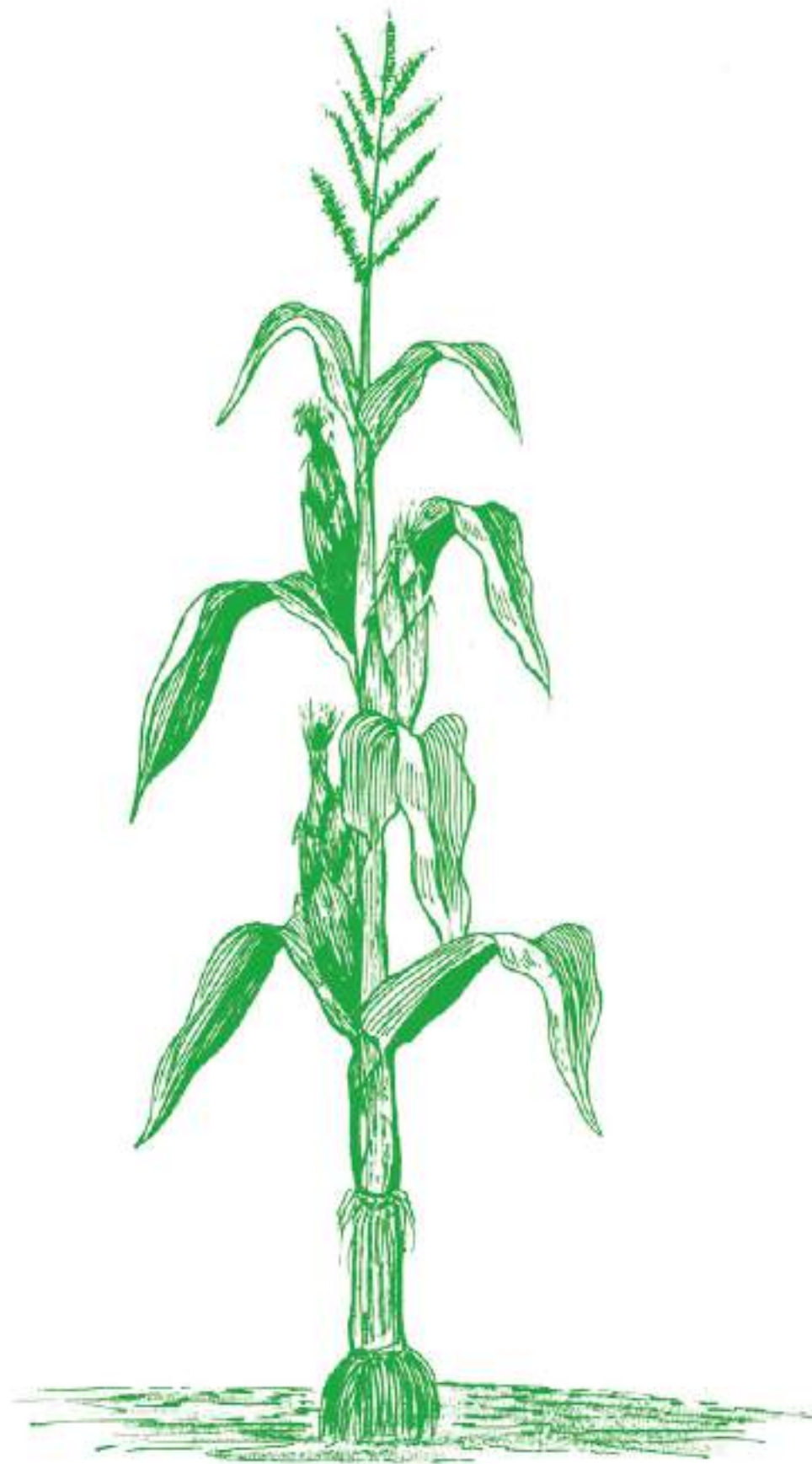


Kari's Corn



By Chris Lock
Pictures by Jackson Onahikeni

