Unit 1/Week 5

Title: My Rows and Piles of Coins

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10; RF.3.3, RF.3.4; W.3.2, W.3.3, W.3.4, W.3.10; SL.3.1, SL.3.10, L.3.1, L.3.2, L.3.4, L.3.5, L.3.6.

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Money is important. How much or how little money we have affects our lives. Learning the value of saving money allows us

to make choices in purchasing things we need or want.

Synopsis

This is a story about Saruni, a young boy and his family, who were both consumers and sellers in a market in Tanzania. If they had a productive day at the market, Saruni’s mother gave him 5 cents for helping her. There were many enticing items at the markert, but after seeing a row of neat and sparkling bicycles, Saruni decided to save his money so he could buy one. Not only did he want one for his own enjoyment, but also so he could help his mother take heavy loads to sell at the market. In the end he is disappointed that he does not have enough money to buy a bike from the market. He finally tells his mom of his plan, and we can infer that she tells his dad because his dad comes home with one for him.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| After a good day in the market, how much money did the Saruni’s mother, Yeyo, give her son?  | Saruni was given five whole ten-cent coins  |
| Using the text, what clues tell you that the story takes place in another culture? | Different coins Baskets of produce Women’s Clothing stylesBicycles as mode of transportation Transporting produce on women’s heads Ethnicity Shelter has thatched roof page  |
| Based on evidence in the text, explain why the author italicized the words, chapatti and sambusa? | Saruni could purchase items such as chapatti and sambusa. These words are italicized because they are in another language. The italics also help to draw attention to them.  |
| What evidence does the author provide to show that Saruni was excited about buying something at the market with his coins? Use specific words from the text in your answer.  | The author says Saruni “plunged into the market”, his heart “beat excitedly”, he thought that he “wanted to buy everything”, and he “clutched” his coins tightly in his pocket, as if he was afraid he would lose them. |
| How does the author describe the bicycles that Saruni sees at the market? How does this “sight” persuade Saruni to want to spend his coins on a bike? | Saruni sees the bicycles standing off in their own little world, away from the other market goods. He describes them as being in a neat row and sparkling. In particular, he sees one that is decorated with red and blue. The exclamation point at the end of his sentence shows his excitement. He said, “That’s what I would buy!”  |
| Read the following, “By the dim light of a lantern, I *feasted* my eyes on the money. I couldn’t believe it was all mine.” Inthis sentence, what does feasted mean? What was Saruni’s next action?  | Feasted means Saruni looked at the pile of coins with pleasure and great delight. It was a tremendous amount of money for a young boy. He is excited by how much money he has, and in order to see just how much he has, he then emptied the box and arranged all the coins in piles and rows. By doing this, he could see plainly just how much money he had.  |
| Saruni feasted his eyes on the money, what does this tell us about how Saruni is feeling? Give another detail from page 124 to confirm Saruni’s feelings. | As Saruni feasted his eyes on the rows and piles of coins, his wish for the bike became stronger. He longed for the bike. |
| A simile is a comparison of two things using the words like or as. Locate the simile in the text and describe what it means in your own words. How are these two things alike? | The simile- “I would be like a cheetah on wheels.” It means that both can run fast. |
| How has the events describe how Saruni showed determination. |  Even though Saruni wobbled, crashed into things, and others laughed at him, he was very determined and persistent in learning to ride a bicycle that was too big for him. Note: Teacher should emphasize the word “determined” when it comes to describing Saruni’s character. |
| “The author writes, ‘Saturday after Saturday, we took goods to the market.’ Based on clues what are ‘goods’? In the text the children had a good laugh. Does good mean the same thing as goods? Explain. | goods are produce such as dried beans and maize, pumpkins, spinach, and bananas. The word good on page 125 describes the laughter which means the children were amused.  |
| Based on the text, explain why Saruni’s money box grew heavier. | Saturday after Saturday, Yeyo took goods to the market piled high on her head and Saruni piled pumpkins and produce in his wheel barrow. They sold dried beans, maize, pumpkins, spinach, bananas, firewood, and eggs and his money grew with each sale. Because they were able to sell so much, Yeyo continued to give Saruni coins after their days at the market.  |
| Using details from the story, how did Saruni’s life change with the heavy March rains?  | The ground was so muddy that it made traveling to the market difficult. Saruni helped Yeyo with house chores, worked on the coffee farm, and practicing riding Murete’s bicycle whenever he could.  |
| Based on what you have learned from the text, explain why Saruni and his mother begin to go the market on Saturdays and Wednesdays.  | They had a big harvest of fresh maize and peas, sweet potatoes, vegetables, and fruits.  |
| Why was Saruni confident enough to ride a loaded bicycle even though it wobbled dangerously? | Saruni felt it was important to help his father who was getting too old for pedaling. Riding with a loaded bicycle was hard on his bones.  |
| The text says, “I must be the richest boy in the world, I thought, feeling like a king. I can buy anything.” What does he mean that he felt like a king?  | Saruni now has rows and piles of coins that are wrapped in bundles heavy in the oversized pockets of his coat. Now, he thinks he can buy anything he wants, and that makes him feel important like a king.  |
| According to the text “The man whistled in wonder as I unwrapped the money carefully on his table.” To whistle in wonder means to be amazed. Why was the salesman amazed?” | The salesman was amazed that Saruni thought the large number of coins he unwrapped were enough to purchase the bike. |
| If the salesman was amazed when he first saw Saruni’s coins, then why did Saruni walk away from the salesman feeling deeply disappointed? | Saruni was proud that he had saved three hundred and five coins. But the salesman laughed at that amount. It turns out that he did not have enough money to buy a whole bicycle.  |
| On page 132, Yeyo was amazed and touched. In your own words, what does this mean? What does this tell you about Saruni? | Yeyo was amazed and touched because Saruni saved all his money to help his mother. He was nice, generous, and caring to save rows and piles of coins to help take produce to the market for his aging father and provide assistance to his mother.  |
| Astonishment means with great surprise or amazement. Explain why Saruni was astonished by Murete and Yeyo.  | Murete was willing to sell his bicycle for the exact amount of money that Saruni has saved-thirty shillings and fifty cents. Saruni was surprised he knew about his secret money box and pleasantly puzzled when Yeyo returned his money back to him as a reward for his help. |
| Based on the text, Saruni is again arranging all the coins in rows and piles. What does this action tell you? What did he want to purchase at the beginning of the story? What does he want at the end? How does Saruni plan to continue demonstrating his kindness and thoughtfulness for his mother, Yeyo? | By arranging his coins into piles and rows, we know that Saruni is saving his money again. At the beginning he wanted to buy a bicycle and at the end he now wants to purchase a cart to pull behind his bicycle.Saruni looks at his mother carrying such a big load of produce on her head and is concerned. He imagines if he only he could now save his coins to buy a cart to pull behind his bicycle to lighten her load.  |

