

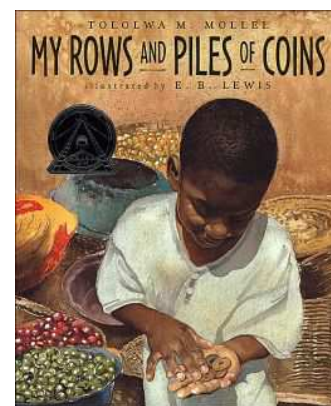
Text Title: ***My Rows and Piles of Coins***

Author: Tololwa M. Mollel

Publisher: Houghton Mifflin Harcourt

Illustrator: E.B. Lewis

ISBN-13: 9780395751862



Learning Objectives

Rationale: *My Rows and Piles of Coins* is an award winning piece of realistic fiction that was chosen to be a read aloud during the first grade unit of study Our Expanding World. The goal of this lesson is to give students the opportunity to observe and identify the economic concepts of Investing, Marketing, Goods & Services, Opportunity Cost, Trade & Money and Capital Resources in a piece of realistic fiction.

Learning Objectives: The goal of this series of lessons is to give students the opportunity to explore a complex text. Students will identify the text as a piece of realistic fiction and identify words and phrases in the story that suggest feelings or appeal to the senses. They will also distinguish shades of meaning among verbs and adjectives. In addition they will identify the economic concepts they are learning in the story.

Reading Task: Students will listen to the teacher read the text aloud in its entirety at least one time. Students will then, with teacher guidance, revisit chunks of the text to clarify meaning. The teacher will ask questions and solicit student's ideas and thoughts to guide them through purposeful interaction with the text. The students will focus on identifying words and phrases in the story that suggest feelings or appeal to the senses (LACC.1.RL.2.4).

Speaking and Listening Task: Through the use of text-dependent questions and then engaging in whole class discussions based on answers supported by the text, the students will engage in collaborative conversations that will deepen their understanding of key ideas (LACC.1.SL.2) that were presented in the text and build on others' talk in conversations by responding to the comments of others (LACC.1.SL.1.1b) In addition they will be given many opportunities to practice asking and answering questions about what a speaker says in order to gather additional information or clarify something that is not understood (LACC.1.SL.1.3) due to the unfamiliar African vocabulary and setting of the story.

Language: Vocabulary Task: Many of the meanings of the words in this text can be discovered from careful reading of the text or using the context of the surrounding text and illustrations including the Tanzanian words. The teacher should show the children the glossary in the back of the book that shows the pronunciation and meaning of the Tanzanian words.

Language: Conventions Task: A careful examination of the text will reinforce developing language as the teacher and students discuss selected words from the story and model how to figure out a word based on the surrounding text and other strategies. Students will distinguish shades of meaning among verbs and adjectives differing in intensity LACC.1.L.3.5d).

Writing Task: LACC.1.L.1.1j – Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentence in response to prompts. LACC.1.L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships (e.g., *because*).



MARION COUNTY PUBLIC SCHOOLS - CREATING 21st CENTURY LEARNERS



Close Reading Read Aloud

Marion County Unit of Study Link: This Close Reading is recommended to be used during Money Matters Unit, but is suitable for use any time of the school year.

Common Core Standards Addressed: First Grade

- CCLA.1.RL.1.1 Ask and answer questions about key details in a text.
- CCLA.1.RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCLA.1.RL.1.3 Key Ideas and Details: Describe characters, settings, and major events in a story, using key details.
- CCLA.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- CCLA.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.
- CCLA.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories
- CCLA.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- CCLA.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCLA.1.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- CCLA.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- CCLA.1.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCLA.1.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- CCLA.1.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- CCLA.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- CCLA.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- CCLA.1.SL.2.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- CCLA.1.SL.2.6 Produce complete sentences when appropriate to task and situation.
- CCLA.1.L.1.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- CCLA.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- CCLA.1.L.3.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- CCLA.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Next Generation Standards: Social Studies

- SS.1.E.1.1 – Recognize that money is a method of exchanging good and services
- SS.1.E.1.2 – Define opportunity costs as giving up one thing for another.
- SS.1.E.1.3 – Distinguish between examples of goods and services.
- SS.1.E.1.4 – Distinguish people as buyers, sellers, and producers of goods and services.
- SS.1.E.1.5 – Recognize the importance of saving money for future purchases.
- SS.1.E.1.6 – Identify that people need to make choices because of scarce resources.

