

# John's Germs



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Nguzu Nguzu Reading Books

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Review and re-development project

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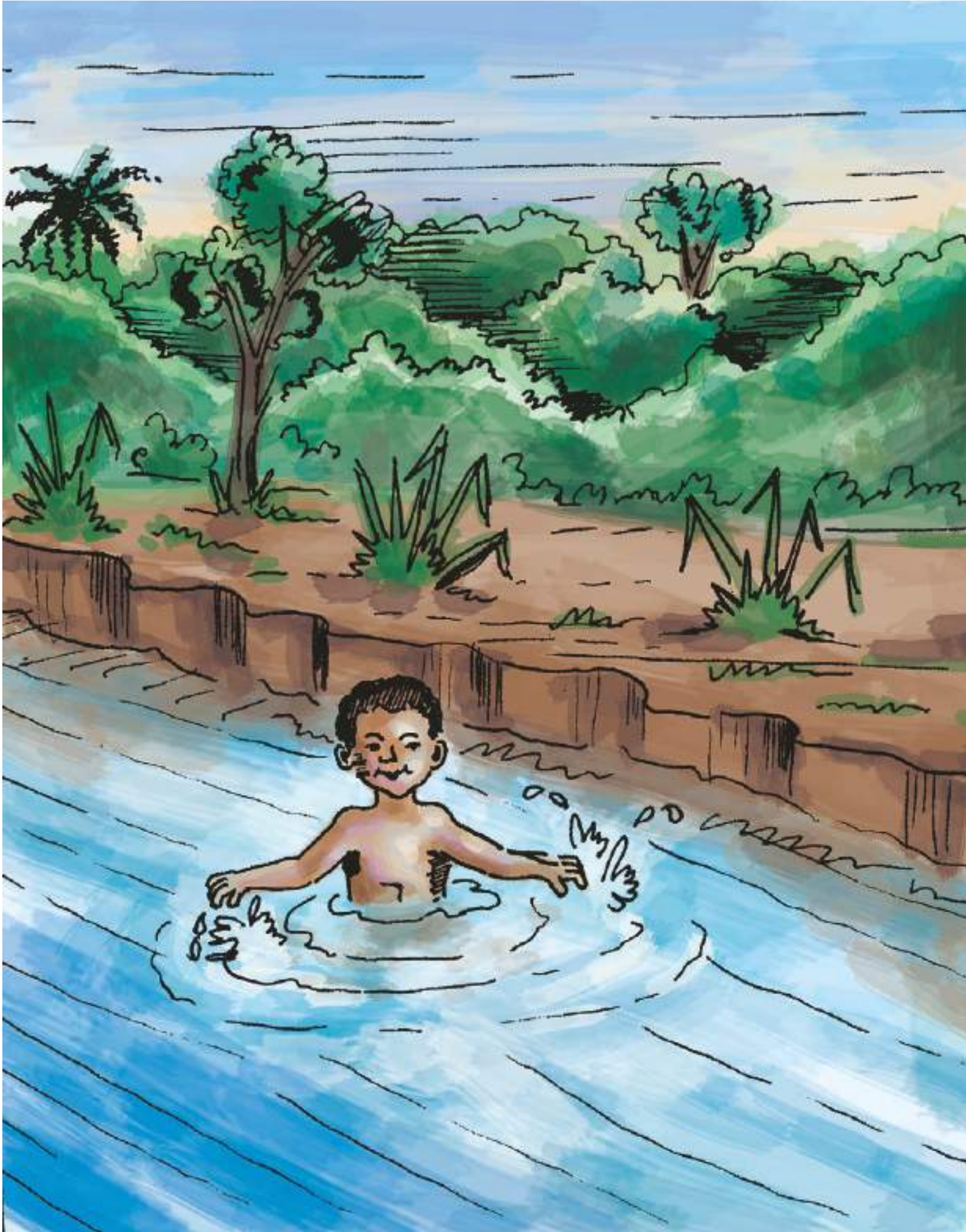


