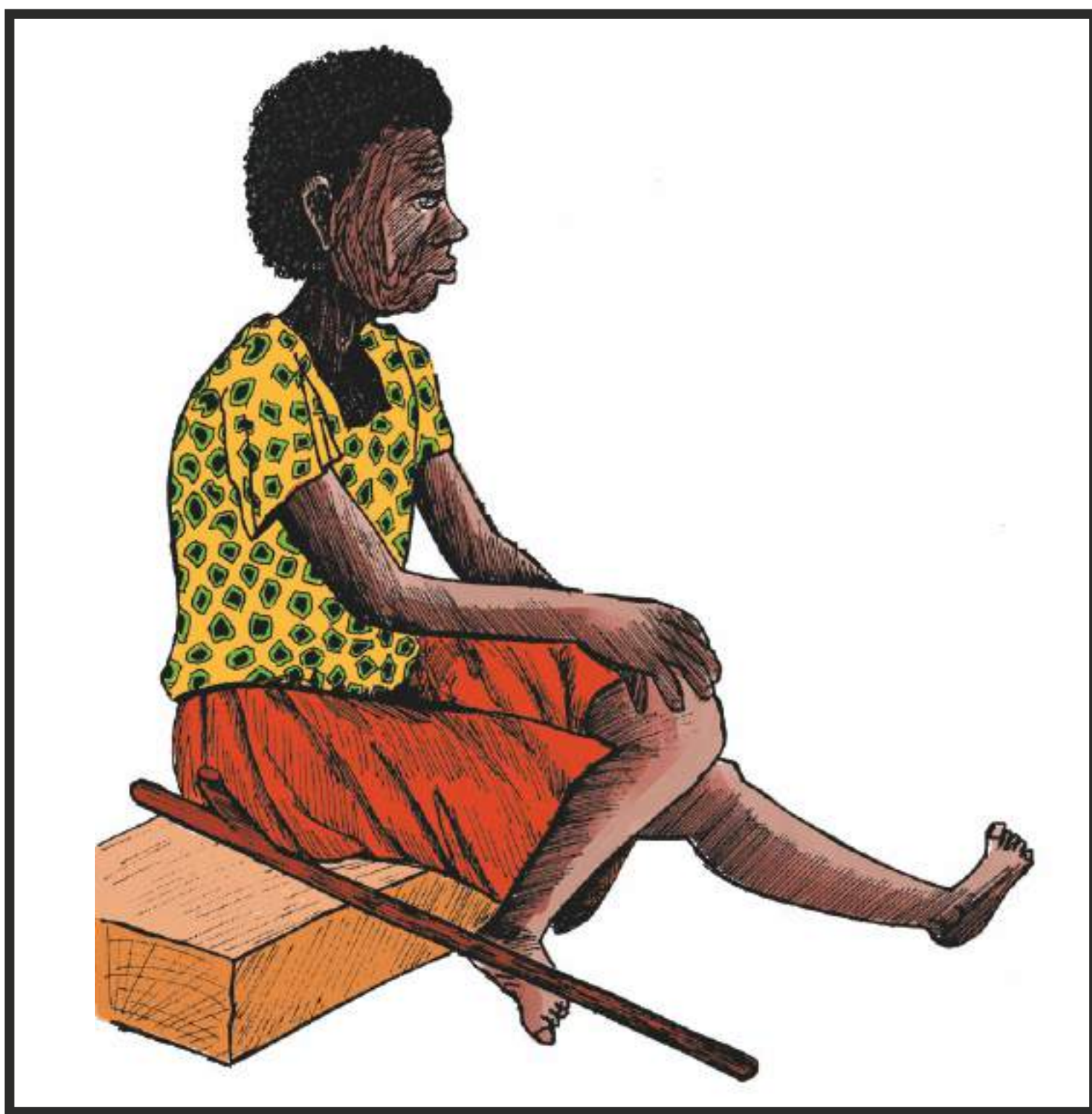


Granny Maria



By **Bernadette Dani**
Pictures by **Jackson Onahikeni**

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Granny Maria



By **Bernadette Dani**
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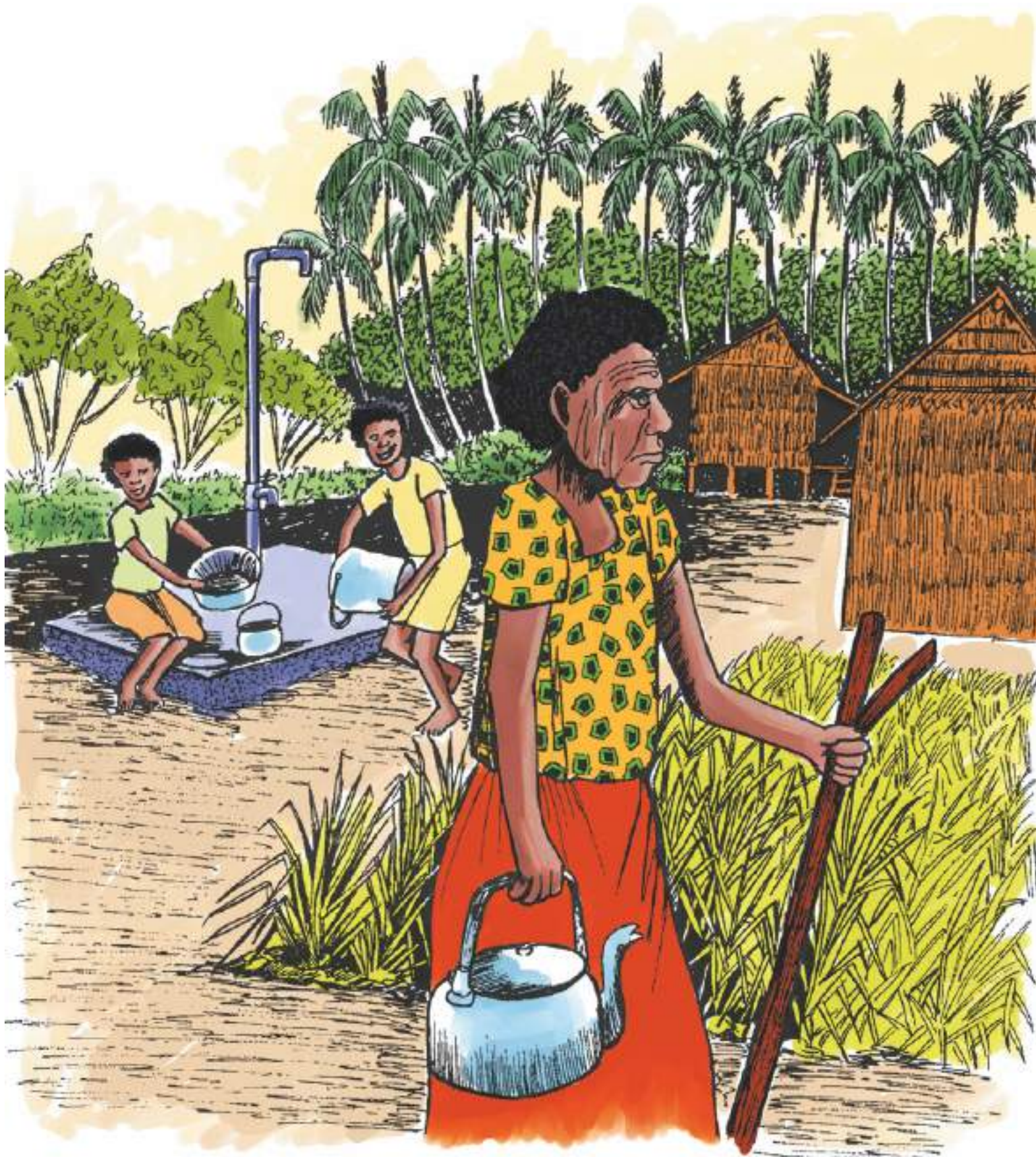
Granny Maria was seventy years old. She couldn't see very well. She couldn't help her grandsons and granddaughter with washing and cooking at home. She hadn't even seen them growing up. Whenever she wanted to go and rest in the shade of the trees, someone had to guide her.



Granny Maria couldn't always find the things she was looking for. When she went to pick lekona leaves for her smoking pipe, she came back with pawpaw leaves instead.



When she went to collect betel nut fruit, she came back with bushlimes instead.



When Granny Maria went to collect water to drink, she couldn't find the tap. Her grandchildren sometimes laughed at her when she made these mistakes.