Vocabulary List:

Vocabulary bolded in the text is critical to the students' understanding of the text although the amount of focus on each word should vary. Tier 2 words are more abstract, likely to be encountered in a variety of situations and could have different meanings depending on the context. These words deserve more attention in the context and in daily vocabulary instruction and use. Tier 3 words in the text are more concrete and can quickly be told or pointed out with respect to the illustrations so the student can make meaning of the context and text. They do not need extensive focus. The student-friendly definitions for the words below were found at www.wordsmyth.net.

- **Chapeti** (chah PAH tee): Fried flat round bread made from layered rolled dough
- **Murete** (moo reh the): Among the Arusha Maasai every child, before it is born, is designated as a younger "version" of an older family member – a parent, grandparent, uncle, or aunt. The child calls this family member Murete, a term of affection. In the story, Saruni is the younger "version" of his father (Maasai)
- **Oi!** (oy): an exasperated or dismissive expression
- **Pikipiki** (picky picky) a motorbike or motorcycle
- **Sambusa** (sahm BOO sah): little triangular sealed pouch of dough stuffed with spiced vegetables, meat, or both and deep-fried
- **Saruni** (sah ROO nee): a boy's name
- **Tuk-tuk-tuk-tuk-tuk** (took- took- took- took- took): the sound of an engine
- **Yeyo** (yey YOH): mother

Tier 2 Words:

- **clutched** – to hold tight.
- **determined**- the quality of continuing to work at something even when it is difficult
- **dim**- having little or no light
- **grateful**- feeling the value of what one has been given
- **gruff**- low and harsh. rough and not polite
- **plunged** – to move suddenly forward or downward
- **precious**- of great worth or value. loved or dear to a person
- **proud**- feeling pleased and satisfied because of something one owns or has done
- **reward**- something you receive because you did something good
- **scoffed** - an expression of mocking disapproval
- **startled**- to alarm suddenly; surprise
- **wearily**- tired in body or mind; fatigued

Tier 3 Words

- **maize**- a grain that grows on the ears of a tall plant Indian corn

Reminders:

- It is important that the text remains the expert, not the teacher. All answers to questions must be supported with specific text sections or selections. Students must be asked to support their claims by giving specific text sections to justify their answers.
- Collaborative discussion and processing is an important piece of this lesson. Ask students to share with partners their thoughts and ideas, and then ask them to share out their answer. When possible, the teacher should ask a question, allow partners to discuss an answer that they can support with the text, then allow them to answer. Subsequent partners should be allowed to share additional justified answers before the teacher moves to the next question.
- The goal is for deep understanding of text and not rushing through the text. Lessons should be completed over the course of SEVERAL days or even multiple weeks. Reading a book to a class once is not sufficient to really enjoy the text and to understand the deeper meanings of the text.
- When possible, allow students to see the text during the discussion. If each student cannot have his/her own copy, or even share with a partner, the teacher should display the pages so all the students have exposure to the text during discussions.
- Have the text available to students when it is not being discussed so that they can explore the text independently as their confidence with the text improves and their understanding deepens. You will find students returning for multiple reads of this text independently.
- Do not front-load the text prior to the first read, and do not front-load any assignments. It is important that students discover and develop answers on their own or through collaborative discussion with peers.

Lesson Sequence:

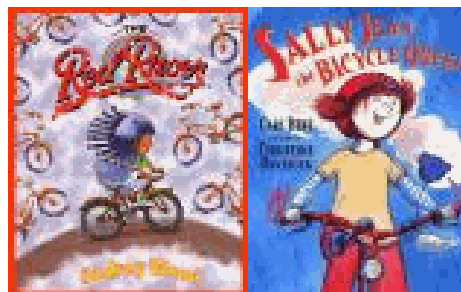
Day 1: Read the story aloud to students straight through with very little discussion. When the story is over, ask the students to turn and talk to their partners about how they liked or disliked the story. Ask students to support their statements with specific examples in the text. After a short time, have students that are willing share their discussion points. (Note: The teacher should not share his/her opinion about the story, as students need to use their own judgment.)

Day 2 and beyond (varies): Revisit specific sections of text for the various lesson points listed below. Student responses and behaviors should be noted so that the discussion activities do not last too long for their age and attention span. Make note which activities were completed each day, so that the other lesson discussions can be complete on subsequent days. (Note: Not all discussion lessons need to be completed. In addition, discussions do not need to follow a specific sequence.)

Final Day: Introduce and complete one of the cumulative writing activities listed below.