# John's Germs



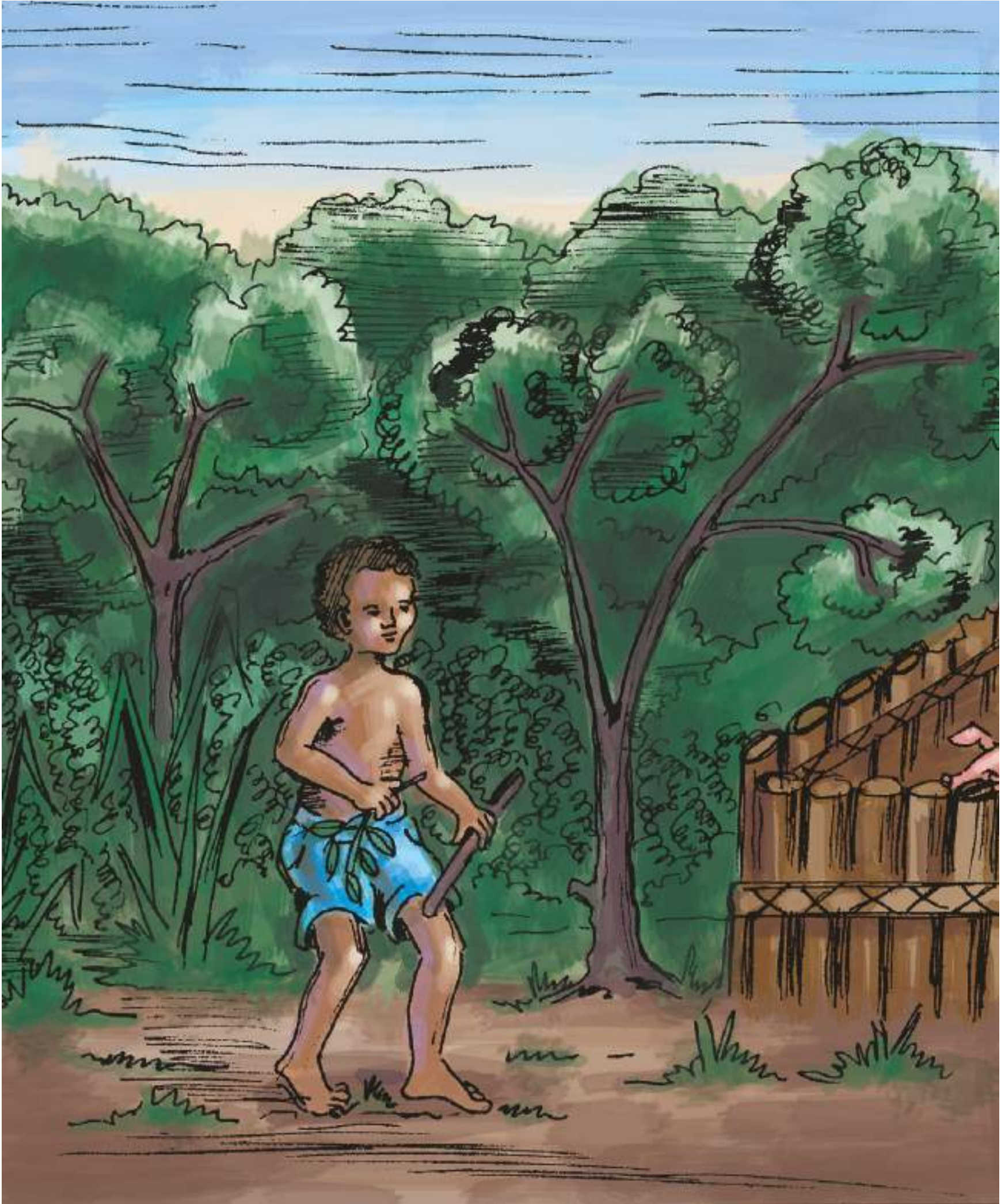
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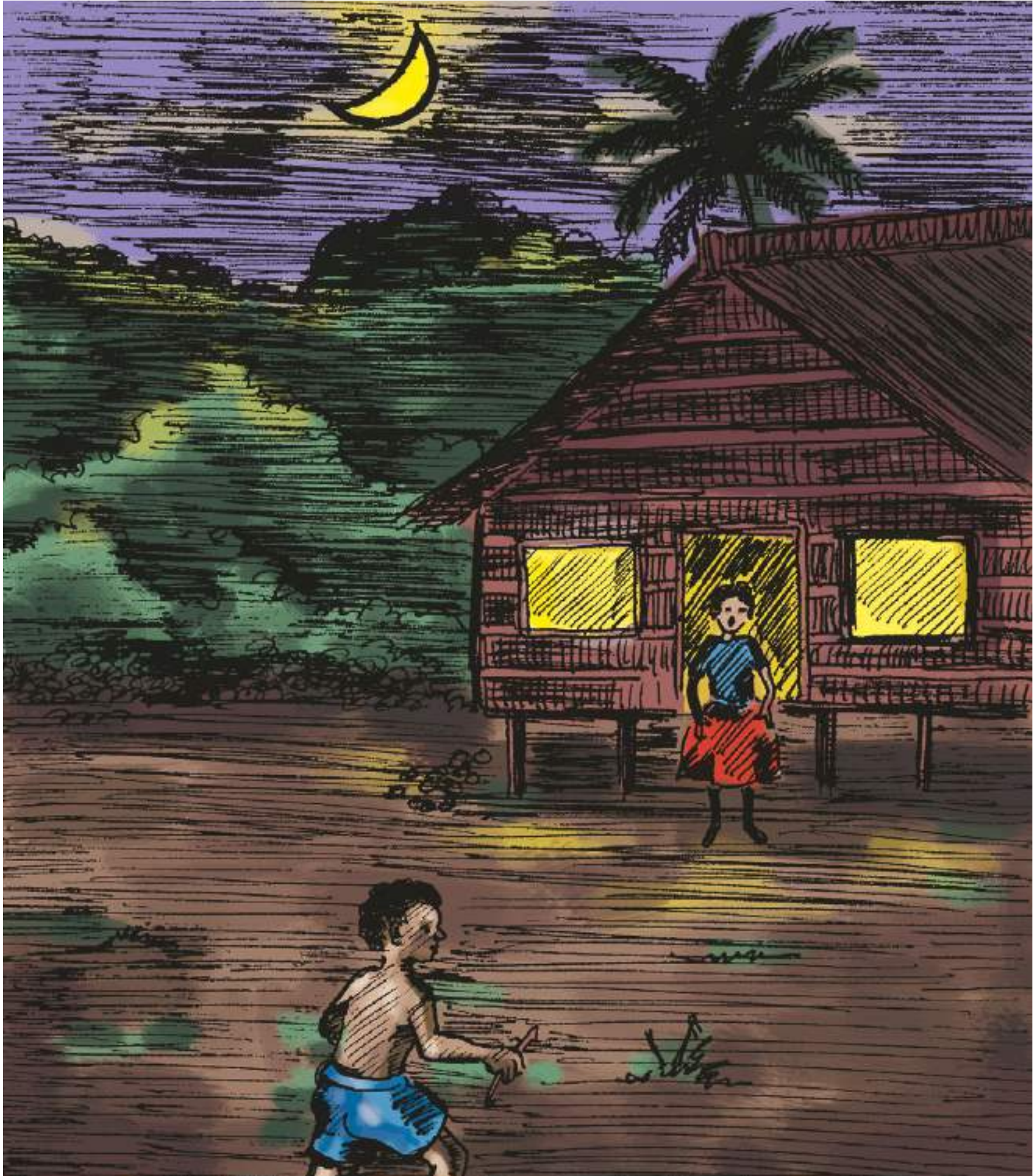
John played outside all day.  
He played in the river.





