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? (Pg. 122) | Saruni was given five whole ten-cent coins |
| Using the illustrations in the text, (pgs. 121-129), what clues tell you that the story takes place in another culture? | Different coins page 121  Baskets of produce page 121  Women’s Clothing styles page 123  Bicycles as mode of transportation pages 123 and 129  Transporting produce on women’s heads Pages 123 and 126  Ethnicity page 123  Shelter has thatched roof page 128 |
| Reread page 122. 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. |
| On page 122, 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 line from page 124, “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. (page 124) | 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 found on page 125, describe what it means in your own words. How are these two things alike? | The simile on page 125 is “I would be like a cheetah on wheels.” It means that both can run fast. |
| Use the events on page 125 and 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 in the text on page 127, what are ‘goods’? On page 125, the children had a good laugh. Does good mean the same thing as goods? Explain. | On page 127, 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 illustrations and text on pages 126-127, 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? (Page 127) | 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. (Page 128) | They had a big harvest of fresh maize and peas, sweet potatoes, vegetables, and fruits. |
| Reread page 129. 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? (Page 130) | 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 on page 131, “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. Reread the text on pages 132-133 to 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 on page 134, 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 page 122  Secret money box page 124  Grateful page 127  Astonishment page 132  Puzzled page 133 | Startled, chapati, sambusa page 122  Lantern, dim page 124  Wheelbarrow, pruned page 127  Confident, harvest page 128  Sighed, wearily page 129  Shillings page 131  Dismounted Page 132  Set off page 130 |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Feasted, arranged page 124  Determined page 125  Good page 125  Goods Page 127  Piles, rows page 127  Wonder page 131  Amazed page 132  Touched page 132 | Clutched page 122  Steady, wobbled, errands page 125  Dangerously page 128  Exploded page 131  Polishing, bundles, unwrapped page 131  Perched page 132  Gleefully page 133  Reward page 133 |

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

* Look back at page 132. 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. [W.3.3 and SL 3.6]

* 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. [W.3.4 and SL.3.6]

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.

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.