

# A painful lesson



By Matthew Lioa  
Pictures by Tony Hirasia

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman  
under the Literacy Programme Management Unit (LPMU)  
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &  
Christopher Mali

Teachers' Notes for this book: Rebecca Wallbridge and Janet Olofea  
Gasa

Book Code: Y2032T

©Copyright Ministry of Education and Human Resource  
Development 2015

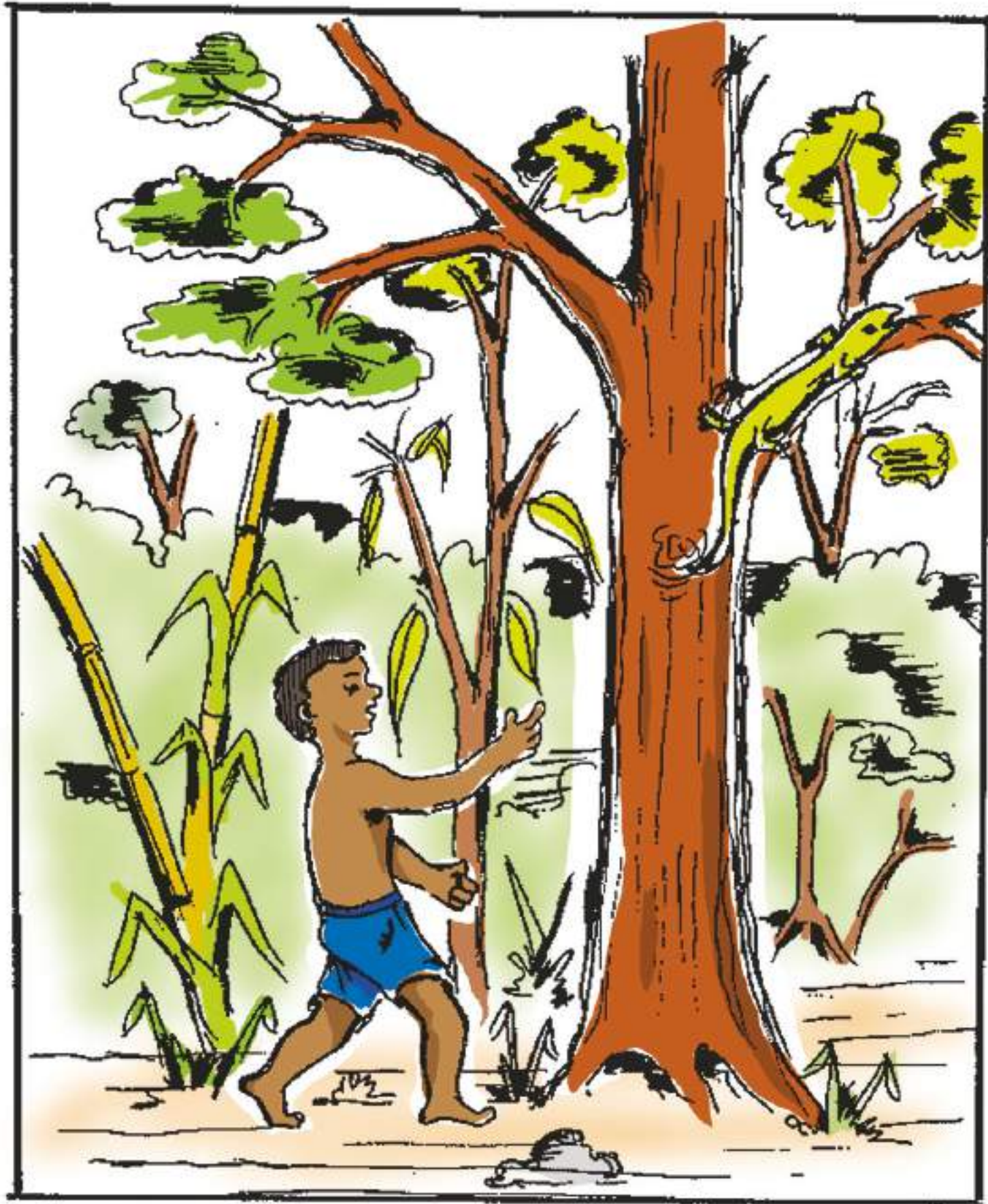
All rights reserved. Any parts of the book may be copied,  
reproduced or adapted to meet local needs without permission from  
the authors, provided that parts reproduced are distributed free for  
educational purposes only. Written permission should be obtained  
from the Curriculum Development Division if the book is reproduced  
to make profit.