He played in the bush.  
He played near the pig pen.





When it was dark, John's mother called him in for dinner.

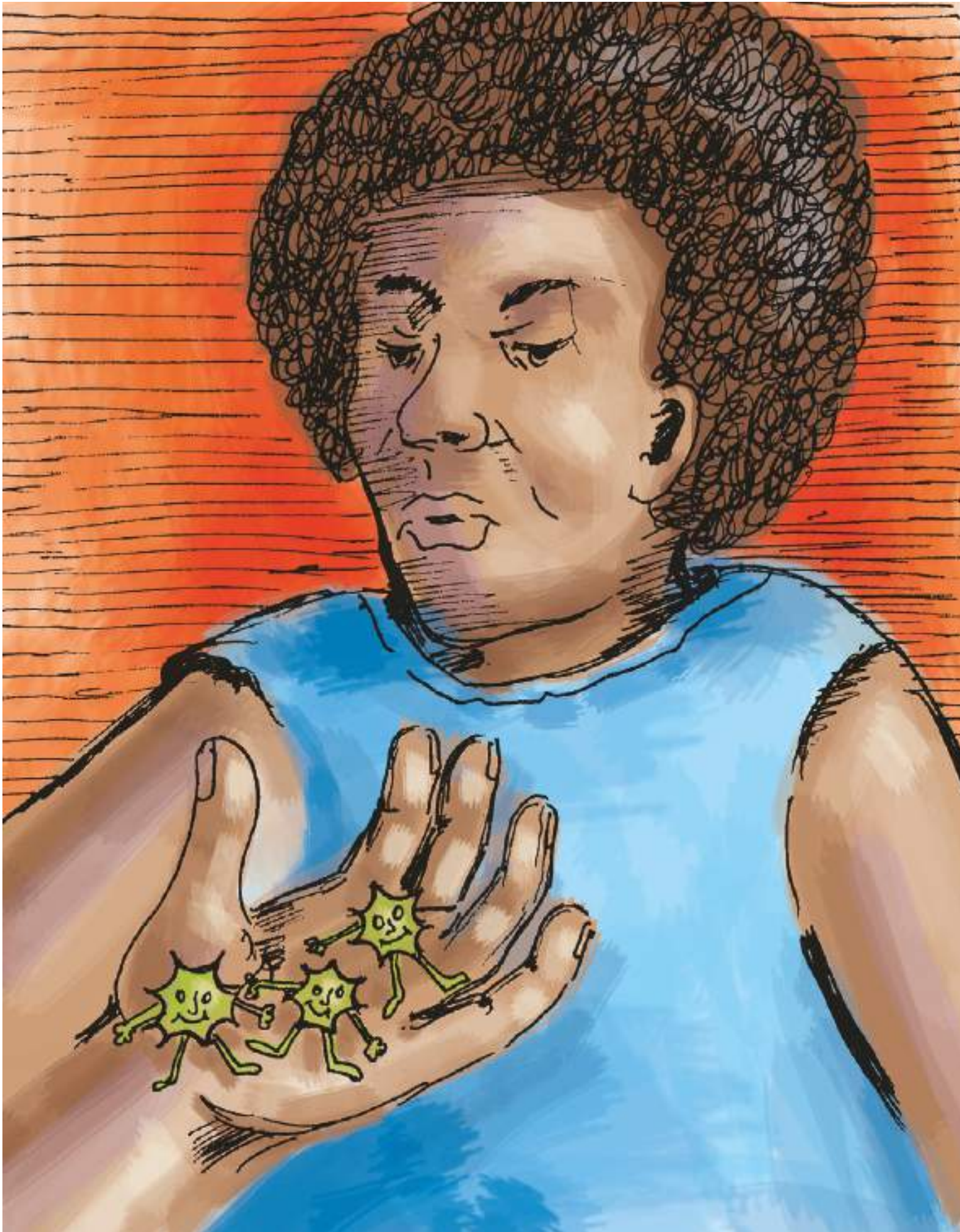




