. Provide students with a sentence starter: *Corn is important because ...* Have them write reasons why they believe corn is important.

Ask: *What products have you used today that are made from corn?* Discuss students’ responses. Ask students to list products they have used that have corn in them. For each product, have them write a short explanation about how corn is used to make that particular product.

Sharing and presenting

Say: *Imagine you are a television reporter. You are sent to a corn festival to do a report. What things would you see there? What things would you tell your audience?* Discuss students’ responses.

Give students some time to prepare and practise their oral reports. Ask students to present their reports to the group.



The Great Corn Invention

Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *What is an invention?* Discuss students’ responses and talk about inventions such as computers, electricity, the Internet, the car, etc. Show the students a cob of corn. Say: *Corn is a vegetable that is used for many different things. How do you think corn is picked? What machine would you invent to make picking corn easier?* Discuss students’ responses.

★ Do an internet search of images of corn-harvesting machines. Show a picture of these to the students. Say: *Corn is a very important vegetable. It is grown in large crops. Large machines have been invented to pick the corn. This makes the farmer’s job easier.*

Vocabulary building

★ Write the words *invention, festival* and *harvest*. Ask pairs of students to discuss the meaning of each word. Ask students to say a meaningful sentence that has at least two of the words in it.

Introducing the book

Give each student a copy of *The Great Corn Invention*. Direct students to use the cover, title page and contents page to get themselves ready to read. Ask: *What do you already know about this book?* Refer students to the contents page. Ask: *What do you think the members of The Inventors Club might do in their club?* Discuss. Say: *The second chapter is called “Preparing for the competition”. What might the competition be? How might people be preparing? What might happen next?*

Talk through each chapter of the book. For example, for chapter 1 say: *The Inventors Club has three members – Ben, Anna and Maria. They like making new inventions.* For chapter 2 say: *Ben, Anna and Maria are getting ready for a competition. What might the competition be? What might they do to get ready?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could read the book in small groups and take on the roles of the characters in the story. Each student reads a particular character's speech. Rotate the role of narrator. Encourage students to read fluently.

Word work

Phonics

Ask each student to turn to a partner and take turns saying words with the /air/ sound (e.g. *hair, where, care, chair, their*). Invite students to share their ideas, and make a class list. Discuss the different ways the /air/ sound is represented. Ask students to browse through the book and find other words with the /air/ sound. Add these to the list. Highlight the word *Mayor*. Ask: *What letters make the /air/ sound in this word? Say: This is an uncommon way for the /air/ sound to be represented.*

Exploring words

Write the word *invent* on a card. Ask: *What other words can you make from this root word?* (e.g. *invention, inventor, invents*) List these words and discuss the meaning of each one. Ask: *How does the suffix affect the meaning?* Repeat with the words *harvest* and *festive*.

★ Ask students to discuss with a partner what *invent* means. Repeat with the words *invention, inventor* and *invents*. Talk about how the ending of the word changes its meaning.

Writing

★ Ask students to talk with a partner about which invention in the story they liked best and why. Students could then write about this.

Ask students to write a radio advertisement that tells listeners about the Cornville Corn Festival.

Sharing and presenting

Record the students as they read their radio advertisements. Play the recordings to the group.

During reading

As each student reads the text independently, monitor and support the students where appropriate. Ask the students to stop reading and remind them to use the reading strategies you are focused on. Ask: *Where in the book did we first see King Corn?*

After reading

Talking about the book

Have the students talk about the book. Promote discussion by choosing questions that are appropriate for your students. Ask them to support their thinking by referring to the illustrations and the text in the book.

Why did the children want to win the invention competition? Why didn't Anna's invention work? (Literal)

Why were the children banned from corn invention competitions?

How did they get money to build their clubhouse? (Inferential)

What have you learned about inventing? What sort of corn invention might have won this competition? (Synthesising)

Would real corn festivals be like this one? How might they be different? Are all mayors like this one? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *When did you guess that the pale man was King Corn? When did the author let the readers know this? Do you think it is important to think about the plot and make predictions as you are read? Why?*