# A painful lesson



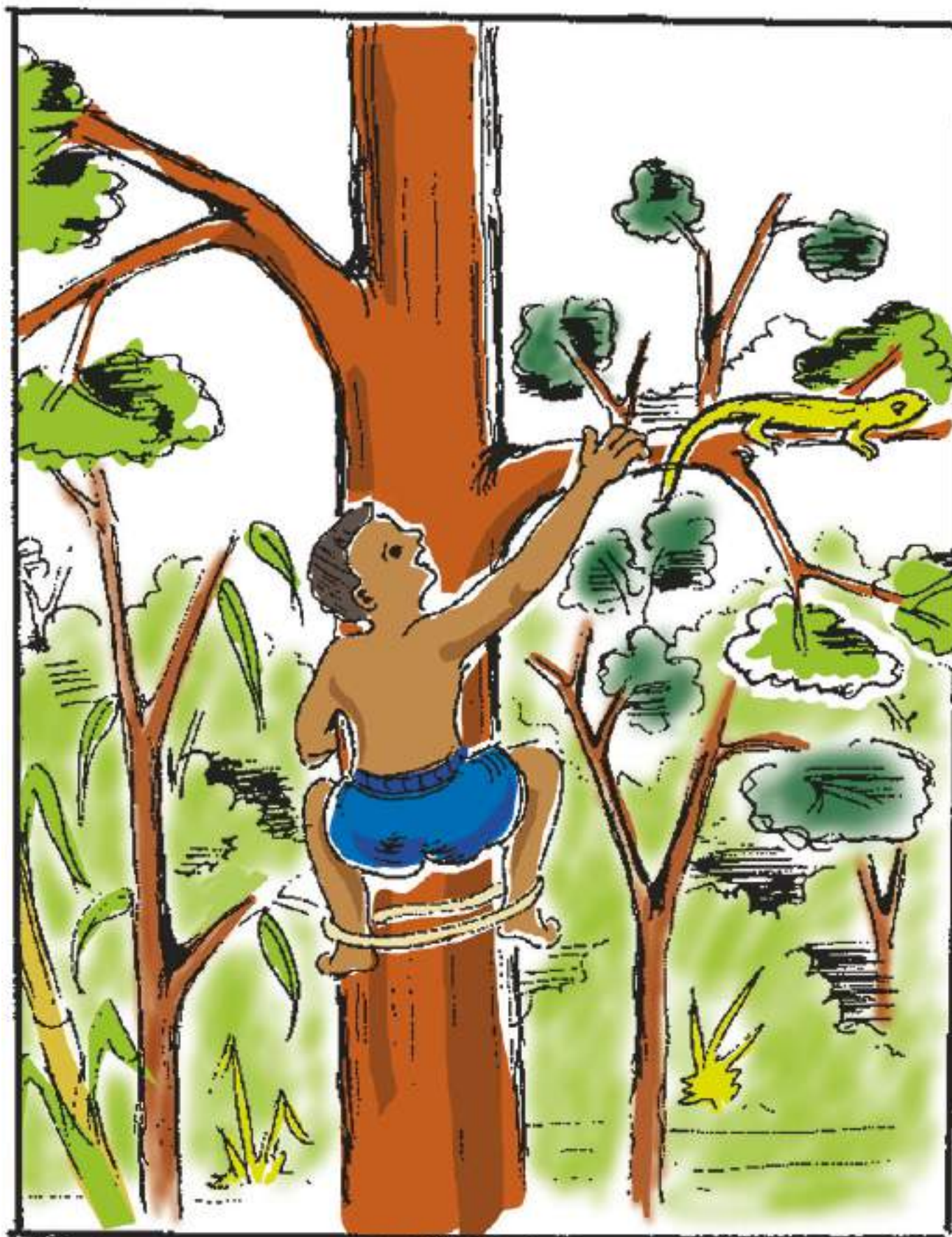
By Matthew Lioa  
Pictures by Tony Hirasia





One day, when I was eight years old, I went for a walk in the bush. I saw an iguana in a tree and I ran to catch it so I could take it home to cook.





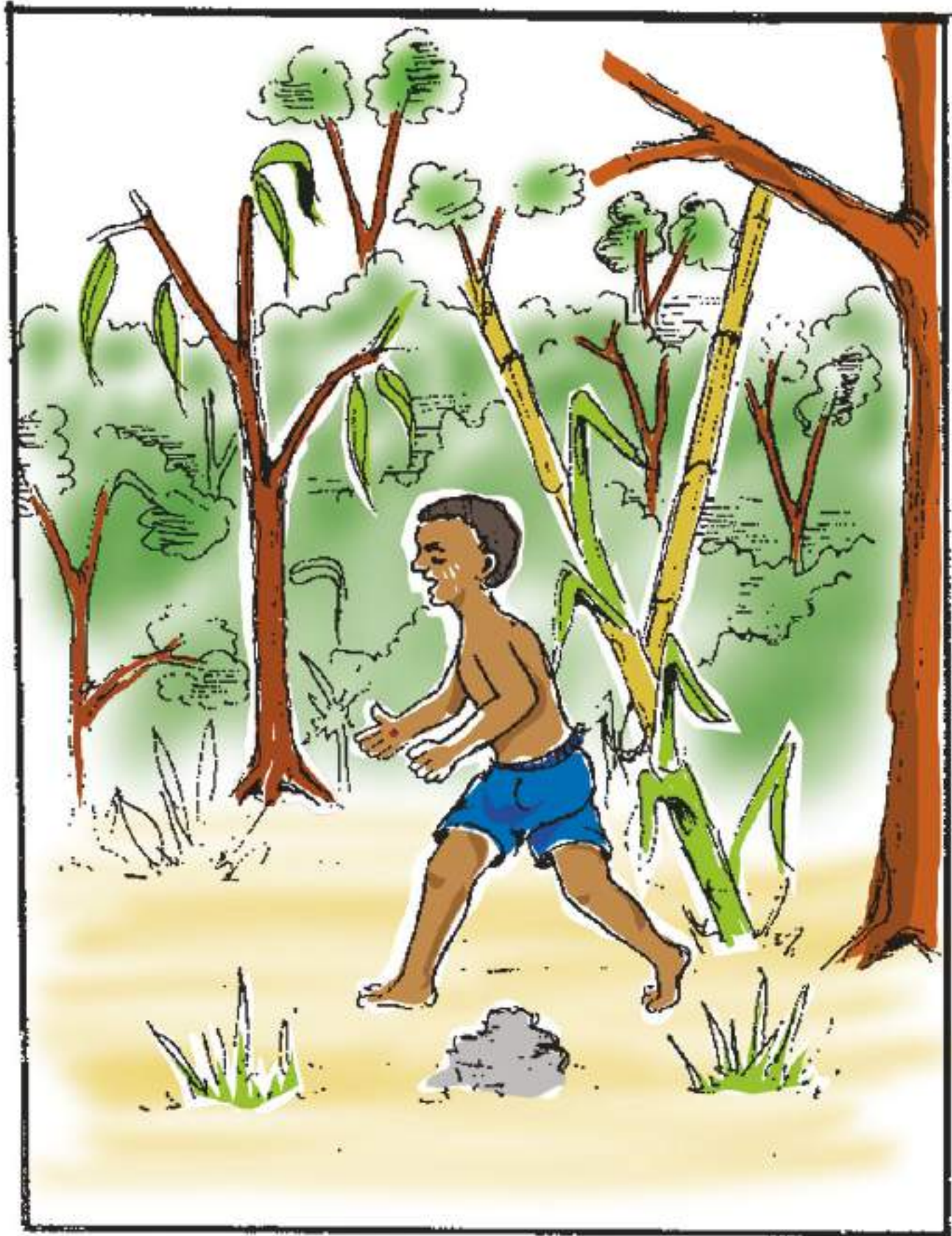
I started to climb the tree. When I was half way up the trunk I reached for the first branch. I grabbed the branch with my right hand.