"Did you wash your hands?" asked John's mother.

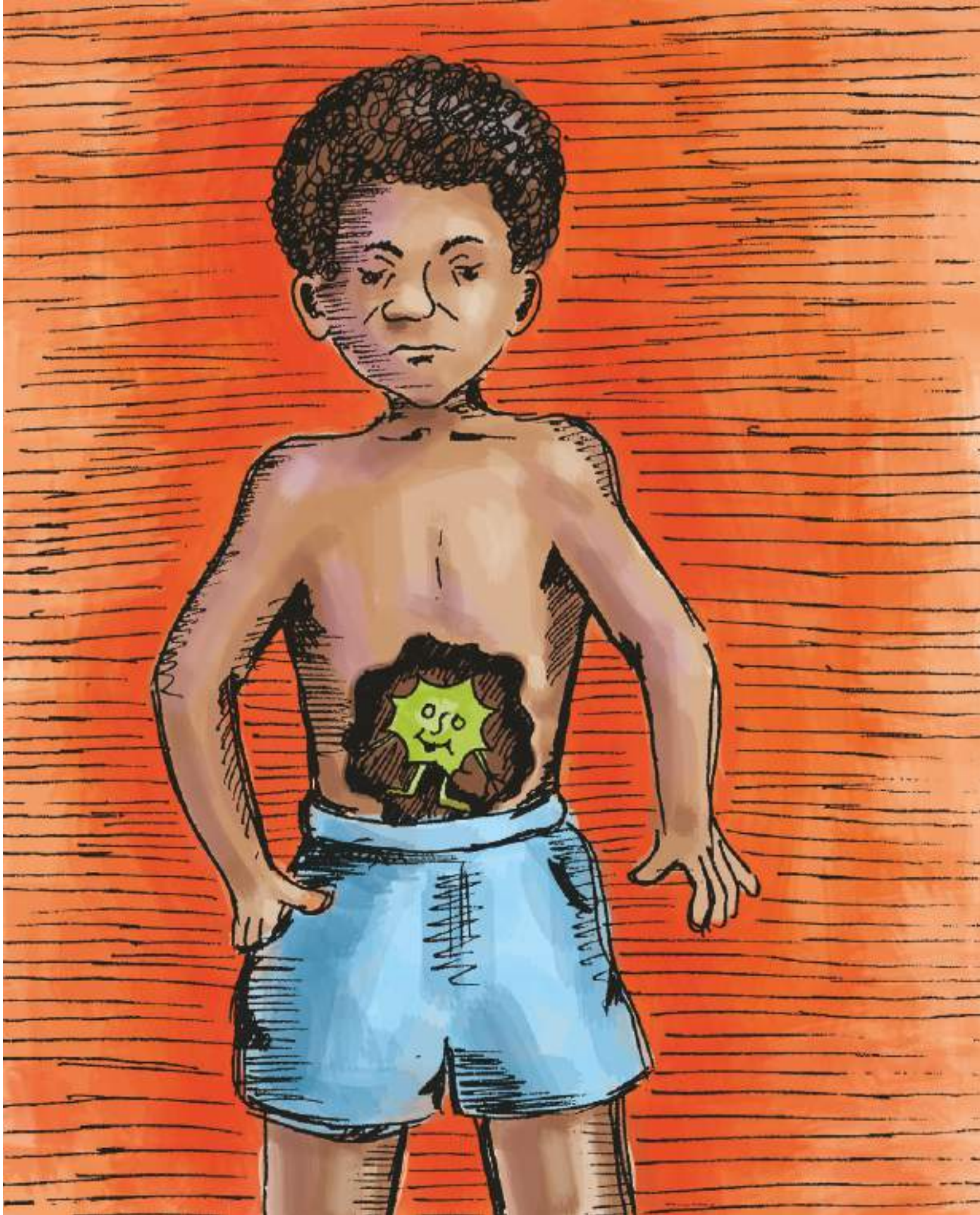
"Yes", said John, but really he had not washed them because he was in a hurry.