Culminating Writing Tasks in Response to Reading:

1. The class will work together to research and produce a PowerPoint on African Money.
2. Create a PowerPoint as a class showing ways student earn money and what they do with their money. You could follow a format like: I get money by (or for) _____ and I _____ with it.
3. In this story the little boy wants to buy a bike so that he can help his mother. Think about something special that your mom or dad would like to have. Write to explain about something special you would like to buy for your mother or father.
4. Saruni saved his money to buy a bike to help his mother. Do you think that was a good way to spend his money? Tell why you think or do not think that was a good thing for him to do with his money.
5. Saruni saved his money in a secret box. Do you think it is a good idea for Saruni to save his money? Tell why you think or do not think it is a good idea for him to save money.
6. Compare and contrast *My Rows and Piles of Coins* with another book such as:
 - The Red Racer by Audrey Wood
 - Sally Jean, the Bicycle Queen by Cari BestStudents can choose they book they like best and write an opinion piece as to why it is their favorite.



The Text:

Text under Discussion	Directions for Teachers/Guiding Questions For Students
<p>After a good day at the market, my mother, Yeyo gave me five whole ten cent coins. I gaped at the money until Yeyo nudged me. “Saruni, what are you waiting for? Go and buy yourself something. “</p> <p>I plunged into the market. I saw roasted peanuts, chapati, ice, cakes and sambusa, and marbles. My heart beat excitedly. I wanted to buy everything, but I clutched my coins tightly in my pocket.</p>	<p>See Author’s Note at the end of the book.</p> <p>Where do you think the setting of this story is? Use the text and illustrations to support your answer.</p> <p>Why did Saruni’s mother give him 5 ten cent coins? How does the author let you know how Saruni felt about getting the money? What might Saruni do with the money? Compare and contrast his coins to our 10 cent coin.</p> <p>What does the author mean when she writes: “I plunged into the market?” How is it different than I walked into the market?</p> <p>Describe what a market is and what it is like. Be sure to use all of your senses when you tell what it is like.</p> <p>What did Saruni buy? How do you know?</p> <p>Which words did the author use to let you know how Saruni felt in the market?</p>

Close Reading Read Aloud

<p>At the edge of the market, I stopped. In a neat sparkling row stood several big new bicycles. One of them was decorated all over with red and blue. That's what I would buy! For some time now, Murete, my father, had been teaching me to ride his big, heavy bicycle. If only I had a bicycle of my own! A gruff voice startled me. "What are you looking for, little boy?" I turned and bumped into a tall skinny man, who laughed at my confusion. Embarrassed, I hurried back to Yeyo. That night, I dropped five ten-cent coins into my secret money box. It held other ten-cent coins Yoyo had given me for helping with market work on Saturdays. By the dim light of a lantern, I feasted my eyes on the money. I couldn't believe it was all mine. I emptied the box, arranged all the coins in piles and the piles in rows. Then I counted the coins and thought about the bicycle I longed to buy.</p>	<p>How does the author describe the bicycle?</p> <p>Why might Saruni want a bicycle?</p> <p>Who was the man?</p> <p>How does the author describe the man?</p> <p>Why was Saruni confused? Embarrassed?</p> <p>Why didn't he buy the bicycle?</p> <p>Why do you think he put the money in a secret box?</p> <p>What does it mean when the author says he feasted his eyes on the money?</p> <p>What did Saruni use to see the money? Why? Why was the light dim?</p> <p>I wonder why the boy would arrange the coins in rows and piles.</p> <p>How does he feel about the money?</p>
<p>Every day after school, when I wasn't helping Yeyo to prepare supper I asked Murete if I could ride his bicycle. He held the bicycle steady while I rode around, my toes barely touching the pedals. Whenever Murete let go, I wobbled, fell off, or crashed into things and among coffee trees. Other children from the neighborhood had a good laugh watching me. <i>Go on, laugh</i>, I thought, sore but determined. Soon I would be like a cheetah on wheels, racing on errands with my very own bicycle!</p>	<p>Is Saruni responsible? Use the text to support your answer?</p> <p>How is Saruni's life like your life? How is it different?</p> <p>How did Saruni react to the children's laughter?</p> <p>What simile does Saruni use to describe what it would be like when he learns to ride the bicycle? Is this a good comparison? Why or why not?</p> <p>Use the text to describe what happens when Murete lets go of the bike.</p>

Close Reading Read Aloud

Saturday after Saturday, we took goods to market, piled high on Yeyo's head and on my squeaky old wooden wheelbarrow. We sold dried beans and maize, pumpkins, spinach, bananas, firewood, and eggs. My money box grew heavier. I emptied the box, arranged the coins in piles and the piles in rows. Then I counted the coins and thought about the blue and red bicycle.