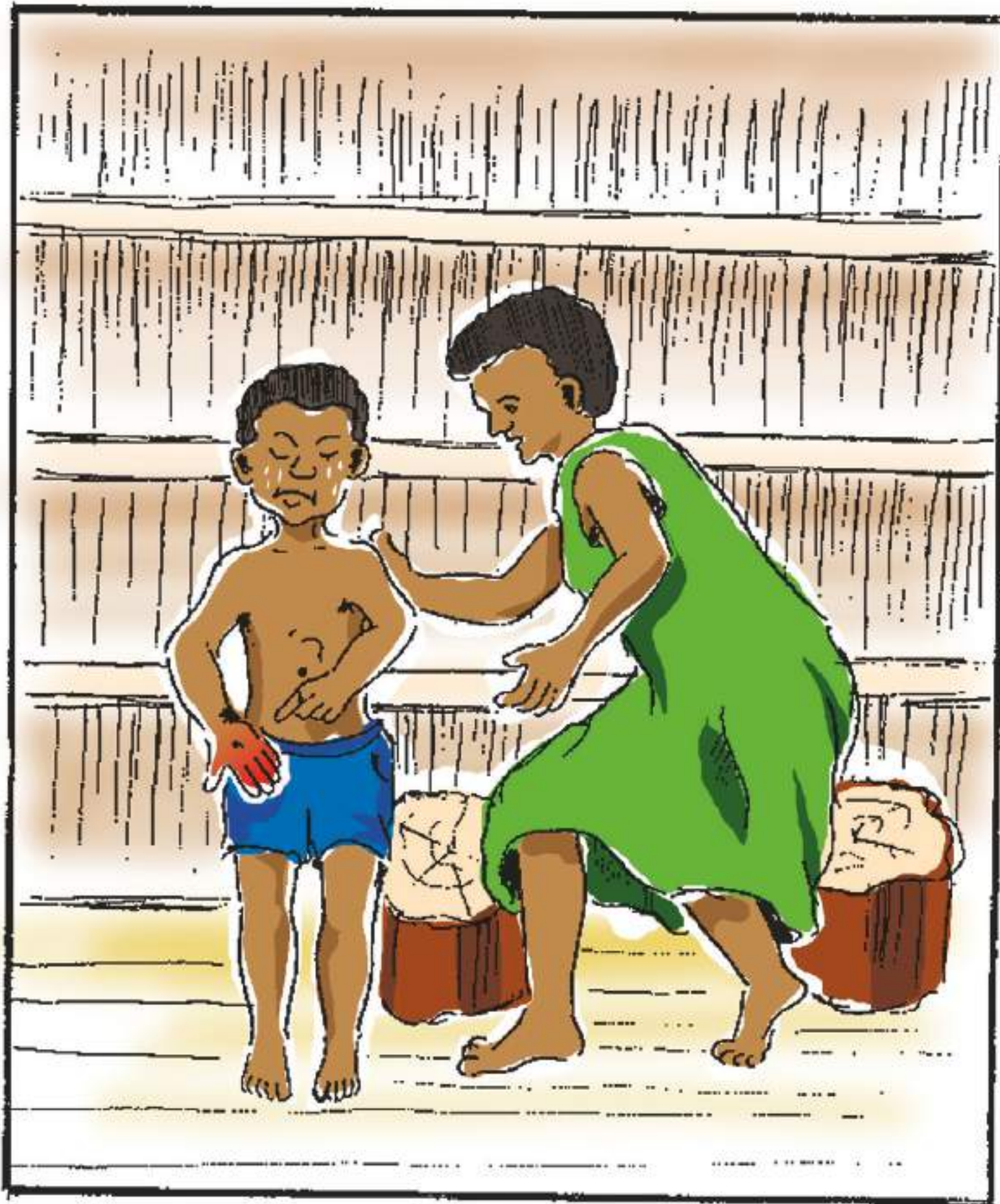
Suddenly something sharp pricked my hand between the thumb and the first finger. I screamed as I felt a sharp pain piercing through my hand.





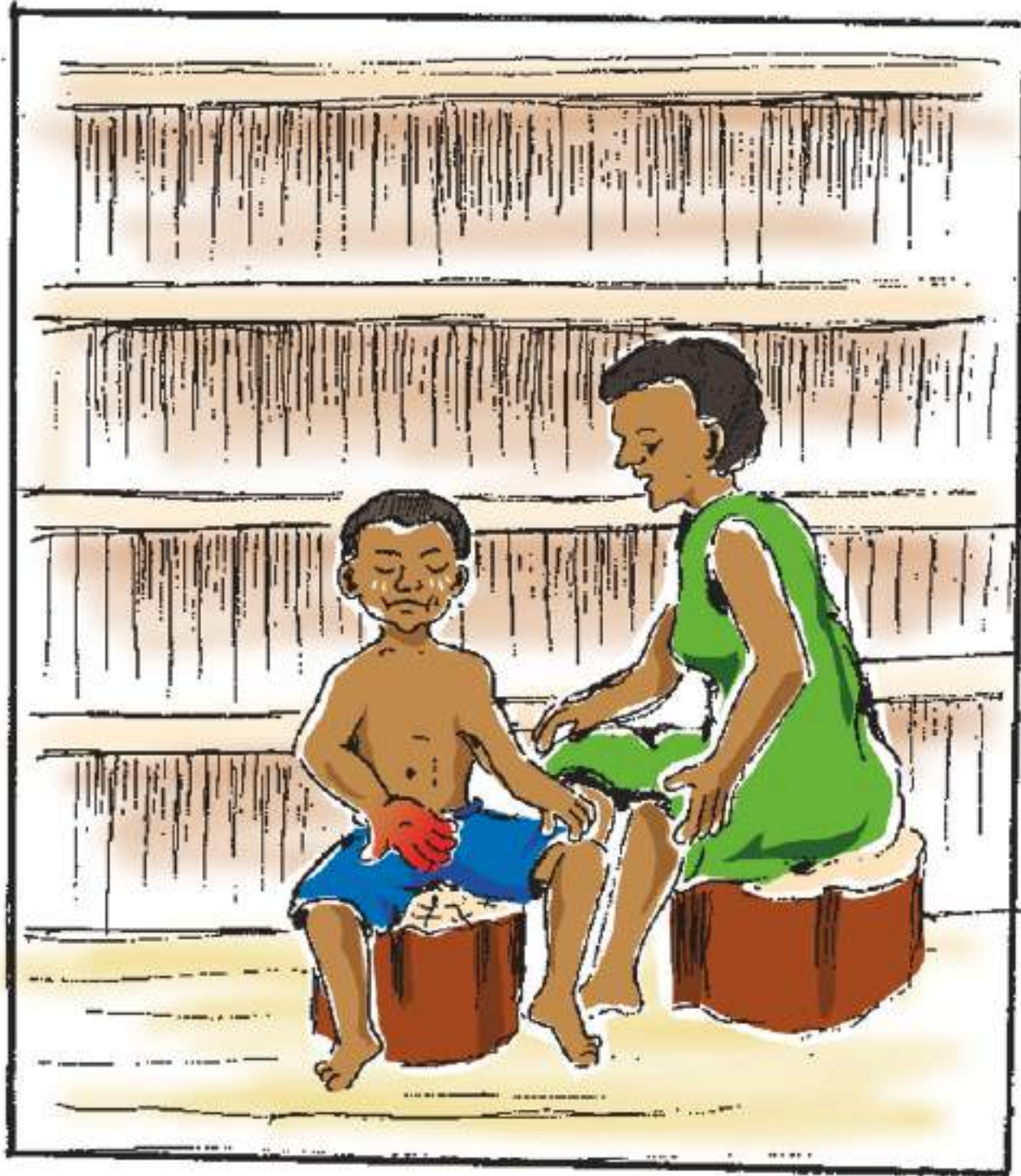
I slid down the tree and ran crying all the way home. When I got home my mother asked me what was wrong.