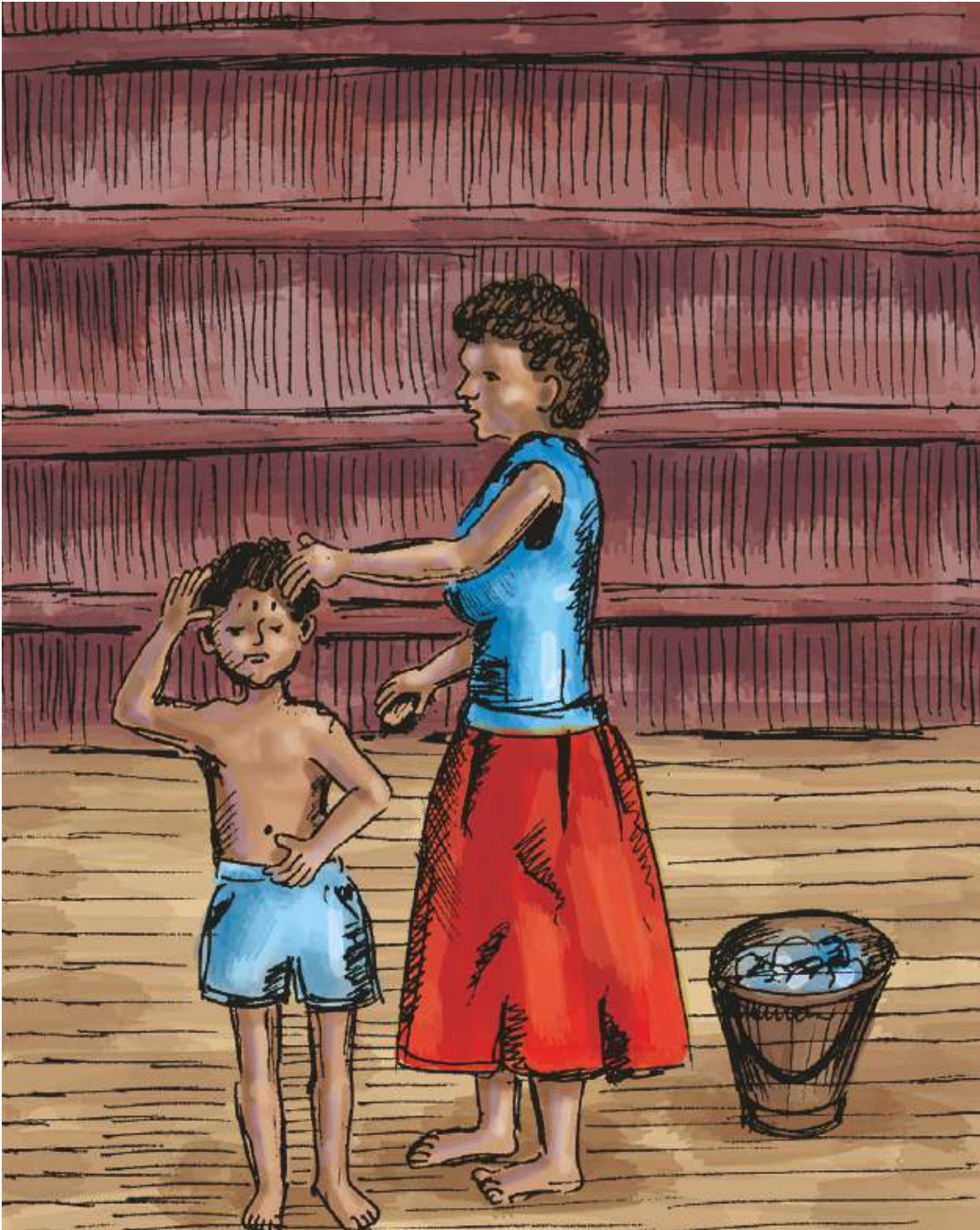
John's hands were covered with dirt, and the dirt was full of germs. They were still on his hands when he ate his dinner.