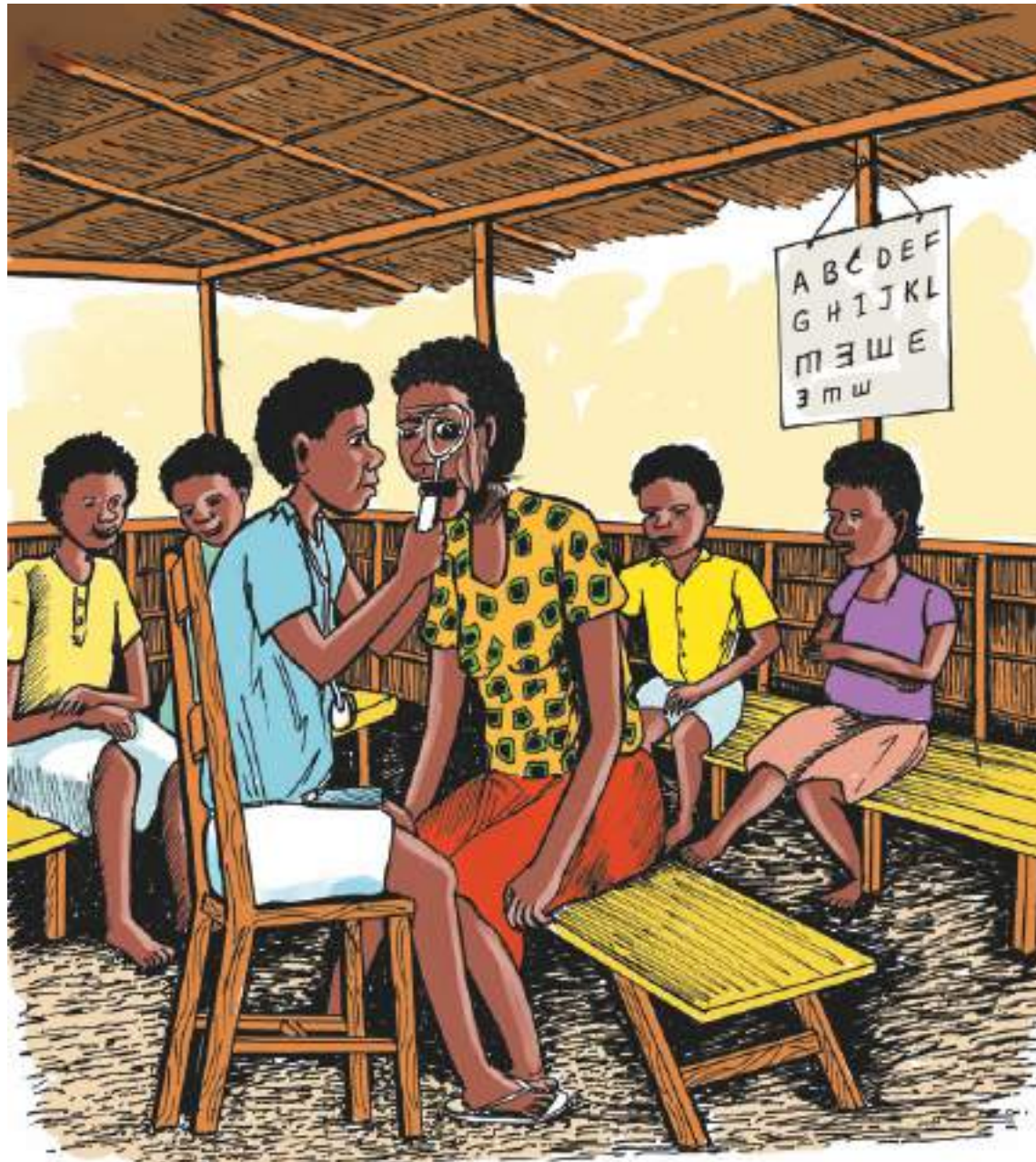


One Sunday afternoon the health worker in Granny's village made an important announcement to the people.

"An eye doctor will be visiting our village tomorrow," he said.