After several more lessons Murete let me ride on my own while he shouted instructions. "Even up, arms straight, keep pedaling, slow down!" I enjoyed the breeze on my face, the pedals turning smoothly under my feet, and most of all, Yeyo's proud smile as she watched me ride. How surprised she would be to see my new bicycle! And how grateful she would be when I used it to help her on market days!

The heavy March rains came. The ground became so muddy, nobody went to market. Instead, I helped Yeyo with house chores. When it wasn't raining, I helped Murete on the coffee farm. We pruned the coffee trees and put fallen leaves and twigs around the coffee stems. Whenever I could, I practiced riding Murete's bicycle.

It stopped raining in June. Not long after, school closed. Our harvest-fresh maize and peas, sweet potatoes, vegetables, and fruits-was so big, we went to market on Saturdays and Wednesdays. My money box grew heavier and heavier.

I emptied the box, arranged the coins in piles and the piles in rows. Then I counted the coins and thought about the bicycle I would buy.

What did they sell at the market?

Describe Saruni's wheelbarrow.

How did Yeyo and Saruni get their goods to the market? What would that be like?

How did the author and illustrator let you know Saruni had saved his money?

Why is it important to Saruni to buy the new bike?

How does Saruni say it feels when he rides the bike?

How do Murete and Yeyo feel when Saruni rides the bike on his own? Use the text and illustrations to support your answer.

Why can't Saruni use his father's bike to go to the market?

Why do Saruni and his family go to the market on Saturdays and Wednesdays after the rains end?

What did Saruni do during the rainy season?

Why would it mean to Saruni if they went to the market more often?

Close Reading Read Aloud

<p>A few days later I grew confident enough to try to ride a loaded bicycle. With Murete’s help, I strapped a giant pumpkin on the carrier behind me. When I attempted to pedal, the bicycle wobbled so dangerously that Murete, alongside me, had to grab it.</p> <p>“All right Saruni, the load is too heavy for you” he said, and I got off. Mounting the bicycle to ride back to the house, he sighed wearily. “And hard on my bones, which are getting to old for pedaling,”</p> <p>I practiced daily with smaller loads and slowly I learned to ride a loaded bicycle. No more pushing the squeaky old wheelbarrow, I thought I would ride with my load tall and proud on my bicycle – just like Murete!</p> <p>On the first Saturday after school opened in July, we went to market as usual. Late in the afternoon, after selling all we had Yeyo sat talking with another trader.</p> <p>I set off into the crowd. I wore an old coat Murete had handed down to me for chilly July days like today. My precious coins were wrapped in various bundles inside the oversize pockets of the coat.</p> <p><i>I must be the richest boy in the world, I thought, feeling like a king. I can buy anything.</i></p> <p>The tall skinny man was polishing his bicycles as I came up. “I want to buy a bicycle,” I said and brought out my bundles of coins. The man whistled in wonder as I unwrapped the money carefully on his table. “How many coins have you got there?” Proudly, I told him “Three hundred and five.”</p> <p>“Three hundred and . . . five,” he muttered. “Mmh, that’s . . . thirty shillings and fifty cents,” He exploded with laughter. A whole bicycle ...for thirty shillings . . . and fifty cents?”</p> <p>His laugh followed me as I walked away with my bundles of coins, deeply disappointed.</p>	<p>What is a loaded bicycle? Why does Saruni have to practice riding a loaded bicycle?</p> <p>Does Murete like to ride his bike? Support your answer with the text.</p> <p>How does Saruni learn to ride a loaded bicycle?</p> <p>How is our July weather and theirs different?</p> <p>What is different about Saruni on this market day? Why?</p> <p>What does it mean when it refers to the coins as “precious”?</p> <p>Why did the man whistle when Saruni showed him his money?</p> <p>How did he make Saruni feel?</p> <p>What does “exploded with laughter” mean? Why did the man do that? How did it make Saruni feel? How would you feel if this happened to you?</p> <p>Did he buy the bicycle? What words in the story tell you? Why not?</p>
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Close Reading Read Aloud