The germs went from his hands into his mouth. Then they moved into his stomach. When the germs got inside John, they began to make him sick.





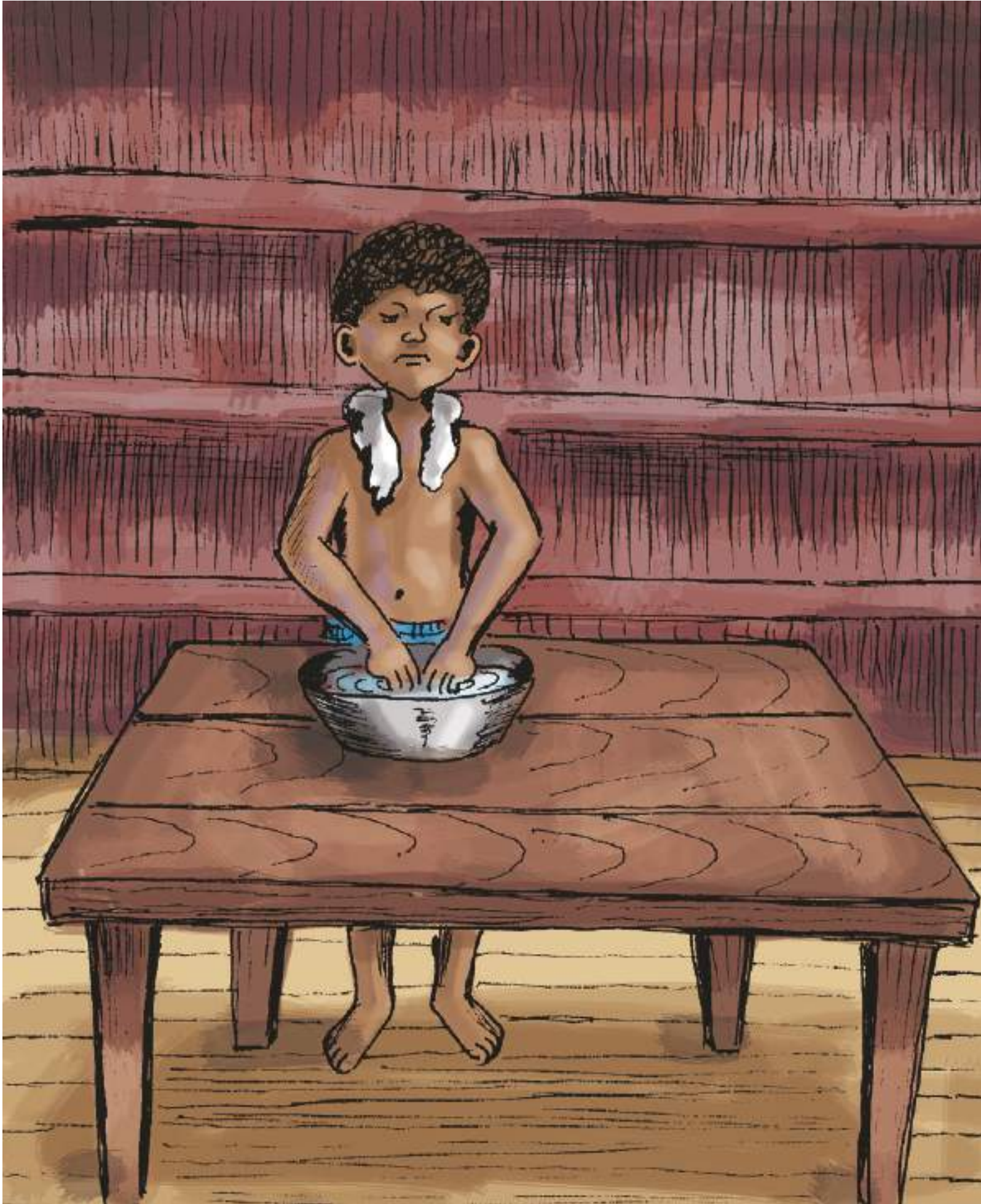
"I feel sick," cried John.  
John's mother felt his head.  
"You feel hot," she said.