Talk about the pair

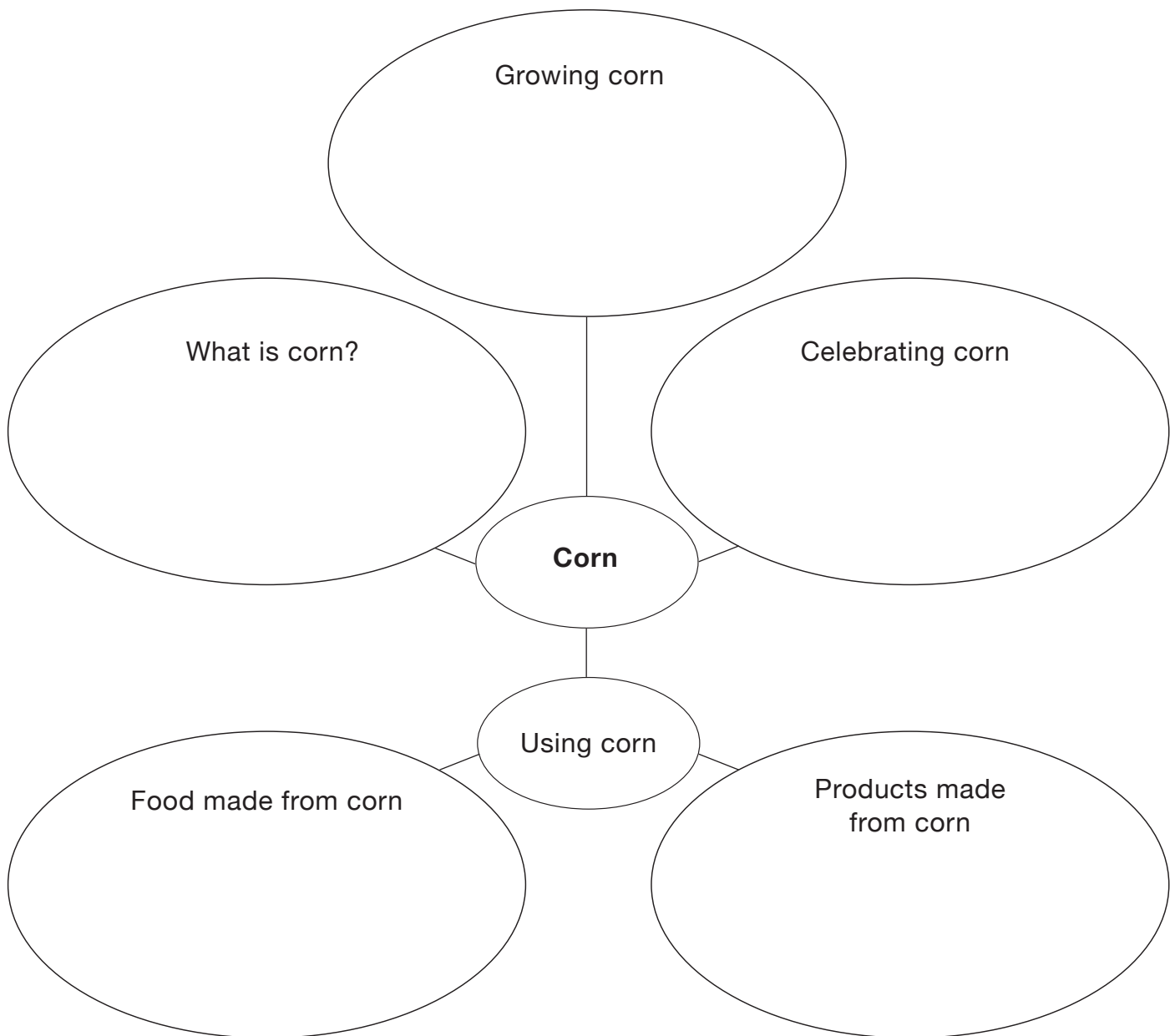
Ask: *What did you learn about corn by reading these books? What surprised you?* Discuss students' responses. Students could work in small groups to create a poster advertising

a corn festival. Encourage them to include information on the way corn is used and give reasons why corn is so important and why it should be celebrated.

Blackline master

Corn concept map

Use writing, diagrams, maps, lists or pictures to fill in the concept map below.



Assessment

Can the student use a variety of ways to represent information?

Can the student categorise information under appropriate headings?

Activity card

Cool corn invention



Create an amazing corn invention. Your invention could be for growing corn, harvesting corn, distributing corn around the world, using corn in different ways or cooking and eating corn.

Draw and label your invention below. Write a brief description of your invention and what it does.

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Printed in China through Colorcraft Ltd, Hong Kong

Distributed in Australia & New Zealand by Lioncrest Education
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Distributed in Ireland by Folens Publishers
Phone: +353 1 413 7230 email: info@folens.ie
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www.flying-start-to-literacy.com.au
www.ecpublishing.com.au

ISBN 978-1-74320-169-5



9 781743 201695