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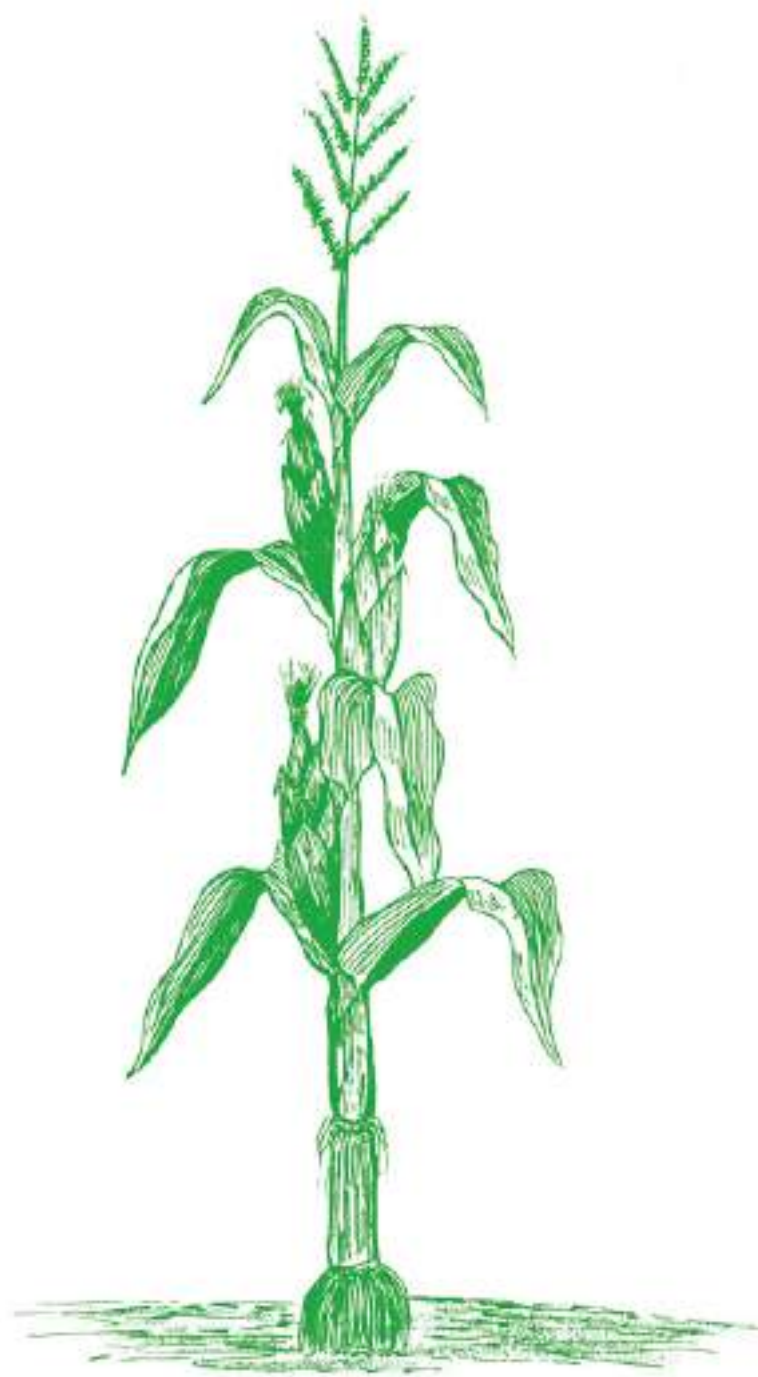