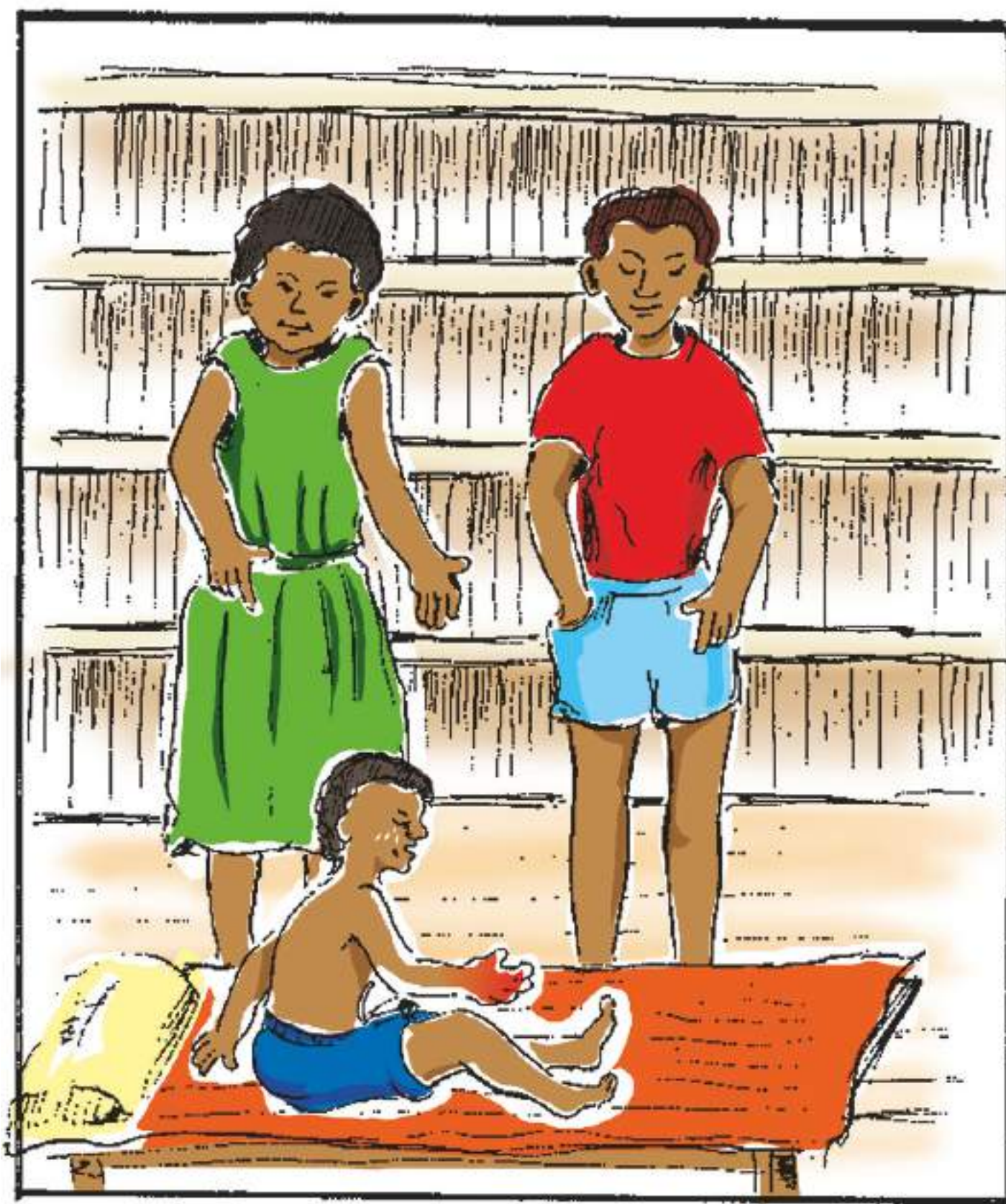
"Something bit me on the hand," I cried, as I showed her the bite mark. "That must have been a centipede," said mother. "Centipede bites are very painful."





