

My Rows and Piles of Coins

Book by Tololwa M. Mollel

Unit study and lapbook by Ami Brainerd and Jodi Small

SOCIAL STUDIES

Human Relationships/Emotions: Disappointment

Saruni is so proud of the fact that he has saved his money. He approaches the man selling bikes and announces that he has, "three hundred and five" coins. The man laughed at him because bikes cost much more than what Saruni had. Saruni walks away deeply disappointed (and probably discouraged, too). Sometimes things happen that are out of our control and we are disappointed. It's okay and normal to be disappointed, but we should still strive to be content within our circumstances (review memory verse).

When you know that someone is disappointed, you should do as Yeyo did and give them some kind, encouraging words.

Geography: Tanzania (Africa)

Tanzania is a country on the east coast of Africa bordered by Kenya & Uganda (north); Rwanda, Burundi, & Democratic Republic of the Congo (west); Zambia, Malawi, & Mozambique (south); and the Indian Ocean (east). The country, formally known as the United Republic of Tanzania is named after Tanganyika (the mainland) and Zanaibar (islands off its east coast).

→ Complete Tanzania Map and Flag mini-books.

Culture: Tanzanian Food

Here are some authentic recipes for you to try as you "visit" Tanzania this week!

Recipe--Chapati

Ingredients:

2 cups sifted all-purpose flour, whole-wheat flour, or a mixture of the two

1 teaspoon salt

warm water
cooking oil

All ingredients should be allowed to come to room temperature if they have been in the refrigerator. Mix flour and salt in a bowl. Slowly mix in enough water to make a thick dough. Mix in one spoonful oil. Knead dough on a cool surface for a few minutes, adding a few spoonfuls of dry flour. Return dough to the bowl, cover with a clean cloth, and let it rest for thirty minutes. Lightly grease (with cooking oil) and pre-heat a skillet or griddle.

Divide the dough into orange-sized balls. Flatten them into six-inch circles. Fry them in the skillet or griddle, turning once, until each side is golden brown and spotted.

Cover the finished chapatis and place them in a warm oven until they are all done.

Recipe--Sambusa

- 1 package spring roll wrappers (egg roll wrappers work well, too)
- 2 tablespoons oil
- 2 lbs. shredded or ground beef
- 1 leek, chopped
- 2 teaspoons ground cumin
- 2 teaspoons ground cardamom
- 1 teaspoon salt
- 1 teaspoon pepper
- 1 small onion, chopped
- 1 clove garlic, minced
- 1 tablespoon all-purpose flour
- 1 tablespoon water, or as needed
- 1 quart oil for frying

Heat the tablespoons of oil in a skillet over medium heat. Add onions, leek and garlic, and cook, stirring until the onions are transparent. Add beef, and cook until about halfway done. Season with cumin, cardamom, salt and pepper. Mix well, and continue cooking until beef has browned.

In a small cup, mix together the flour and water to make a thin paste. Using one wrapper at a time, fold into the shape of a cone. Fill the cone with the meat mixture, close the top, and seal with the paste. Repeat until you use all the wraps or all the filling.

Heat the oil to 365 degrees F (170 degrees C) in a deep heavy pot (a deep fryer would also work). There should be enough oil to submerge the wraps. Fry the Sambusa a few at a time until golden brown. Remove carefully and drain (on paper towels).

History: Beginnings of Banks

Saruni has a secret money box. What does your student use to keep his money in? Many American children have piggy banks. Ask your student if he knows where you keep your money (of course, I'm assuming you keep it in a bank). How did banks come into existence? Banks came into existence because people needed safe places to store their monies.

Words to discuss with your student before continuing:

temples-- used for worshipping God (or gods) like a church building

loans-- an amount of money lent for temporary use to a borrower with the expectation of repayment

merchants-- a person who sells goods

deposits-- putting money into a bank account

currency exchange-- trading one country's monetary units in for another country's monetary units

The first banks were probably the religious temples of the ancient world. Gold was stored in these temples in the form of compressed plates. Why would the owners of the plates choose temples to store their gold plates? They felt as if the temples were safe places as they were constantly attended, well built, and sacred places (hoping that this would keep the thieves out!). There are records in existence of loans made by temple priests to merchants in 18th Century BC Babylon.

