

Wishy-Washy Corn

Features of the text:

- Inter-text connection with *Mrs Wishy-Washy*
- Punctuation: upper and lower case letters, full stops, commas, speech marks, exclamation marks, ellipses
- Problem solving
- Humour

<p>Before Reading</p> <ul style="list-style-type: none">• Ask the children to tell you what they know about growing plants.• Ask, <i>Where do plants come from?</i>• Introduce the text: Wishy-Washy Corn.• Look at the cover and title page. What clues do they give about the story? Ask, <i>What do you think Mr Wishy-Washy is going to do?</i>	<ul style="list-style-type: none">• Making meaning: making personal connections• Analyzing the text: visual literacy, prediction
<p>Reading the Text</p> <ul style="list-style-type: none">• Ask the children to read the text quietly.• Give the children something specific to focus on. For example, <i>Read the book to find out what happened to the corn plants.</i>• If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.	<ul style="list-style-type: none">• Children may draw upon all text features during the reading of the text. Help individual children as necessary.
<p>After Reading</p> <ul style="list-style-type: none">• Notice the phrase <i>Lovely corn!</i> (p. 6). Encourage the children to think of other words for Duck to say.• Notice the past tense verbs <i>planted</i> (p. 2) and <i>grew</i> (pp. 3–5). Clarify the meaning and encourage the children to think of other verbs connected to growing plants.• Ask the children, <i>Which part of the corn plant do you think the animals like to eat?</i>• Invite the children to eat corn from a corn cob.• Encourage the children to plant some corn seeds and watch them growing into plants.• Notice high frequency words: <i>said, Come, and, into, see, my.</i>• Notice the ellipses on pp. 4–5 for anticipation.• Notice the illustration on p. 8 and ask, <i>How does the illustrator show that Mr Wishy-Washy is confused?</i>	<ul style="list-style-type: none">• Using the text: considering how words are used (vocab)• Making meaning: inference, inquiry• Cracking the code: punctuation, high frequency words• Analyzing the text: recognizing illustrator's role