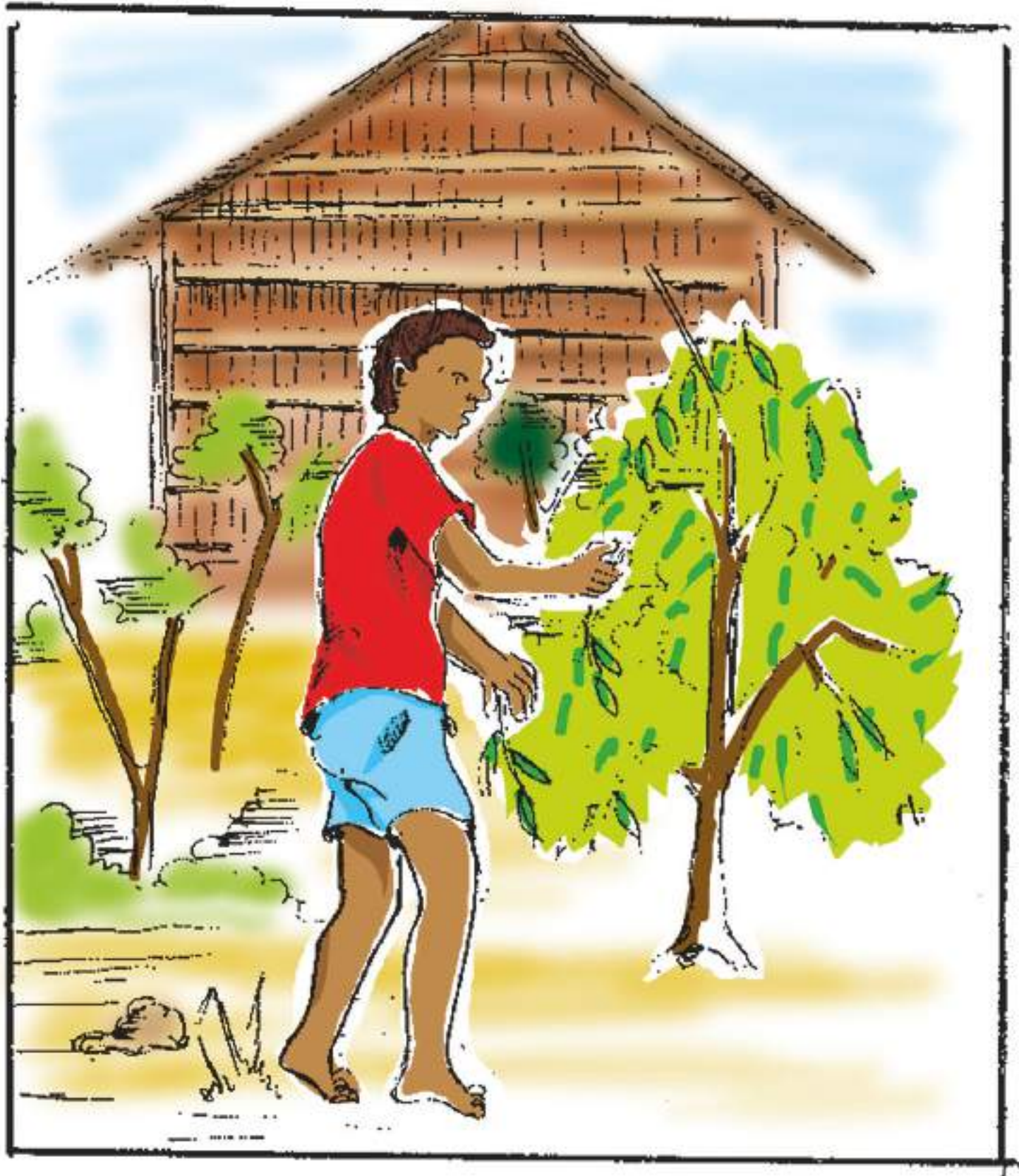
My hand began to swell up like a ball and the pain was unbearable. The pain continued all day and throughout the whole night until the next day. I couldn't eat and I couldn't sleep. I cried and cried the whole time. My mother tried all she could to make the pain stop, but nothing worked.





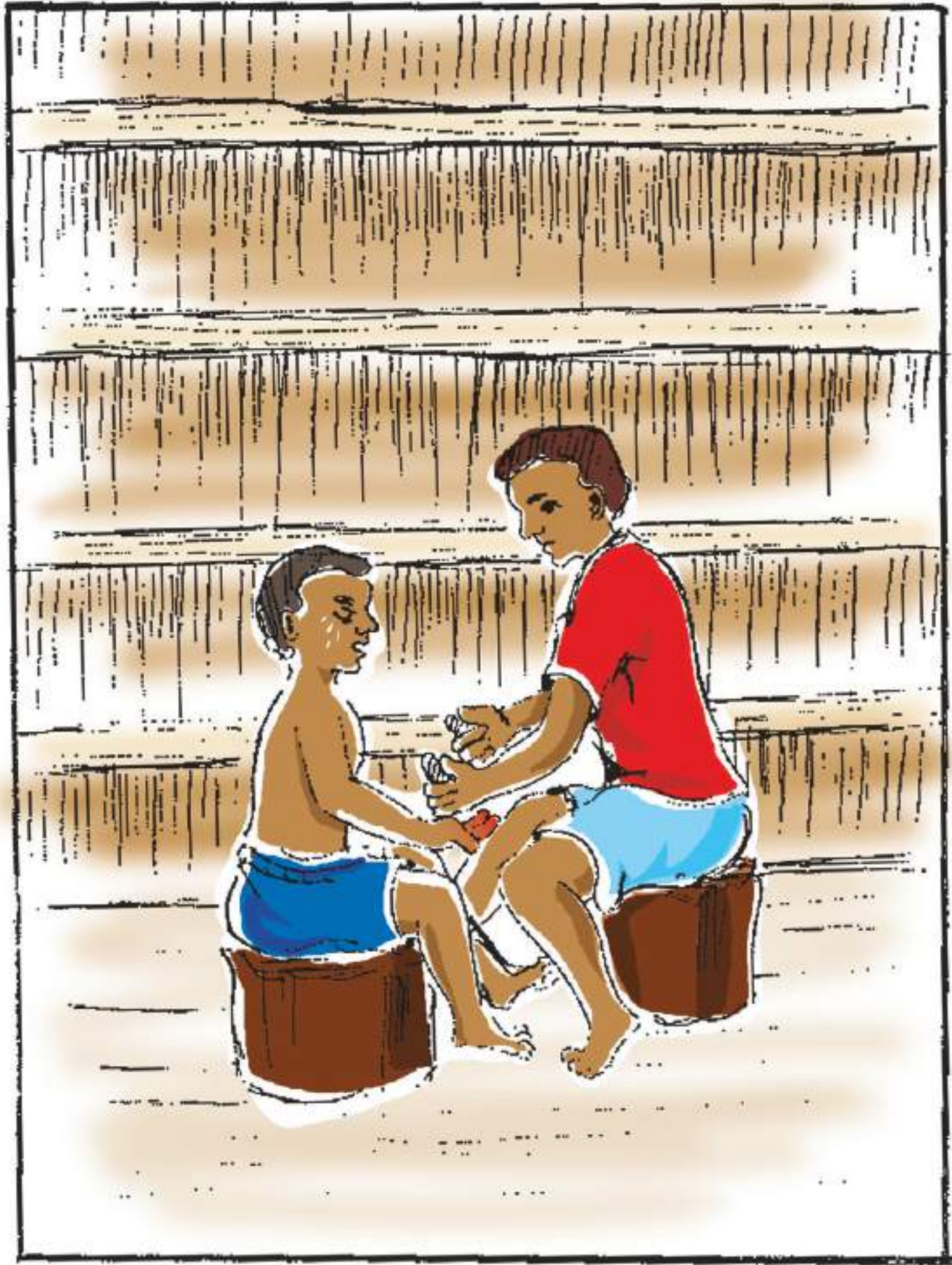
In the morning my uncle arrived at our house and my mother told him what had happened.  
"I know how to make you better," he said.