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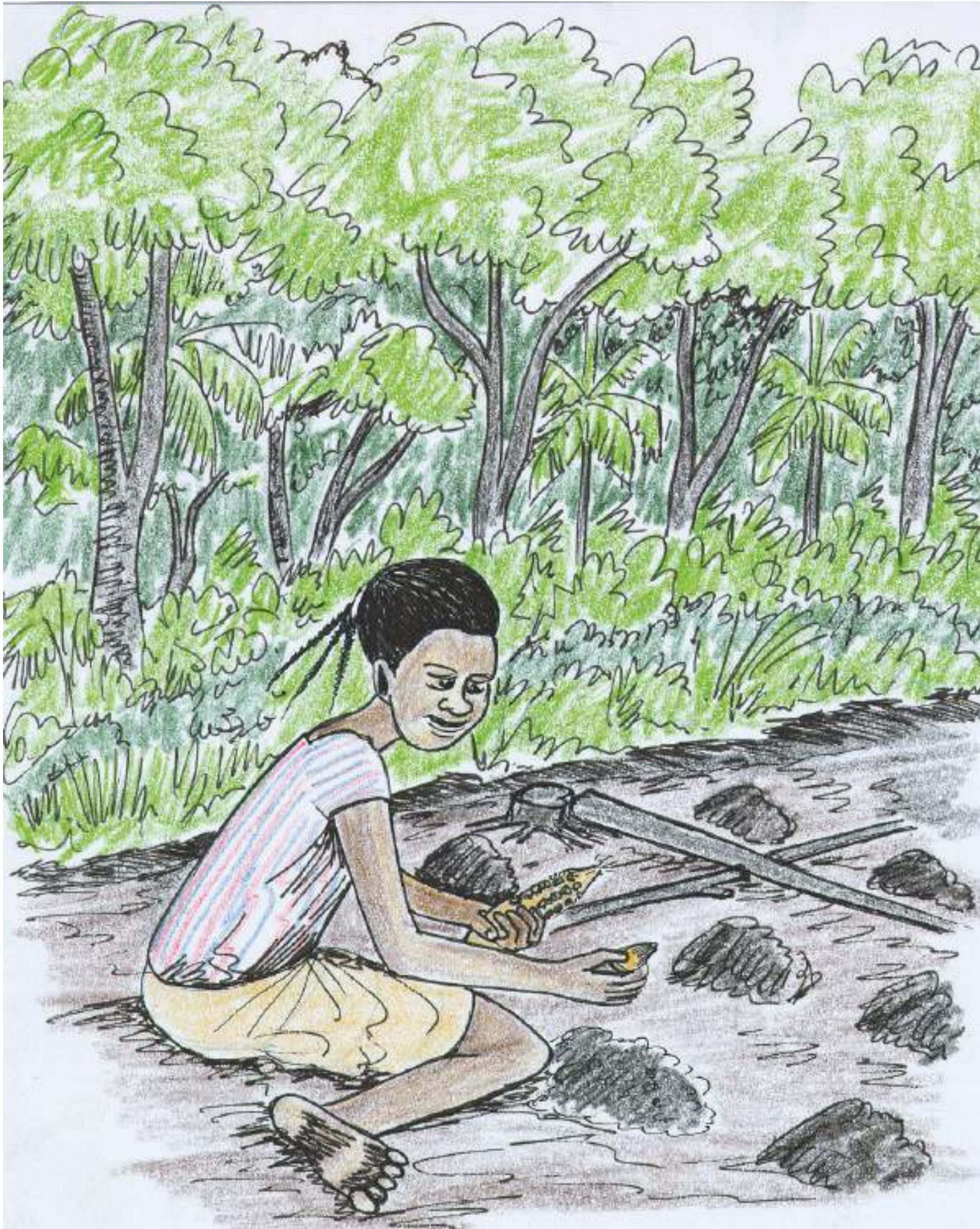
Kari's Corn