"Anyone with eye problems can visit the doctor."

Granny's eldest son thought that she should meet the eye doctor.

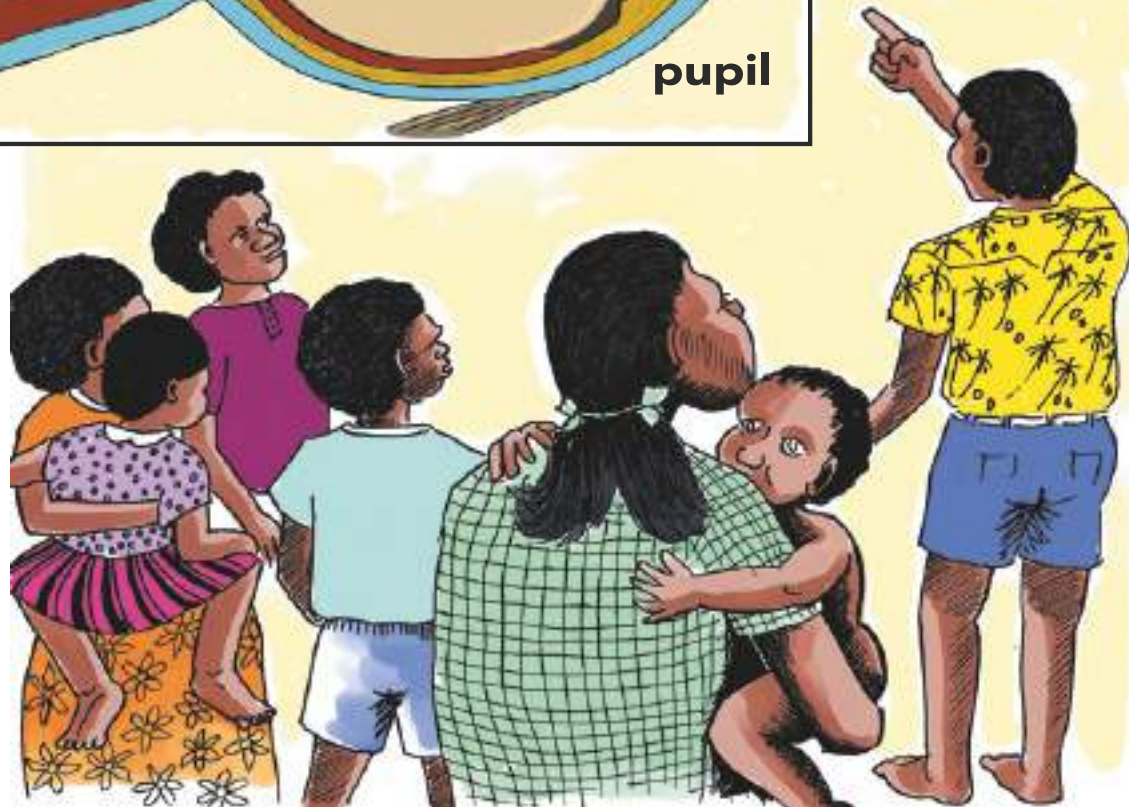
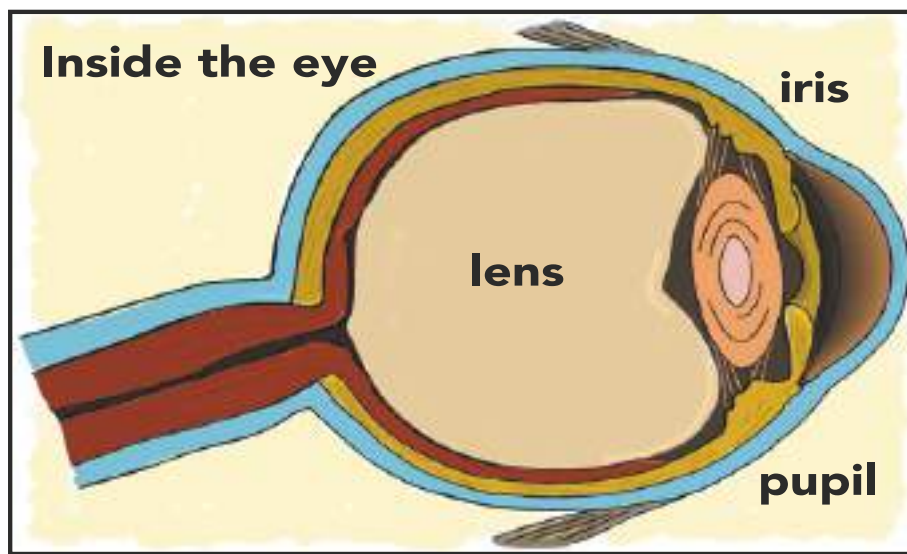