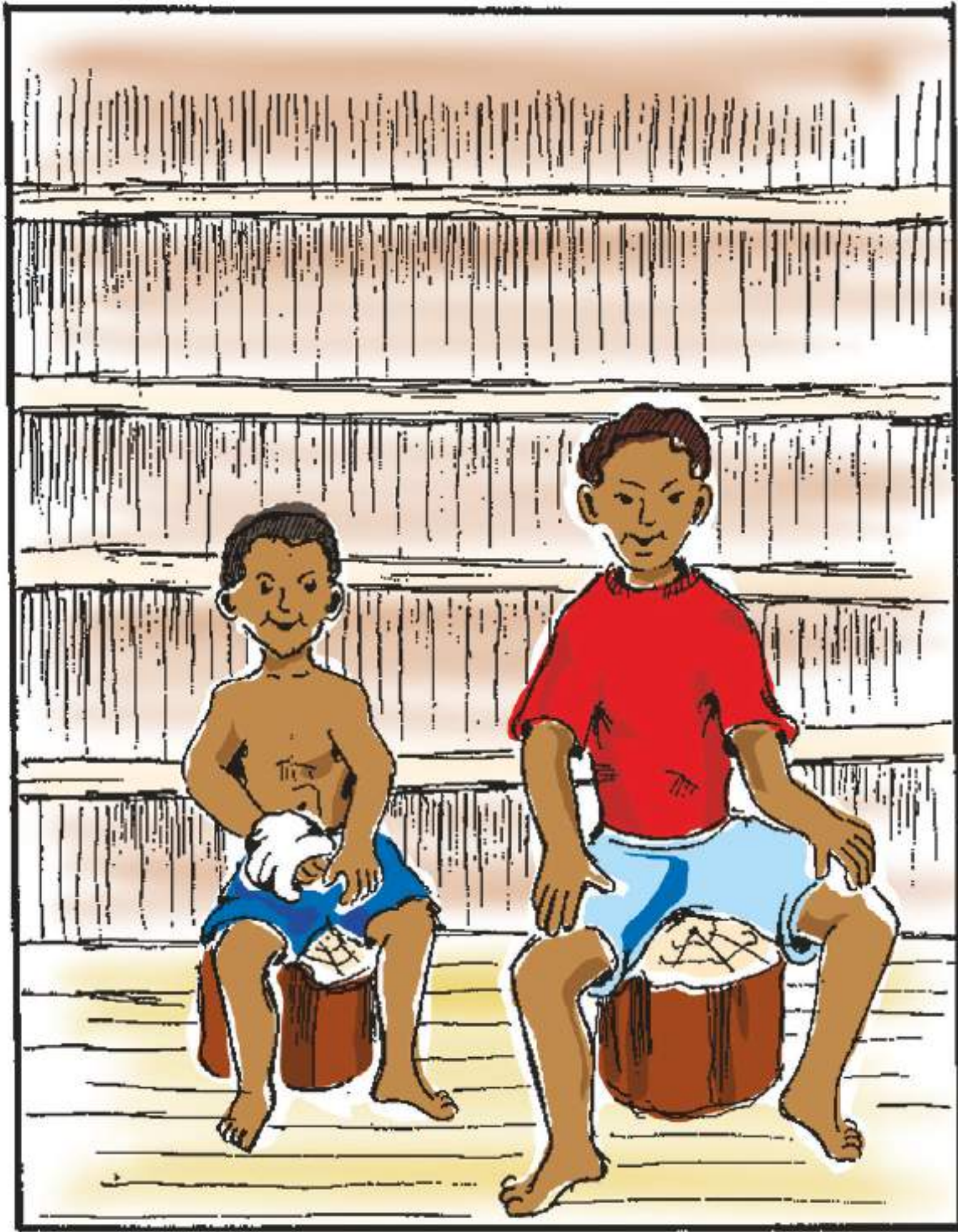
He went and got some leaves from a bush behind our house. He rubbed the leaves until they turned into a paste. Then he squeezed the paste until liquid came out.