Ancient Greece and Ancient Rome also hold evidence of banking; in Greece there are records of loans, deposits, currency exchange, and validation of coinage. In Rome charging interest on loans as well as paying interest on deposits was developed and became competitive. Banks have stayed in existence not just because people want their money to be safe, but also because they are interested

in making money since the bank pays them (an interest rate) to keep their money in the bank.

Information Source: Wikipedia

For a fun field trip opportunity, call your local bank and ask if your student can take a tour.

History: How Money is Made

Coins were invented in 7th century B.C. and have always been made of metal. Where does metal come from? Metal has to be extracted from its natural state (usually mined). Then the metal has to be turned into its required form usually through striking or casting. The western tradition is to strike coins between two engraved dies. The Chinese and Far Eastern tradition was (until the 20th century) to make coins by casting them in molds.

Source: World of Money

Culture: Coins from Around the World (and an Art Activity, too!)

Grab some pocket change or coins you have in your purse.

Look at coins from your country. What are they like? What pictures are imprinted on them? Why? Discuss as age-appropriate.

Now, use an internet search to look at coins from around the world. You may want to grab a globe and look at the different parts of the world where the coins are from. What are the coins like? What are your observations?

After you spend time observing all the coins, have your student design her own coin. Draw the coin (front and back) or use some clay and etch a design on the front and back.

→ Draw the coin inside the My Coin Design simple fold book and add it to your lapbook.

LANGUAGE ARTS

Language Arts: Vocabulary

plunge- to push or drive into something with force

gruff- rough or stern in manner, speech, or look

confusion- a state of disorder

wobbled- to move or cause to move with a jerky rocking or side-to-side motion

determined- having reached a decision : firmly resolved

nudged- to touch or push gently

clutched- to grip with or as if with the hand or claws

attempted- to make an effort; to try

Language Arts: Foreign Language (Swahili and Maasi)

After the Author's Note on pg. 32, you will find definitions and pronunciations for the following Swahili and Maasi words used throughout the story--

Chapati

Murete

Oi!

Pikipiki

Sambusa

Saruni

tuk-tuk-tuk-tuk (you may want to discuss/review onomatopoeia and that other languages have their own onomatopoetic words)

Yeyo

Try pronouncing these words with your student and explain to him what each one means.

Language Arts: Part of Speech- Adverbs

Examples of adverbs abound in this story. You may want to discuss some of the definitions with your student.

wearily

gleefully

tightly

barely

dangerously

proudly

deeply

suddenly
importantly

An adverb is a word that adds information to a verb, an adjective, or another adverb. One could say that it "limits" the verb (answering the question *where, when, how, how often, or to what extent*). An adverb is usually another form of an adjective (example: adjective- beautiful; adverb- beautifully). Often times, we also teach our students that adverbs are commonly spelled with an -ly ending (note: not ALL adverbs have an -ly ending...and not ALL words with -ly endings are adverbs).

Go-along book: *Up, Up, and Away* by Ruth Heller

When adverbs answer the question 'WHERE?' they express a relation of PLACE;

here, there, inside, outside, everywhere, southward

When adverbs answer the question 'WHEN?' they express a relation of TIME;

after, before, since, already, soon, then, now

When adverbs answer the question 'HOW?' they express a relation of MANNER;

hard, easily, loudly, quickly, silently, happily, sadly

When adverbs answer the question 'HOW OFTEN?' they express a relation of NUMBER;

always, never, seldom, frequently, once, twice, often

When adverbs answer the question 'TO WHAT EXTENT?' they express a relation of DEGREE;

almost, also, only, very, enough, rather, too

SCIENCE

Science: Coffee Trees

The story mentions coffee trees. Here is a lesson from Newton's Apple that gives a lot of great information and a fun experiment to do! The website encourages distribution for non-commercial uses, so we've been granted permission to use this here.

Native to Ethiopia, this crop is now grown around the world and is a major commodity in the world economy. The principal species, *Coffea arabica*, thrives at high elevations in a moist, mild climate where there is partial shade. That's why most of the big coffee producers are located in mountainous countries near the equator.

The coffee tree is a shrub like plant with glossy, dark-green leaves and small, white, fragrant flowers. The fruit, or cherry, is initially green and gradually ripens to a dark red. Although people used to eat the coffee cherries or chew the coffee leaves, the principal interest now is in the coffee seeds or beans.