By Chris Lock
Pictures by Jackson Onahikeni



Kari loved corn. Whenever her mother bought corn from the market she wished that she could grow some of her own.



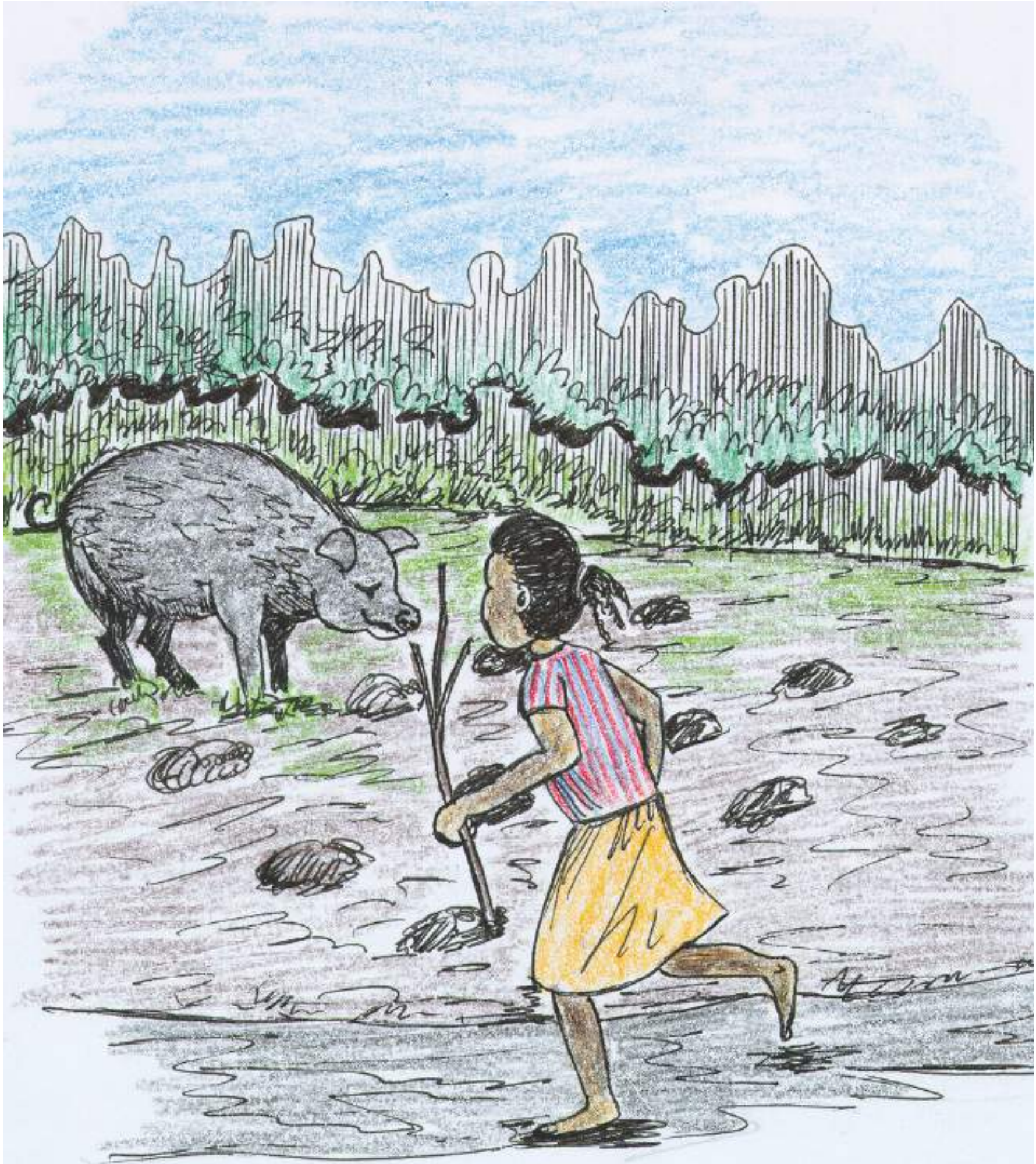
One day, Kari took 20 seeds from the corn her mother had bought and planted them carefully in the garden.



The next day, while Kari was at school, birds flew into the garden and ate some of the seeds. When Kari came home she chased the birds away. Now Kari had 15 seeds left.



A week later, the seeds that were left had sprouted. Kari looked proudly at the 15 tiny green seedlings in the garden. The sun shone and the rain fell. The seedlings grew quickly.



Then one day, Kari came home from school and found a pig in the garden. It was eating the seedlings. Kari quickly chased the pig away.



The 7 seedlings that were left grew and grew. After a month, they had strong stems and lots of leaves.



But then no rain fell for many weeks. The earth became dry. The roots of the corn could not find any water and some of the plants withered in the hot sun.



Now there were only 4 plants left,
but when the rains came, they
continued to grow.



Soon the plants flowered. They looked strong and healthy. Kari's friends all came to look.



Then one night there was a big storm. The strong wind blew through the garden and snapped the stems of the corn. In the morning there was only one plant left.



Each day Kari came to look at her plant. Finally the corn was ready. Now Kari had good corn to eat, and some seeds to plant next time.