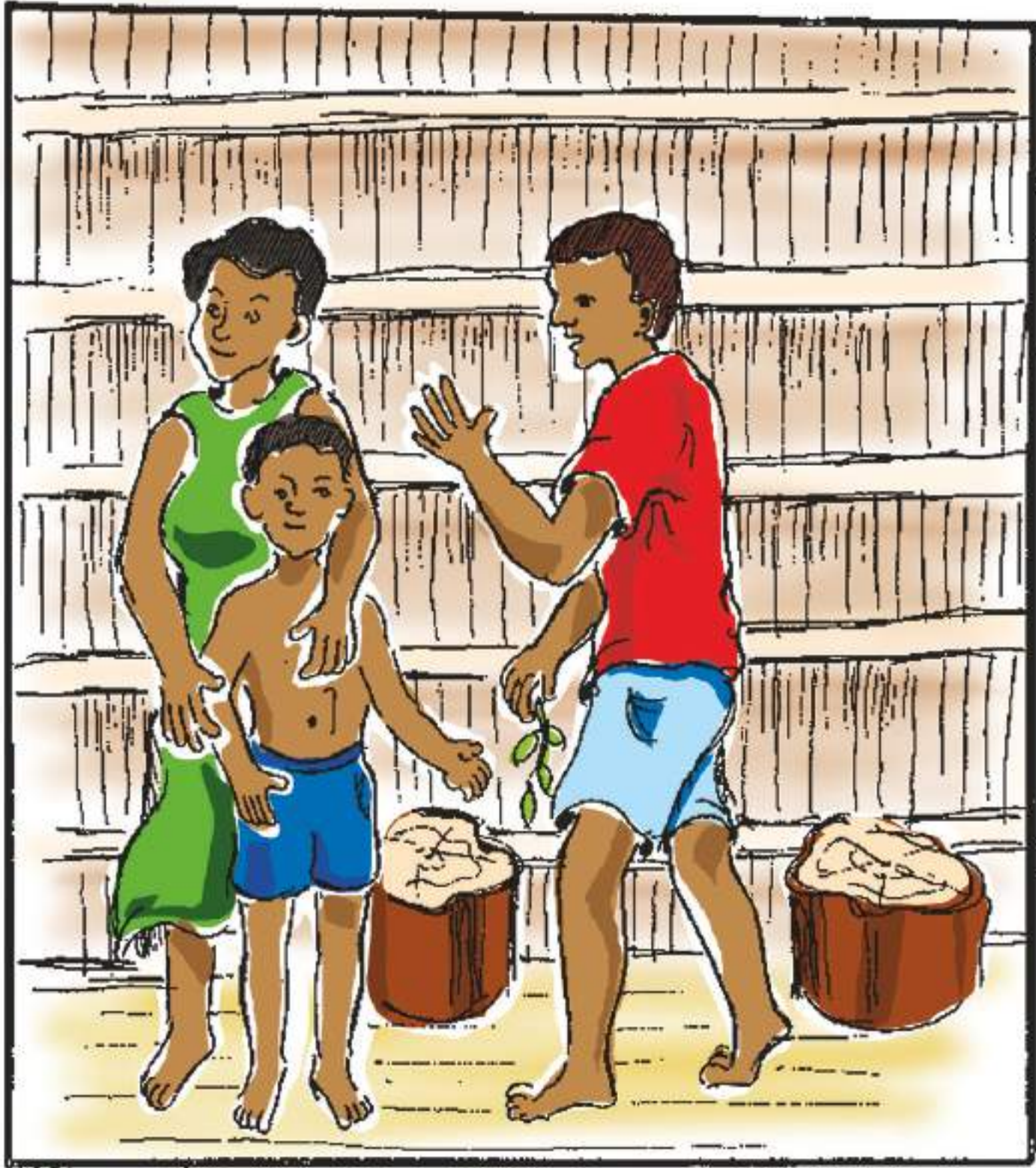
He put the liquid onto the centipede bite. Then he covered my hand with a piece of calico.





After half an hour the pain had gone.





"Be careful the next time you go into the bush. Watch out for centipedes in the grass, in the trees and in holes in rotten wood. They get angry when they are disturbed," my uncle told me. "Next time I go into the bush I'll stay away from centipedes," I said.







Text:	<i>A Painful Lesson</i>
Level:	Year 2
Message:	Traditional medicine is useful
Discussion focus:	Being careful in the bush
Comprehension:	Sequencing actions; action and reaction
Vocabulary focus:	Action verbs for medicine procedure;
Letters and sounds:	<i>ai</i>
Writing opportunity:	Guided writing: My painful lesson! (recount)

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading</u></p> <p><u>Set the context: Talking with learners</u></p> <p>Tell the learners <i>This story is called A Painful Lesson and it is about a boy who we see on the front of the book. What can we see him climbing a tree. What danger do you think might be found in climbing a tree that leads to a painful lesson?</i> Let the learners suggest what might happen to this boy. Do NOT tell them if it happens or not in the book, just collect lots of suggestions about what could happen.</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 had. 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	2.3.1.4 2.4.1.1
<p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. On p. 6 read the line “<i>something bit me on the hand</i>” in a surprised voice so the learners understand the bite is painful. On p. 7 read with sad expression as the boy is describing his pain.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Turn the pages of the book. On each page, ask the learners to tell you what is happening to the boy and describe how he feels. On pp. 9 &amp; 10 make sure the learners understand the process the uncle completes to create the medicine. Ask the learners if they know this medicine that the uncle used: has it helped them in the past?</p>	V/P	2.5.1.6 2.6.1.3 2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about different types of medicine, that from the hospital or clinic and traditional medicine. Which one does their family use? Do they use both? Discuss how we can use the plants around us, but that if it is serious, we might need more specialised help. Link this to anything they have been looking at in Health.</p>	V/P	2.6.1.1 2.6.2.3 2.1.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 2 &amp; 3. Summarise: Notice how the orientation is organised and what information we find out.</p>	E + V/P	2.6.1.5 2.4.2.8

Day 2 <u>Shared reading: Revisiting the story</u> Ask the learners to remember what happened in the story. Turn the pages of the book and ask the learners to explain what happened on each page. Read the book to the learners, while they follow along with the small copies.	V/P + E	2.3.2.2 2.5.1.4		
<u>Close Reading</u> Do a close reading of p. 7. Summarise: these show actions and reactions to the situation in the complication.	E + V/P	2.6.1.5 2.4.2.8		
<u>Comprehension: action and reaction</u> Write these events on the board: <div><div><i>His uncle arrived to visit</i> <i>Something bit him on the hand</i> <i>The pain continued all night</i> <i>He decided to be more careful in future</i> <i>His uncle used traditional medicine on the bite</i></div><div><i>His hand swelled up</i> <i>The boy climbed the tree</i> <i>He ran home</i> <i>The pain went away</i> <i>His mother could not stop the pain</i></div></div> Look at the events on the board and read them out with the learners. Learners work with a partner to go through the book to find the correct order. Let them talk about this for about 10 mins. Then as a class, check the order. Learners then write these in their books. As they do, they decide which events are the orientation, the complication and the resolution. There is also one for future action. <table><tr><td>Orientation</td><td>The boy climbed the tree</td></tr></table>	Orientation	The boy climbed the tree	E + V/P	2.9.1.4 2.5.1.4 2.6.1.5
Orientation	The boy climbed the tree			