The next day, the eye doctor came to the village. He checked people's eyes and treated them with eye ointment. He looked carefully at Granny's eyes and saw something white and cloudy. "Your eyes have got cataracts," said the doctor. "You must go to Honiara for a operation."

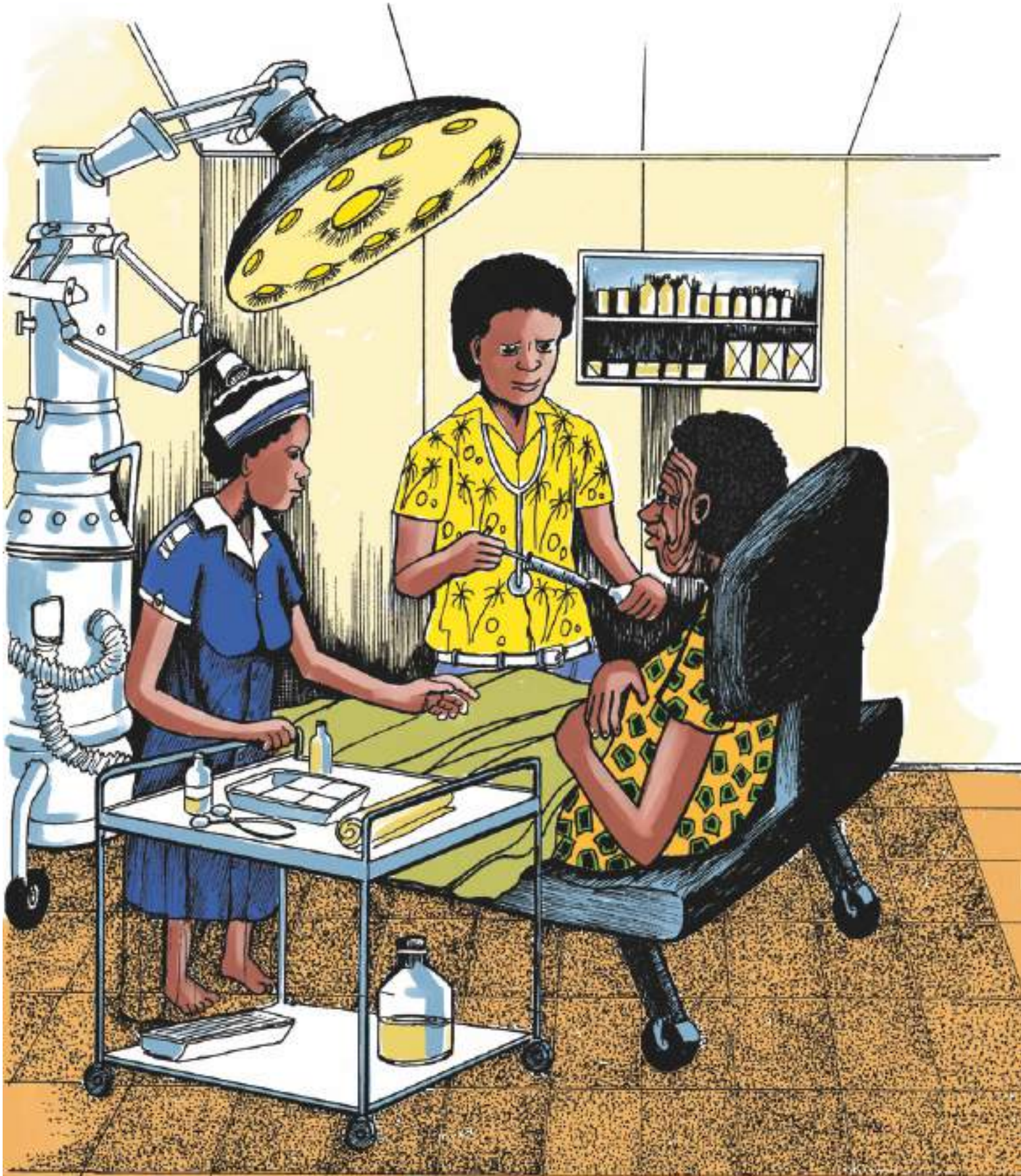


The doctor told the people more about cataracts.

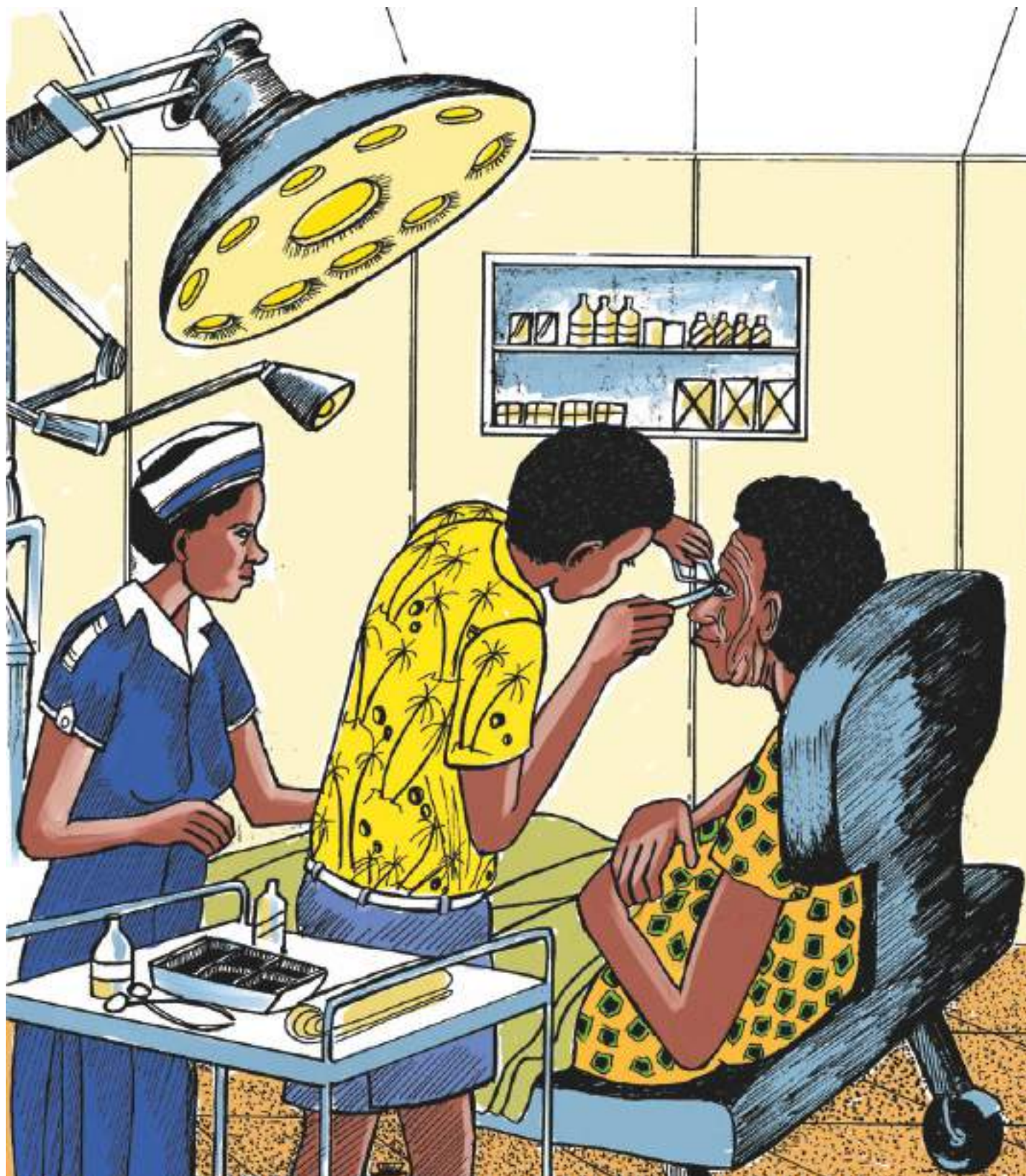
"When some people get older their eyes become white and cloudy with cataracts. Light can't pass through cataracts. This means that people with cataracts can't see properly."