John's father took him to the clinic.  
"I feel sick," said John to the nurse.  
The nurse gave him some medicine.  
"You need to wash your hands  
before you eat to stop the germs,"  
she told John.





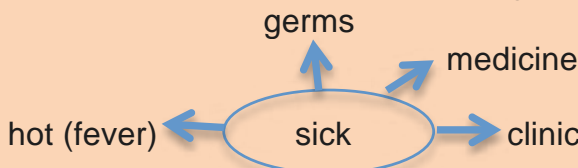
"I hate germs," said John.  
After that, John always washed his  
hands very carefully before he ate  
his food.







Text:	<i>John's Germs</i>
Level:	Year 2
Message:	Washing hands keeps us healthy
Discussion focus:	Importance of hand washing
Comprehension:	Cause and effect
Vocabulary focus:	Words for being sick
Letters and sounds:	<i>st-</i>
Writing opportunity:	Poster for health warning

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 John's Germs and it is about a John who gets sick because he didn't wash his hands.</i> Discuss what learners know about washing hands: is it important or not? When should they wash their hands?</p> <p>Look through the book and discuss what is happening on the pages. If you know there are words that learners will have difficulty with, introduce them as you come to that page.</p> <p><u>Read the story: Listening and watching</u></p> <p>Read the story in clear English. On p. 8 read the line "<i>I feel sick</i>" in a sick voice. On p. 10 read the line "<i>I hate germs,</i>" in a strong voice.</p> <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 John and the germs. Help learners to see how the events at the beginning made John sick (the places he played). Talk about what John should have done and why.</p> <p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about a time they didn't wash their hands after playing and they got sick. Ask learners to share their experiences. Ask: <i>How did you feel? How did you know you were sick?</i> Ask learners about what they know about washing hands. They may have looked at this in their health curriculum.</p>	V/P	2.4.1.1 2.3.1.4
<p><u>Focus on vocabulary: words when we are sick</u></p> <p>Turn the pages of the book and ask the learners to tell you what words are linked to being sick. Write the word <i>sick</i> on the board and draw a circle this word. Ask the learners to think of other words that are linked to being sick. If the learners give you a word/phrase in V/P, think of a word in English that is similar and teach this word. Write each idea on the board in a spider diagram like this:</p>	E	
 <pre> graph TD     sick((sick)) --&gt; germs[germs]     sick --&gt; medicine[medicine]     sick --&gt; clinic[clinic]     sick --&gt; fever[hot (fever)] </pre> <p>Learners can make a similar diagram in their books, adding any other words that we link to being sick: <i>bed, tablets</i> etc. Learners use the words to make sentences to tell their partner pointing to the word as they use it.</p>	V/P	2.4.1.4
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners to think about a time they didn't wash their hands after playing and they got sick. Ask learners to share their experiences. Ask: <i>How did you feel? How did you know you were sick?</i> Ask learners about what they know about washing hands. They may have looked at this in their health curriculum.</p>	V/P	2.6.1.1 2.6.2.3
<p><u>Focus on vocabulary: words when we are sick</u></p> <p>Turn the pages of the book and ask the learners to tell you what words are linked to being sick. Write the word <i>sick</i> on the board and draw a circle this word. Ask the learners to think of other words that are linked to being sick. If the learners give you a word/phrase in V/P, think of a word in English that is similar and teach this word. Write each idea on the board in a spider diagram like this:</p>	E + V/P	2.4.2.6 2.4.2.2 2.7.1.4
<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 + V/P	2.3.2.2 2.6.1.4
<p><u>Close Reading</u></p> <p>Do a close reading of pp. 2 - 4. Summarise: this tells us about how John became sick: what he was doing and where he was.</p>	V/P + E	2.6.1.5
<p><u>Comprehension: cause and effect</u></p> <p>Write on the board the sentence <i>John got sick because...</i> ask the learners to look in the small copies of the books and discuss with their partner some endings to this sentence. They should link this to the Close Reading that they just completed to help them with this. Here are some possible answers:</p> <p><i>John got sick because <b>he was playing outside and got dirty hands.</b></i></p> <p><i>John got sick because <b>he didn't wash his hands.</b></i></p> <p><i>John got sick because <b>he ate his food with dirty hands.</b></i></p> <p>Ask some learners to share their responses.</p> <p>Write on the board the sentence <i>John got better because...</i> ask the learners to discuss with their partner some endings to this sentence.</p> <p><i>John got better because <b>he got some medicine.</b></i></p> <p><i>John got better because <b>his mother took him to the clinic.</b></i></p> <p><i>John got better because <b>he learnt to wash his hands before eating.</b></i></p> <p>Ask some learners to share their responses.</p> <p>Follow up activity ask learners to write the two sentences on the board and write their own endings.</p>	E + V/P	2.9.1.4 2.8.1.3