Removal of the fruit from the beans requires several steps and considerable water because the inner part of the fruit is so sticky. Processors first pulp and wash the cherries, and then allow them to ferment before washing them again. During fermentation, microorganisms act on the sticky inner layer of the cherry to break it down. Finally, the seeds are dried, and a hulling machine crushes the remaining parchment covering so it can be removed. The seeds-now called green coffee beans-can be roasted in several different ways.

To prepare coffee, people brew the ground-roasted beans with hot water, a process that extracts flavor and fragrance chemicals. Only those chemicals that are soluble in hot water dissolve to make the coffee. The coffee grounds are left behind. One chemical naturally present in coffee is caffeine, which is a mild stimulant. But many different chemicals are manufactured by the coffee plant, and other chemicals are created in the roasting process.

Most coffee flavor comes from roasting-green coffee beans smell and taste completely different from roasted ones. Caffeine can be extracted from the beans to make decaffeinated coffee without altering the flavor much, since caffeine itself has very little flavor.

Questions/Topics for further research for your independent student

What are the known effects of caffeine on the human body?

Is caffeine addictive?

Are there medicinal uses for it?

Do soft drinks with caffeine sell better than those without?

What foods contain caffeine? Add up your daily intake.

Research the decaffeination process

A fruit is the enlarged ovary of a flowering plant, and it encloses the seeds from which a new plant can grow. Coffee cherries are fruits, and fruits all have some similarities. Dissect several fresh fruits. How are they different? How are they similar? Could you tell plants apart based entirely on their fruits?

Experiment: Make an Appealing Fragrance

Flavors and fragrances play a large part in our daily lives. We add spices to food to make it taste and smell good, and put perfume on ourselves to make us more attractive. We tend to avoid unpleasant odors. Most flavors and fragrances are not single chemicals but mixtures of several substances. Coffee is usually blended from various types of beans to obtain a pleasant taste. Experienced coffee tasters can tell where specific kinds of coffee come from just by taste.

Flavor and fragrance experts talk about "notes" of scent-fruity, flowery, aromatic, earthy, musky, and so on. Some odors are unpleasant in large amounts, but smell good in small amounts or when mixed with other scents. Coffee, for example, contains sulfur compounds that are unpleasant by themselves, but that smell pleasant in the aroma of coffee. Most perfumes are specific blends of fragrance notes.

Materials

- odoriferous materials such as flowers, spices, pine needles or chips, sage and mint leaves, and fruits (Caution! Not all of these materials are edible, so stick to fragrance, not taste.)
- hot water
- mortar and pestle

- small beaker
- funnel
- filter paper
- medicine droppers
- small screw-top bottles for storing the extracts

1. Using the mortar and pestle, grind the material you are testing into a pulp.
2. Place the material in the beaker and soak with hot water. Be careful when handling the hot water.
3. After stirring the material in the hot water, set up the funnel with filter paper. Pour the mixture into the filter paper and collect the filtrate (extract) in a screw-top bottle. Label the bottle with the source of the extract. Manufacture as many different extracts as time allows.
4. Mix small portions of various extracts to make new fragrances. Experiment with a variety of combinations. Can you design your own personal fragrance with particular "notes"?
5. Health food stores often sell essential oils from various plants. What other scents would you like to obtain to add to your mixture?

Science: Pruning

This story mentions pruning. You may want to discuss what pruning is with your student. Pruning is a method used with trees to cut off dead or diseased leaves and branches. Sometimes pruning is used to control or direct growth (make something grow in a certain direction or way). Pruning is also used with flowers and fruit. By cutting back the growth, the plant increases the yield of flowers or fruit (so you get even MORE fruit and flowers!). Pruning is important for grape vines. When certain parts are cut (usually in winter), the shape of the vine can be controlled as well as the quantity and the quality of the fruit. Pruning is also used for decorative reasons for small trees known as *Bonsai* (you may wish to point some of these trees out to your student the next time you are at a greenhouse or nursery. You may even want to take one home and let your child try this art form (don't forget to buy some pruning tools!).

ART

Art: Medium- Watercolor

If you have done many art lessons with your student, ask her to identify the medium in the pictures throughout this book. Let your student practice painting pictures of her choice with her set of watercolors (Prang are the best!).