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Market, gruff Secret money boxGrateful pageAstonishment Puzzled  | Startled, chapati, sambusa Lantern, dim Wheelbarrow, pruned Confident, harvest Sighed, wearily Shillings Dismounted Set off  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Feasted, arranged Determined Good Goods Piles, rows Wonder Amazed Touched  | Clutched Steady, wobbled, errands Dangerously ExplodedPolishing, bundles, unwrapped Perched Gleefully Reward  |

Vocabulary

Culminating Task

* Re-Read, Think, Discuss, Write

Saruni shows the readers what kind of person he is by his actions and choices in the story.  For example, Saruni was helpful, determined, persistent, generous, thankful, appreciative, and content. Complete the graphic organizer using a Think-Pair-Share. Select 4 character traits and share examples from the text to support the character trait.

Throughout the story, Saruni demonstrates an understanding regarding the value of saving money. He recognizes that in order to buy a bicycle--something he wants and believes will make his family’s life better--he must save his money. Write one well-developed paragraph that contains two character traits and examples from the text that demonstrate Saruni’s understanding of the value of saving money. Use the graphic organizer below as a pre-writing tool to help you organize your thoughts before you start writing your paragraph.

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| **Character Trait** | **Example from story** |
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Answers for graphic Organizer: **Helpful** – helped mother with chores, Determined – saving coins for a bicycle, Persistent - continued to ride bike that was too heavy for him, **Generous** – wanted to buy mother a cart, thankful – for orange motorbike, appreciative – that his father got him a bike, **Content** – Saruni was happy with the orange bike even though it was a red and blue bike

Answer for Multi-Sentence Paragraph:

*Saruni’s character develops throughout the story.  Saruni saving coins in the money box for a bicycle demonstrates that he was determined to provide for his family. Saruni was generous because he changed his goal of owning a red and blue bike. He now was saving his money for a car that Murete’s bike could pull. He provided an easier method for his mother to carry goods to the market day. Saruni made choices so his family would have a better life.*

Additional Tasks

* Yeyo says kind words to Saruni. How did the kind words make Saruni feel? Use details from the selection to tell how he felt and why.

Answer: *Saruni was still sad because he didn’t have enough money to buy a bicycle. Yeyo tells him that he will have enough money one day. She also tells him how nice he was for trying to help her and save his money to provide for his family, but Saruni still feels sad. Yeyo’s kind words did not make him happy about not being able to purchase the sparkling red and blue bicycle.*

* Assign a writing prompt that could change or extend the ending to the story..."Saruni bought his new bike, his mom gave him his money in return for all of his hard work, then he found a new thing he wanted to buy... he began saving his coins for\_\_\_\_\_\_\_\_\_,  because\_\_\_\_\_\_\_\_\_\_. Students write and share their short story.

Answer: Answers will vary.

* When students finish reading the selection, provide this prompt: Imagine that you want to tell a friend what My Rows and Piles of Coins is about. In four or five sentences, explain its important points.

Answer: Saruni and his family go to market to sell goods which his mother, Yeyo, would give him money. He saves his money in a money box to buy a bicycle which will help carry the goods to market. Saruni tries to buy a bicycle but doesn’t have enough money. His mom and dad buy him a bicycle and now he saves his money for a cart to help carry the goods to market.

Note to Teacher

* This story uses idioms in the text. (Example: cut the engine)
* The genre of this story is realistic fiction. Compare fantasy with realistic fiction.