ACTIVITIES		LANG.	SYLLABUS
<b>Complication</b>	<i>Something bit him on the hand</i> <i>His hand swelled up</i> <i>He ran home</i> <i>The pain continued all night</i> <i>His mother could not stop the pain</i>		
<b>Resolution</b>	<i>His uncle arrived to visit</i> <i>His uncle used traditional medicine on the bite</i> <i>The pain went away</i>		
<b>Future</b>	<i>He decided to be more careful in future</i>		
<p>Focus on vocabulary: Changing verbs to imperative forms</p> <p>Ask the learners to look carefully at the section where the uncle makes the traditional medicine for the bite, pp. 9 &amp; 10. With a partner, list all the actions that take place, looking at the action verbs. Let the learners do this for a few minutes.</p> <p>As a class check the book to see what they found:</p> <ul style="list-style-type: none"><li>• <i>picked the leaves</i></li><li>• <i>rubbed the leaves</i></li><li>• <i>squeezed into a paste</i></li><li>• <i>put the liquid on the centipede bite</i></li><li>• <i>covered the bite with a piece of calico</i></li></ul> <p>Underline the verbs: <i>picked, rubbed, squeezed, put, covered</i>.</p> <p>Now imagine you are telling someone how to do this: <i>How do we turn these verbs into orders or commands for a procedure?</i> If the learners cannot do this, you can show them (but let them try first!):</p> <ul style="list-style-type: none"><li>• Pick</li><li>• Rub</li><li>• Squeeze</li><li>• Put</li><li>• Cover</li></ul> <p>Ask the learners to make the words in the book into instructions, eg <i>Pick the leaves</i>.</p> <p>Talk through each one and then ask the learners to do each one in their books.</p> <p>With their books and the instructions, take the learners outside to a tree. Explain that in their a group of 3, one learner will pretend to be the uncle, another will be the small boy with the bite and the other learner will read out the instructions. Have the learners complete the actions with a leaf according to their instructions. (Pretend to use calico or use a piece of paper for the final instruction).</p>		<b>E + V/P</b>	2.4.2.8 2.7.2.2

Day 3 Shared reading: Revisiting the story Read the book to the learners where you read the first page and a volunteer reads the next page. Continue through the book with volunteers reading every second page.		V/P +E	2.6.1.9	
Comprehension: action and reaction Look at the activity that was completed on Day 2, identifying the actions that occurred in the story. Refer to the grid learners made in their books. Now ask them to add another column to this grid:			2.9.1.4 2.7.2.5 2.5.1.6	
Orientation	The boy climbed the tree			
Complication	Something bit him on the hand His hand swelled up He ran home The pain continued all night His mother could not stop the pain			
Resolution	His uncle arrived to visit His uncle used traditional medicine on the bite The pain went away			
Future	He decided to be more careful in future			
Ask the learners to look at the reactions to the actions: how did the boy feel when these things happened. Look carefully at the book to find the actual words or words that tell us what he felt, eg. p. 4 Action: <i>Something bit him on the hand</i> Reaction: piercing pain. Learners now work with a partner to locate other reactions in the book. There may be more than one place to find the reactions. (Note: there is no reaction for the orientation) As a class, discuss the answers and how this story gives good information about the thoughts and feelings in this situation.				



ACTIVITIES							LANG.	SYLLABUS																			
Day 4 Shared reading: Revisiting the story Today read the first sentence of the story then choose a learner to read the next sentence to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.							E	2.6.1.9																			
Structure: Preparation: Write the words and phrases on card. Cut them up into groups of words as shown below: <table><tr><td>One day,</td><td>when I was eight years old</td><td>I</td><td>went</td><td>for a walk</td><td>in the bush</td><td>.</td></tr></table> Put the words on the board (not in order). Tell the learners that these words make a sentence. They will 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>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:  <table><tr><td>When did it happen? (2 cards)</td><td>One day + when I was eight years old</td></tr><tr><td>Who is involved?</td><td>I</td></tr><tr><td>What happened?</td><td>went</td></tr><tr><td>Why did it happen?</td><td>for a walk</td></tr><tr><td>Where did it happen?</td><td>in the bush</td></tr><tr><td>What always goes at the end of a sentence?</td><td>.</td></tr></table> Now take away the word card <i>for a walk</i> from the sentence. Ask the learners to think of a reason for going somewhere. Take some ideas then write a new reason in the space (eg. <b>for a swim, for a holiday</b> ) Now take away the phrase <i>in the bush</i> and ask the learners to think of another place to do the action and write it in the space (eg. <b>in the sea; in the town</b> ). Do this multiple times with different actions and locations. Here is an example of an innovated sentence. Remember you will need to think of different words with your learners: <i>One day, <b>when I was six years old</b> I went <b>for a swim in the sea</b>.</i>							One day,	when I was eight years old	I	went	for a walk	in the bush	.	When did it happen? (2 cards)	One day + when I was eight years old	Who is involved?	I	What happened?	went	Why did it happen?	for a walk	Where did it happen?	in the bush	What always goes at the end of a sentence?	.	E + V/P	2.4.2.8 2.7.2.2
One day,	when I was eight years old	I	went	for a walk	in the bush	.																					
When did it happen? (2 cards)	One day + when I was eight years old																										
Who is involved?	I																										
What happened?	went																										
Why did it happen?	for a walk																										
Where did it happen?	in the bush																										
What always goes at the end of a sentence?	.																										
Focus on Letters and Sounds: <i>ai</i> Turn to p. 4 and point to the word <i>pain</i> : Say <i>This word says pain. The first two letters in this word are a and i. The letter a makes the a sound and the letter I makes the i 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 ai). Listen for the ai sound as I say the word pain. It will be in the middle of the word.</i> Say some more words to the learners that have this sound: <i>pain, aim, rain, faint, paint, drain, train, grain, wait, fail</i> . Ask the learners how to spell these words and write them on the board as the learners give them to you. Think of some more with the class and make a list. Ask the learners to make up sentence that contain 2 or more of the <i>ai</i> words, eg. <i>You cannot fail to wait for the boat to sail.</i> Do this a few times and then ask learners to write some sentences in their books.							E + V/P	2.1.2.2 2.4.2.4 2.7.2.9																			
Day 5 Independent Reading Hand out copies of the book to the learners. Ask the learners to read in pairs, taking turns by reading one page each.							E	2.6.1.9																			
Guided Writing: My painful lesson! Tell the learners that <i>Today you will write about a time you were bitten by an insect, OR you can imagine the situation of being bitten. You will need to explain what happened, and how it healed.</i> Let the learners think and discuss with a friend one of these experiences. Ask a few learners to share their experience. Select one learners experience and demonstrate the writing on the board. eg: <i>One day, when I was <b>seven</b> years old. I went <b>home from school</b>. While I was <b>walking</b>, I was bitten by a <b>wasp</b>. I felt <b>itchy and hot</b>. I showed my <b>sister</b> the bite, and <b>she put some ice</b> on the bite. After <b>two hours</b> the pain had gone.</i>  Now ask the learners to write their own story about a time when they were bitten by an insect. Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake.							E + V/P	2.3.1.1 2.7.2.5 2.7.2.2 2.7.2.4																			