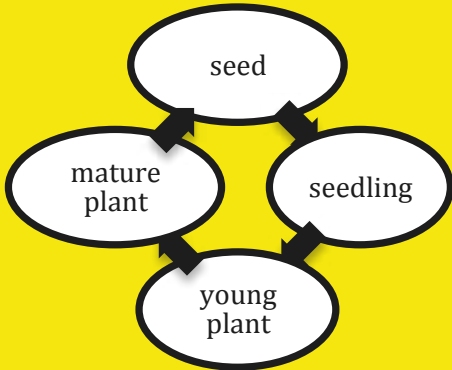
| | |
|----------------------|--|
| Text: | <i>Kari's Corn</i> |
| Level: | Year 2 |
| Message: | Plants have many things that will destroy them |
| Discussion focus: | The things that can spoil our gardens |
| Comprehension: | Reading for details (numbers); true or false |
| Vocabulary focus: | Time indicators |
| Letters and sounds: | or |
| Writing opportunity: | Life cycle diagram |

| ACTIVITIES | LANG. | SYLLABUS |
|--|---------|--------------------|
| <p>Day 1</p> <p><u>Modelled Reading</u></p> <p>Set the context: Talking with learners</p> <p>Tell the learners <i>This story is called Kari's Corn</i>. Point to the corn on the front cover. <i>This is the corn and Kari is the girl that plants the corn. What do you think Kari will need to do to help her corn to grow?</i></p> <p>Let the learners talk about the ways that we help corn to grow. See what they can tell you about growing corn. Explain: <i>For Kari, things keep going wrong and her corn keeps disappearing. Look carefully at the pictures to see what goes wrong.</i></p> <p>Now open the book and look at the pictures. As you look through the pictures, help the learners to explain what is happening and compare it to any experience that they have in the garden. If you know there are words that learners will have difficulty with, introduce them as you come to that page. Make sure the learners know the words in English.</p> | V/P | 2.4.1.1 2.3.1.4 |
| <p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. Use your voice to show the meaning in the words, particularly as Kari loses the corn on each page.</p> | E | |
| <p><u>Review the story: Understanding the story</u></p> <p>Ask learners to re-tell the story as you turn the pages of the book. On each page, ask the learners to tell you what is happening to the corn. Make sure they understand that the corn is decreasing/getting less each time.</p> | V/P | 2.4.1.4 |
| <p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners <i>Have you ever planted some seeds but an animal or the weather has killed the plants?</i></p> <p>Talk about the things that can be a problem for growing plants. They might have stories about losing crops or trees.</p> | V/P | 2.6.1.1 2.6.2.3 |
| <p><u>Close Reading</u></p> <p>Do a close reading of p. 3. Summarise: this tells us the action Kari took to make her plants.</p> | E + V/P | 2.6.1.5 |

| | | |
|--|---------|--------------------|
| <p>Day 2</p> <p><u>Shared reading: Revisiting the story</u></p> <p>Ask the learners to remember what happened in the story. Turn the pages and let them retell the story in their own words. Read the story to the learners as they follow along in the small books.</p> | E | 2.3.2.2 2.6.1.4 |
| <p><u>Comprehension: Reading for detail (numbers)</u></p> <p>Guide the learners through the book to see the decreasing number of plants.</p> <p>Ask the learners: <i>How many seeds did Kari plant at the start of the story? (20 seeds: turn to p. 3)</i></p> <p><i>What animal came and ate all the seeds? (Some birds: turn to p. 4).</i></p> <p><i>How many seeds were left after the birds came? (15 seedlings: count the plants on p. 5)</i></p> <p><i>What animal came to the garden and how many seeds did the animal leave behind? (A pig and only 7 were left: turn to pp. 6 and 7 and count the plants).</i></p> <p><i>The hot sun came out and it didn't rain. How many plants were left? (Four: turn to p. 9 and count the plants).</i></p> <p><i>What happened next and how many plants was Kari left with at the end? (A big storm and 1 plant: turn to pp. 11 and 12).</i></p> <p>Write the following sentence on the board and ask for learners to fill in the gaps for the number and the problem. They can use the book to help them.</p> <p><i>Kari planted _____ seeds in her garden.</i></p> <p><i>The next day, some _____ came and ate some seeds. Only _____ seeds were left.</i></p> <p><i>The next day, a _____ came and ate some seedlings. Only _____ were left.</i></p> <p><i>The next day, the hot _____ withered some plants. Only _____ were left.</i></p> <p><i>The next day, a big _____ came and blew through some plants.</i></p> <p><i>Finally Kari only had _____ plant left.</i></p> | E + V/P | 2.5.1.4 2.5.1.6 |