ACTIVITIES	LANG.	SYLLABUS
<p>Day 3</p> <p>Shared reading: Revisiting the story</p> <p>Start by asking the learners <i>What was the situation at the start of the story? (John played outside)</i>, then ask <i>What caused the problem in the story? (John ate his food with dirty hands)</i>, then ask <i>What fixed the problem at the end of the story? (John took some medicine and felt better)</i>.</p> <p>Today read the first page of the story then choose a learner to read the next page to the class. Repeat this pattern, reading one page to the class then choosing a learner to read the next page.</p>	V/P + E	2.6.1.9
<p>Focus on Letters and Sounds: <i>st</i>-</p> <p>Turn to p. 6 and point to the word <i>still</i>. Say: <i>This word says still. The first two letters in this word are s and t. 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 st). Listen for the st sound as I say the word still. It will be at the start of the word.</i></p> <p>Say some more words to the learners that have this sound: <i>street, stop, stair, stand, first, past, pastor, waste, wrist, sting</i>. Write these on the board so learners can see the spelling.</p> <p>Hand out some small copies of Nguzu Nguzu books. Ask learners to look inside the books and find any more words that have <i>st</i>. Make a list of words on the board (or on a big piece of paper). Learners can put some in their exercise books.</p>	E + V/P	2.4.2.4 2.7.2.9

Day 4 Shared reading: Revisiting the story 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.	E	2.6.1.9															
Close-Reading Do a close reading of final page in the book. Summarise: what do we find out at the end of this book? What has changed about John?	E + V/P	2.6.1.5															
Structure: Preparation: Write the words and phrases on card. Cut them up into groups of words as shown below: <table><tr><td>John</td><td>played</td><td>outside</td><td>all day</td><td>.</td></tr></table>  Show the words on the board, but 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>Who is the story about?</i> ) then choosing one learner to come up to the board, point to the word that tell us this ( <i>John</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><i>Who is the story about?</i></td><td><i>John</i></td></tr><tr><td><i>What did John do?</i></td><td><i>played</i></td></tr><tr><td><i>Where is John playing</i></td><td><i>outside</i></td></tr><tr><td><i>How long did he play for?</i></td><td><i>all day</i></td></tr><tr><td><i>What always goes at the end of a sentence?</i></td><td><i>.</i></td></tr></table>  Now take away the card for <i>played</i> from the sentence. Ask the learners to think of action (verb) John could be doing. Take some ideas then write a new name in the space (eg. <b><i>jumped, ran</i></b> ) Now take away the phrase <i>all day</i> and ask the learners to think of another period of time and write it in the space (eg. <b><i>for two hours, for a few minutes</i></b> ). Here is an example of an innovated sentence. <b><i>John jumped outside for two hours.</i></b> Do this multiple times with different actions and time. Remember you will need to think of different words with your learners. Learner could write up some examples in their books using this sentence structure.	John	played	outside	all day	.	<i>Who is the story about?</i>	<i>John</i>	<i>What did John do?</i>	<i>played</i>	<i>Where is John playing</i>	<i>outside</i>	<i>How long did he play for?</i>	<i>all day</i>	<i>What always goes at the end of a sentence?</i>	<i>.</i>	E + V/P	2.4.2.8 2.7.2.2
John	played	outside	all day	.													
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<i>What always goes at the end of a sentence?</i>	<i>.</i>																

<p>Independent Reading</p> <p>Day 5: 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: Poster for health warning</p> <p>Tell the learners that <i>Today you will create a poster telling everyone to wash their hands</i>. Link this to any content in health that the learners have been studying (see below). Discuss with the learners some reasons for being sick. Ask a few learners to share their experiences.</p> <p>Select a learners experience and demonstrate the writing on the board. Completing the sentence: <i>Wash your hands because _____.</i> eg. <i>Wash your hands because you will get sick. Wash your hands because germs are everywhere.</i></p> <p>Explain that learners will need to write the sentence and then draw a big picture to be hung in the classroom.</p> <p>Now ask the learners to write their sentence and create their poster. Walk around the room and help learners to do their writing, showing them where they are correct and where they have made a mistake.</p>	E + V/P	2.3.1.1 2.7.2.5 2.8.1.8

Other activities:

This would be a good opportunity to link to health messages in the community.

In particular, you might want to discuss the 5 x Fs in preventing the spread of germs: Fluids (boil water), Flies & Faeces (use a proper toilet or bury faeces to stop animals and flies), Fields & Fingers (wash hands with soap and water).