The doctor showed a picture of the inside parts of an eye. "The eye is like a hollow ball. Light gets in through the pupil, which is a small round opening in the centre. The coloured part is called the iris. The lens is behind the iris and the pupil. It helps us focus. Cataracts damage the lens."



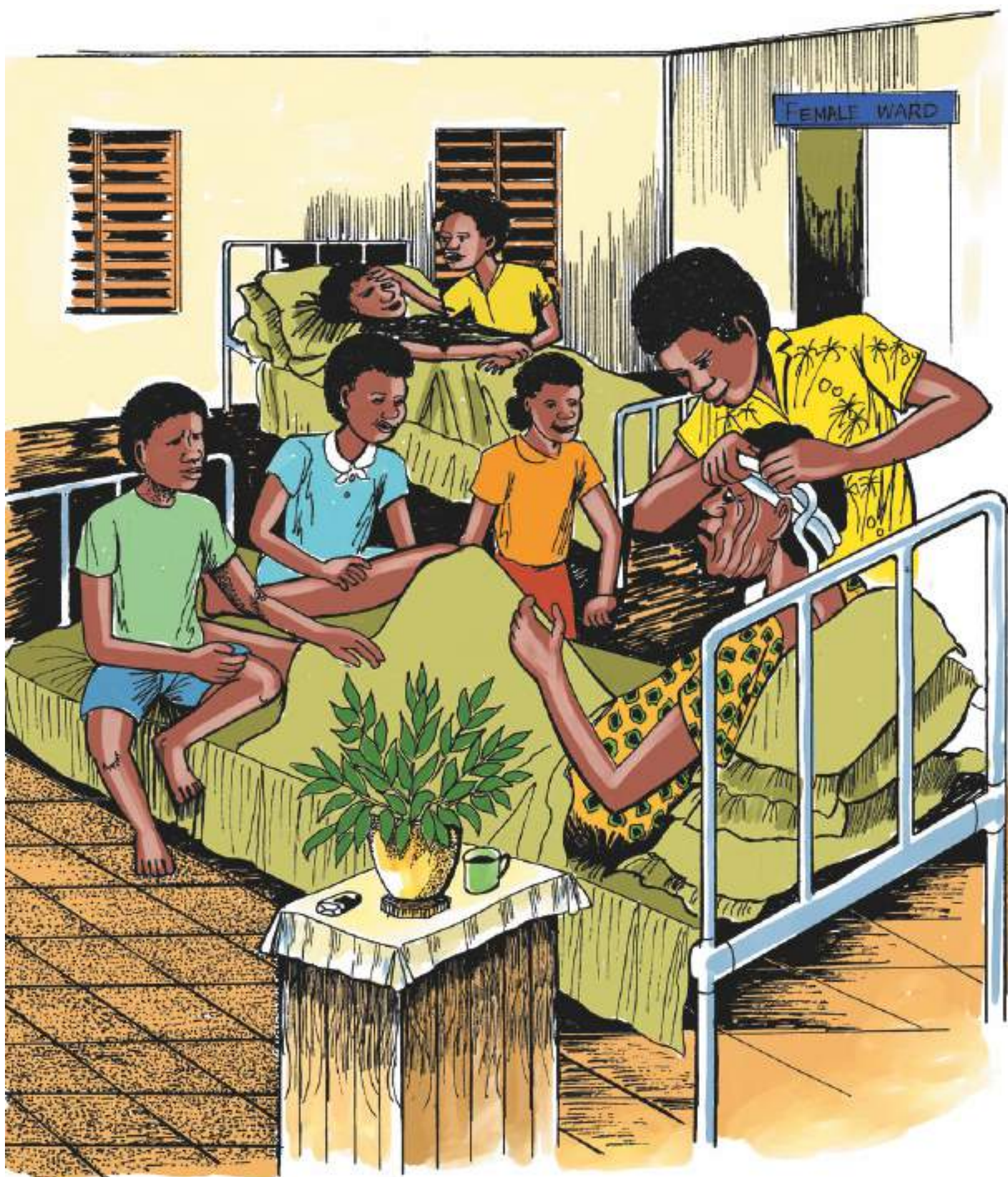
The following week, Granny went to the hospital for her operation. She was taken into the operating theatre. She was scared, but the doctor told her not to be afraid.



The doctor injected some anaesthetic into Granny's eyes to stop the pain. Then he took his sharp scalpel and carefully cut out the old damaged lens from each eye. After that he put in a new plastic lens.



After an hour, Granny's operation was over. Her eyes were covered with a white bandage and she was led out of the operating theatre. She stayed in the ward that night.



The next day Granny Maria's grandchildren came to see her. They gathered around her and watched as the doctor took off the white bandage.



Granny slowly opened her eyes. The light was very bright and everything was blurred. She felt dizzy.



Slowly the blurred shadows and shapes became clearer.

"When can you see?" asked her grandchildren.

Granny smiled and pointed.

"I can see you all right now!" she said.



Everyone was happy. Granny Maria no longer needed someone to guide her. She could find things herself. She was happy to see her grandchildren and could help them with washing and cooking.