| ACTIVITIES | LANG. | SYLLABUS | | | | | | | | |
|--|---|--|--|--|---|---------------------------------------|--|---|--------|--------------------|
| <p>Focus on vocabulary: time words</p> <p>Explain that this story takes place over a long time because plants take a lot of time to grow. The writer gives us lots of clues or ideas about the time it takes. Look at p. 3 and identify the time words: <i>One day</i>. This phrase is often used to tell us that the action in the story is about to start.</p> <p>Turn the pages with the learners (or they can do with a partner) and identify any words that tell us the time. Write these on to paper to show <i>Time words</i>. You will find <i>The next day, A week later, Then one day, after a month, for many weeks, soon, one night, In the morning, Each day, finally</i>. Notice that these are at the front of the sentences to help the reader know the time in the story.</p> <p>Using the time words and phrases, ask learners to give sentences that use with these words: do this orally to start with. They might need to give a sentence to start with, then use the time words, eg. <i>I worked hard. After a month I passed my exams.</i></p> <p><i>Mary was tired. In the morning, she didn't get up for school.</i></p> <p>When they have been doing this orally, the learners could write some sentences in their exercise books.</p> | E + V/P | 2.4.2.6 2.5.1.5 | | | | | | | | |
| <p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Today you read first page of the story then you choose a learner to read the next page to the class. Repeat this pattern, you read one page to the class then a learner reading the next page.</p> | E | 2.6.1.9 | | | | | | | | |
| <p>Close-Reading</p> <p>Do a close reading of p. 12. Summarise: this is the conclusion. It tells us what happened at the end of the story.</p> | E + V/P | 2.6.1.5 2.4.2.8 | | | | | | | | |
| <p>Focus on Letters and Sounds: <i>or</i></p> <p>Turn to p. 2 and point to the word <i>corn</i>: Say: <i>This word says corn. The two letters in the middle of this word are o and r. The letter o makes the o sound and the letter r makes the rrr sound. When these letters are next to each other we push these sounds together to make one new sound. Listen as I say the sound. (Now say or). Listen for the or sound as I say the word corn. It will be in the middle of the word.</i></p> <p>Say some more words to the learners that have this sound and ask learners to identify where the sound is: <i>horn, for, organ, sore, shore, torn, born, pork</i>. Try writing these on the board with the learners telling you how to spell the words. Make a list of <i>or</i> words.</p> <p>Ask learners to make up sentences with 2 or more <i>or</i> words, eg. <i>I used the horn when my brother was born; Jackson likes to eat corn and pork.</i></p> | E + V/P | 2.7.2.9 2.1.2.2 2.4.2.8 | | | | | | | | |
| <p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Today read the first page of the story then choose a group of learners to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a group to read the next page.</p> | E | 2.6.1.9 | | | | | | | | |
| <p>Comprehension: true or false</p> <p>Write these events on the board:</p> <table><tr><td><i>Kari loved corn.</i></td><td><i>Kari bought the corn at the shop.</i></td></tr><tr><td><i>Kari planted a few seeds to try them out.</i></td><td><i>Pigs came and dug up the seeds.</i></td></tr><tr><td><i>Kari stayed home to watch the seeds.</i></td><td><i>A storm destroyed some plants.</i></td></tr><tr><td><i>Kari tried to protect her corn.</i></td><td><i>Kari had no corn left at the end of the story.</i></td></tr></table> <p>Learners look through the book with their partner to find the part that shows that these statements are true or false. Give them 15 mins to do this with their partner, then you can talk about it as a whole class. Remember: there must be something in the book that shows that it is true or false so encourage the learners to show the evidence, not just what they think. See if you and the learners can change the false sentences into true sentences.</p> | <i>Kari loved corn.</i> | <i>Kari bought the corn at the shop.</i> | <i>Kari planted a few seeds to try them out.</i> | <i>Pigs came and dug up the seeds.</i> | <i>Kari stayed home to watch the seeds.</i> | <i>A storm destroyed some plants.</i> | <i>Kari tried to protect her corn.</i> | <i>Kari had no corn left at the end of the story.</i> | V/P +E | 2.5.1.4 2.5.1.6 |
| <i>Kari loved corn.</i> | <i>Kari bought the corn at the shop.</i> | | | | | | | | | |
| <i>Kari planted a few seeds to try them out.</i> | <i>Pigs came and dug up the seeds.</i> | | | | | | | | | |
| <i>Kari stayed home to watch the seeds.</i> | <i>A storm destroyed some plants.</i> | | | | | | | | | |
| <i>Kari tried to protect her corn.</i> | <i>Kari had no corn left at the end of the story.</i> | | | | | | | | | |