<p>On our way home, Yeyo asked what was wrong. I had to tell her everything. “You saved all your money for a bicycle to help me?” she asked. I could tell she was amazed and touched. “How nice of you!” As for the tall skinny man, she scoffed, “<i>Oi</i>” What does he know? Of course you will buy a bicycle, one day you will.” Her kind words did not cheer me.</p> <p>The next afternoon the sound of a <i>pikipiki</i> filled the air, <i>tuk-tuk-tuk-tuk-tuk</i>. I came out of the house and stared in astonishment. Murete was perched on an orange motorbike.</p> <p>He cut the engine and dismounted. Then, chuckling at my excited questions about the <i>pikipiki</i>, he headed into the house.</p> <p>When Murete came out, Yoyo was with him, and he was wheeling his bicycle. “I want to sell this to you. For thirty shillings and fifty cents.” He winked at me. Surprised, I stared at Murete. How did he know about my secret money box? I hadn’t told him anything about it.</p> <p>Then, suddenly, I realized the wonderful thing that had just happened. “My bicycle, I have my very own bicycle!” I said, and it didn’t matter at all that it wasn’t decorated with red and blue. Within moments, I had brought Murete my money box.</p> <p>Murete gave Yoyo the box. Yeyo, in turn, gave it to me. Puzzled, I looked from Yeyo to Murete and to Yeyo again. “You’re giving it . . . back to me? Yeyo smiled. “It’s a reward for all your help to us.” “Thank you. Thank you I cried gleefully.</p>	<p>How did Yeyo know something was wrong with Saruni? How did she feel when Saruni told her he wanted to buy a bike? How does she feel about the bicycle man? Why does Saruni want a bicycle so badly? How do you think Saruni felt about having told Yeyo what was wrong? What did she do to make Saruni feel better? Did it help?</p> <p>Pikipiki is the Tanzanian word for what? How do you know? Why did Murete buy the motorbike? Use the text to justify your answer (page 20) How does Saruni feel about the motorbike? Use the text to justify your answer. Why would Murete wink at Saruni when he offered to sell the bike to him for 30 shillings and 50 cents? How do you think Murete knew about the secret money? How does Saruni feel about the bike?</p> <p>Why did Yeyo and Murete give the money back to Saruni? What does the author mean when she says Saruni “cried gleefully”?</p>
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Close Reading Read Aloud

<p>The next Saturday, my load sat tall and proud on my bicycle, which I walked importantly to market. I wasn't riding it because Yeyo could never have kept up.</p> <p>Looking over at Yeyo, I wished she didn't have to carry such a big load on her head.</p> <p><i>If only I had a cart to pull behind my bicycle. I thought, I could lighten her load!</i></p> <p>That night I emptied the box, arranged all the in piles and the piles in rows. Then I counted the coins and thought about the cart I would buy. . .</p>	<p>How do you think Saruni felt as he went to the market on Saturday? Even though Saruni loved his bike he wanted something else. What was it and why did he want it?</p> <p>What problem did Saruni have at the beginning of the story and how was it solved?</p> <p>How does Saruni feel about his mother? Use the text to justify your answer.</p>
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Oral reading of this story: <http://youtu.be/kA52qbpe2bc>

Questions related to economics from kidseconposters.com

<http://www.kidseconposters.com/index.php?src=directory&view=literature&submenu=Literature Connection&srctype=literature lister&pos=70,10,134>

1. **How did Saruni obtain his money?** His mother gave him the coins for the services he provided by helping her with market work on Saturdays.
2. **What were some of the goods Saruni could buy in the market with his money?** He could buy roasted peanuts, chapati, rice cakes, sambusa, wooden toy trucks, kites, slingshots, and marbles, or he could save the money to buy a bicycle.
3. **What kind of special good is the bicycle?** The bicycle is a capital good.
4. **How is a capital good different from the other consumer goods in the market?** Capital goods are used to produce other goods and services. The bicycle would help Saruni's mother sell more of her goods in the market.
5. **What good did he decide to buy?** He decided to invest his savings by buying a bicycle to help his mother carry the heavy goods to the market.
6. **Did Saruni buy the bicycle?** No
7. **How did Saruni get the bicycle?** The price was too high. His father, Murette, took Saruni's money and gave him his old bicycle because Murette had bought a new motorbike. However, through Yeyo, Murette gave the money back to Saruni.
8. **How did Saruni plan to use the bicycle?** He used it to help his mother carry heavy goods to market. He purchased a capital good by investing in the bicycle.
9. **Was Saruni happy with just a bicycle?** No, he would also like to have a cart to pull behind his bicycle so that he could lighten his mother's load. Saruni would like to invest in another capital good.