Text:	<i>Granny Maria</i>
Level:	Year 3
Message:	Medical care can improve our health
Discussion focus:	Eye health; health of older people
Comprehension:	Interpreting and producing diagrams and descriptions; identifying feelings
Vocabulary focus:	Medical words
Letters and sounds:	<i>ou</i> sound, as in <i>cloud</i>
Print focus:	Contractions
Writing opportunity:	Recounting a personal experience

ACTIVITIES

	LANG.	SYLLABUS
<p>Day 1</p> <p><u>Modelled Reading: Part 1</u></p> <p>Set the context: Talking with Learners</p> <p>Explain to the learners: <i>This book is called Granny Maria and it is about an old lady who has trouble seeing. She has to go to Honiara for an operation.</i> Look at the cover of the book and ask the learners to read the title and link it to the picture. Ask: <i>Do you know older people that have trouble with their eyes?</i> Let the learners give some examples. Ask them to see if it is the same as Granny Maria. <i>What problems do you think Granny Maria will have if she can't see well?</i> Let learners give examples: do NOT tell them if they are right or not, just let them give ideas.</p> <p>Tell the learners that there will be some new words for eyes, but we will look at them carefully in the book. Encourage them to listen to hear the new words.</p>	V/P	3.4.1.1 3.3.2.1
<p><u>Read the story: Listening and watching</u></p> <p>Read ONLY pp. 1 – 9 of the story. On p. 9, point to the parts of the eye in the diagram as you are reading the new words <i>iris, lens</i> etc.</p>	E	
<p><u>Review the story: Understanding the story</u></p> <p>Go through pp. 1 - 9 again and ask learners to explain what is happening in each picture before you reread the text. Make sure the learners understand how frustrating it must be not to be able to see. Talk about how Granny Maria must be feeling when the young people laugh.</p>	V/P + E	3.6.2.2 3.6.2.3
<p><u>Responding to the story: Talking by the learners</u></p> <p>Ask the learners: <i>What things would you have trouble doing if you couldn't see?</i> Perform a short activity by blindfolding one of the learners and asking them to write their name on the board. Learners discuss the types of things that not being able to see would cause a problem for at school and at home.</p>	V/P + E	3.3.2.1 3.6.1.4
<p><u>Close Reading: Orientation</u></p> <p>Use close reading to look at pp. 2 - 3. Make sure the learners understand the use of commas in the sentences starting with <i>when</i> or <i>whenever</i>. Summarise: this tells us the orientation for this recount.</p>	E	3.4.3.4
<p><u>Focus on print: Contractions</u></p> <p>Turn to page 2 and point to the word <i>couldn't</i>. Ask the learners: <i>What does the word couldn't stand for? (could not)</i>. Write both words on the board and have the learners practice a sentence using both words (<i>could not</i> and <i>couldn't</i>). Ask the learners to find the other word on page 2 that has a comma in it (<i>hadn't</i>). Learners perform a word search for any other contractions in pp. 1 – 9 (<i>can't</i>).</p> <p>Write up other examples to discuss the words missing: <i>shouldn't, didn't, haven't, doesn't, isn't</i>.</p> <p>Write the long form and the short form and make up sentences using both forms eg. <i>I didn't do my work/I did not do my work</i>. Put some of these in their books.</p> <p>Note: people's is NOT a contraction because it is to show ownership (like blong in Pijin)</p>	E + V/P	3.4.3.11

<p>Day 2</p> <p><u>Modelled Reading: part 2</u></p> <p><u>Revising and completing the book</u></p> <p>Point to the cover of the book and ask the learners to remember and describe the story so far. Turn to p. 9 and remind learners that we left the story just as the doctor was explaining how the eye works. Read the rest of the story to the learners, noting the words that relate to operations.</p>	V/P + E	3.4.2.1
<p><u>Review the story: Understanding the story</u></p> <p>Go through pp. 9 - 16 again and ask learners to explain what is happening in each picture before you reread the text. Tell the learners that you are going to ask them to remember each step after the story has been read.</p>	V/P + E	3.4.2.5
<p><u>Responding to the story: Talking by the learners</u></p> <p>Now close the book and ask the learners to recall what happened in each step of the operation with a partner. When the learners have talked make a class list of key words describing the sequence. Then read through each page of the book again and add any extra steps the learners had not identified.</p>	V/P + E	3.4.2.5

ACTIVITIES	LANG.	SYLLABUS
<p>Close Reading Distribute small copies of the book. Use close reading to look at pp. 14 - 16. Make sure the learners understand that the use of speech marks and how they impact the sentence (<i>who</i> is speaking is identified outside the speech marks).</p>	E	3.4.3.11
<p>Focus on Vocabulary: medical words <i>Preparation:</i> Write vocabulary words relating to medicine and operations on flash cards. <div> <div>health worker</div> <div>eye doctor</div> <div>ointment</div> <div>cataracts</div> <div>operation</div> <div>hospital</div> <div>operating theatre</div> <div>anaesthetic</div> </div> <div> <div>scalpel</div> <div>pain</div> <div>bandage</div> <div>ward</div> </div> <p>Make sure all learners can see the small copies of the books. Show the word cards to the learners: some of these words will be very difficult so use the easy ones first. Look at each word: learners try to say it. Then find it in the book: talk about what it means in the book. Link the meaning to what it is saying in the book. Try making new sentences about hospitals or clinics using the words on the cards. Learners choose 5 or the words and write sentences showing that they know these words. It would be a good idea to return to these cards during the week for different spelling activities.</p> </p>	E + V/P	3.4.3.2