| ACTIVITIES | | | | | | | | LANG. | SYLLABUS | | | | | | | | | | | | | | | | | |
|--|------------------|------|------------------|-----|-------|-------|---------------|--------------------|-----------------------|--------------|------------------|------|----------------|------|--------------------|------------------|---|-----|---------------------|-------|--------------------|-------|----------------------|---------------|---------------------------------------|---|
| <u>Sentence structure</u> <i>Preparation:</i> Write the words and phrases on card. Cut them up into groups of words as shown below: | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Then one day, | Kari | came | home from school | and | found | a pig | in the garden | . | | | | | | | | | | | | | | | | | | |
| <p>Put the words on the board (not in order). Tell the learners that these words make a sentence. Ask the learners to help you to put the sentence together. Start by asking question number 1 (<i>When did it happen?</i>) then choosing one learner to come up to the board, point to the words that tell us this (<i>Then one day,</i>) then put the words in place. Repeat this: Asking the question, then choosing a learner to come up to the board and put the words into place until your sentence is in order. Here are the questions you can ask:</p> <table><tr><td>When did this happen?</td><td>Then one day</td></tr><tr><td>Who is involved?</td><td>Kari</td></tr><tr><td>What happened?</td><td>came</td></tr><tr><td>Where did they go?</td><td>home from school</td></tr><tr><td>Which word links two parts of the sentence?</td><td>and</td></tr><tr><td>What also happened?</td><td>found</td></tr><tr><td>What did she find?</td><td>a pig</td></tr><tr><td>Where did it happen?</td><td>in the garden</td></tr><tr><td>What goes at the end of the sentence?</td><td>.</td></tr></table> <p>Now take away the word card for <i>a pig</i> from the sentence. Ask the learners to think of new animal that Kari finds. Take some ideas then write a new name in the space (eg. a crocodile, an elephant) Now take away the phrase <i>in the garden</i> and ask the learners to think of another location and write it in the space (eg. in the house, on the roof). Do this multiple times with different characters and locations. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners:</p> <p><i>Then one day Kari came home from school and found a crocodile in the house.</i></p> | | | | | | | | | When did this happen? | Then one day | Who is involved? | Kari | What happened? | came | Where did they go? | home from school | Which word links two parts of the sentence? | and | What also happened? | found | What did she find? | a pig | Where did it happen? | in the garden | What goes at the end of the sentence? | . |
| When did this happen? | Then one day | | | | | | | | | | | | | | | | | | | | | | | | | |
| Who is involved? | Kari | | | | | | | | | | | | | | | | | | | | | | | | | |
| What happened? | came | | | | | | | | | | | | | | | | | | | | | | | | | |
| Where did they go? | home from school | | | | | | | | | | | | | | | | | | | | | | | | | |
| Which word links two parts of the sentence? | and | | | | | | | | | | | | | | | | | | | | | | | | | |
| What also happened? | found | | | | | | | | | | | | | | | | | | | | | | | | | |
| What did she find? | a pig | | | | | | | | | | | | | | | | | | | | | | | | | |
| Where did it happen? | in the garden | | | | | | | | | | | | | | | | | | | | | | | | | |
| What goes at the end of the sentence? | . | | | | | | | | | | | | | | | | | | | | | | | | | |
| E + V/P | | | | | | | | 2.4.2.8 2.7.2.2 | | | | | | | | | | | | | | | | | | |

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| <p>Day 5 Independent Reading Today hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.</p> | E | 2.6.1.9 |
| <p>Guided Writing: life cycle of the plant Go through the book with the learners to find all the words that are telling us about seeds and plants: <i>stem, seed, plant</i> etc. Now ask the learners to think about how we could talk about the cycle from seed to plant and then to new seeds, using some of these words. Use the book to help this:</p> <div></div> <p>Now ask the learners to write their own corn life cycle and illustrate. Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake. They could add any other details they like to their diagram.</p> | E + V/P | 2.7.1.3 2.7.1.4 2.7.2.2 |

Other activities
You might like to link this to mathematics and the idea of subtraction, using this as a situation for developing stories to solve through mathematics