<p>Day 3 Shared reading: Revisiting the story Read the whole book to the learners. Make sure all learners can see a small copy as you read. Learners practice reading in their head, not on their lips. Learners follow the words with their fingers and slide their fingers extra slowly on any word they come across that was relates to medicine or operations.</p>	E	3.4.2.4
<p>Comprehension: Interpreting diagrams and descriptions Turn to pp. 8 - 9 of the book. Ask the learners: <i>Which picture of the eye gives us the most information?</i> (p. 9). Explain to the learners that the picture on p. 9 is called a <i>diagram</i> (an up close, two dimensional picture giving lots of information but a simple picture). Explain to the learners that there is more information in the description underneath the diagram. Learners go through each sentence in p. 9 in pairs or small groups and decide which sentences give the same information as the diagram (e.g. <i>The lens is behind the iris and the pupil.</i>) and which sentences add new information not included in the diagram (e.g. <i>Light gets in through the pupil.</i>). Learners could copy the diagram and try telling their partner about the diagram, using their own way of describing the ideas from the book.</p>	E + V/P	3.5.2.1 3.4.1.2
<p>Focus on letters and sounds: ou sound Turn to pp. 8 - 9 of the book. Learners perform a word search for words that contain <i>ou</i> (<i>cloudy, through, round, coloured</i>). Read each word and have the learners repeat after you. Ask: <i>Which of these words make the same sound?</i> (<i>cloudy, round</i>) Tell the learners that whilst not all <i>ou</i> words make the <i>ou</i> sound as in <i>round</i> (and <i>sound!</i>), many words do. Explain that one simple technique for finding similar words is to start with a word (e.g. <i>round</i>) and run through the alphabet to find all the other words that rhyme (e.g. <i>bound, found, hound, mound, pound, sound</i>). Make a class list of <i>ou</i> words. Learners work in small groups to put each word in a sentence, or a few words in one sentence: <i>I found a round shell that had a funny sound.</i></p>	E + V/P	3.4.3.1 3.4.3.2

<p>Day 4 Shared reading: Revisiting the story Make sure all learners can see a small copy. Ask for volunteers to read every second page to the class: you read the ones in between.</p>	E	3.4.2.4
<p>Comprehension: Producing diagrams and descriptions <i>Preparation:</i> Find dictionaries, encyclopaedia and any other reference books that provide diagrams of different body parts. Turn to p. 9 of the book. Revise the diagram and description of the eye. Remind the learners that a diagram is an up close, two dimensional picture showing only the necessary information. Learners work together in pairs or small groups to draw a diagram of a different body area (e.g. hand, foot, arm, leg, head, ear) and label it, using reference books (e.g. encyclopaedias, dictionaries) to find the spelling of labels. Learners produce sentences to describe each label of their diagram, using p. 9 of the book as a guide (e.g. <i>The _____ is like _____. The _____ helps us _____.</i>)</p>	E + V/P	3.4.1.2 3.8.1.11
<p>Comprehension: Identifying feelings Write up these events from the book on the board: <div> <div>1. Granny Maria cannot see well.</div> <div>4. Granny Maria goes to Honiara for an operation</div> <div>2. Granny Maria makes many mistakes</div> <div>5. They take the bandages off Granny Maria's eyes</div> <div>3. The health worker says Granny Maria needs an operation</div> <div>6. Granny Maria can see!</div> </div> <p>Look through the book and find these events in the story: link the feelings that we see or imagine to each part of the story. Make sure you help learners with vocabulary to describe feelings. Ask learners to write up the event and then link up feelings: this is important to understand the meaning of the story.</p> </p>	E + V/P	3.3.2.4

ACTIVITIES	LANG.	SYLLABUS
Independent Reading Day 5: Learners read the book individually or with a partner	E	3.2.1.3
Guided Writing: Personal experience of a problem Preparation: Prepare cards with the following sentences. <i>What was the problem?</i> <i>How did you first notice it?</i> <i>Did it get worse?</i> <i>Who helped fix it?</i> <i>What did they use?</i> <i>How long did it take to get better?</i> Write 5 headings from top to bottom down the board: <i>First.. Then.. Then.. Then.. Finally..</i> Ask learners to think about a time when something went wrong and we needed to go to hospital or take custom medicine. Ask the learners to tell their partner about this, using the cards to help them ask and answer questions about that story. After the learners have finished talking hand out small sheets of paper, which learners tear with a ruler into 6 strips. Learners go through each of the questions on the board and write a sentence to answer one question on each piece of paper. You walk around and help the learners make sentences. Learners then go through the papers in pairs and decide which order the sentences should go in. Learners then write out a good copy of their story in their exercise book and draw a labelled diagram to accompany their story. Learners could also make small books out of their stories to display in the classroom and share.	E + V/P	3.7.1.1 3.7.1.3 3.8.1.11