MATH

Math: Currency

This story provides a great opportunity for you to teach your child the different coin denominations that your monetary system uses. (I'm in the U.S., so I am going to write my lesson based on our system; feel free to adapt to your own system.) You may wish to purchase some plastic coins or you can simply use pocket change. Introduce your student to each coin (penny, nickel, dime, and quarter).

If you feel your student is ready for more information, proceed with the following: Place a penny in front of your student. Tell her that a penny = 1 cent. This is the smallest unit of money in our currency system.

Place a nickel in front of your student. Tell her that a nickel = 5 cents. Place five pennies under the nickel.

Place a dime in front of your student. Tell her that a dime = 10 cents. Place two nickels under the dime OR ten pennies (or do one and ask your student to find another way to get the coins to equal the amount of the dime. Another option would be one nickel and five pennies.

Place a quarter in front of your student. Tell her that a quarter = 25 cents. Again, find combos of the other coins that equal the same as one quarter.

You can make the point that if you saved 200 pennies...that would seem like a lot of money! But, it really only equals \$2.00 (this is similar to what happened to Saruni). However, if you saved 200 dimes...that would be \$20.00. How much would 20 quarters equal?

Math: Story Problems

Mother gave Saruni "five whole ten-cent coins," how many cents does he have

total?

If Saruni had 305 coins and earned 5 coins per week, how many weeks did it take him to earn these coins?

Page 19 shows many rows and piles of coins. Assuming the piles are in stacks of five, how many coins are there total? Skip count by 5s with your student to find the answer.

Math: Saving Money

Yeyo (Saruni's mother) gave him money and asked him, ". . . what are you waiting for? Go and buy yourself something." What did Saruni choose to do instead of spending the money on food or a toy? Discuss what your student does when someone gives him some money. Does he keep it or spend it immediately?

Math Fun: Play Bank!

You could play monopoly together if your student is old enough. If not, set up a pretend bank and teach your small student the basics of banking.

BIBLE & CHARACTER

Character Study: Stewardship

Stewardship is defined as *the conducting, supervising, or managing of something*. What are we (as Christians) called to be good stewards of? Stewardship is a way for us to show God that we are thankful for the things He has entrusted us with. Really, we should be good stewards of anything and everything we have been given (including time, talent, and treasure).

Check out our free [Stewardship Lapbook](#).

Bible Memory Verse Possibility: Matthew 6:19-21

Discuss this passage with your student and make it your memory verse for the week.

"Lay not up for yourselves treasures upon earth, where moth and rust doth corrupt, and where thieves break through and steal: But lay up for yourselves treasures in

heaven, where neither moth nor rust doth corrupt, and where thieves do not break through nor steal: For where your treasure is, there will your heart be also."

Bible Story: The Parable of the Lost Coin

You may want to read and discuss the parable found in Luke 15:8-10 with your student this week.

Character Study: Contentment

Saruni sees the "sparkling row" of bicycles-- "one of them was decorated all over with red and blue"-- that's the bicycle he wants. He works so hard to save his money week after week (if you do the story problem in the math lesson-- it works out to 61 weeks-- that's over a year of saving coins!), but he didn't have enough money. The bicycle he eventually receives from his dad was probably not sparkly or new. It doesn't look decorated at all. Does Saruni complain about the bike not being red and blue? Is he disappointed now that he has been given a used bike? No! He is content (satisfied with what he has been given); he is thankful! He says, "Suddenly, I realized the wonderful thing that had just happened. 'My bicycle, I have my very own bicycle!' ...it didn't matter at all that it wasn't decorated with red and blue."

What a lesson for us! What a lesson for our students! Let us learn to be content with what we have...to be satisfied and thankful for what we are given even when it may not be what we were dreaming of.

Memory Verse: Philippians 4:11b "...for I have learned, in whatsoever state I am, therewith to be content."

Character Study: Selflessness

Many times when we save up our money, we are saving for something for ourselves. Discuss the following questions with your student:

What is Saruni saving for? (a bicycle)

Why does he want a bike? (So he can help his mother on market days)

At the end of the story, after he has a bike, he decides to start saving for something else. What is it? (a cart)

Why does he want this cart? (if he had a cart to pull behind his bicycle, he could lighten his mother's load)

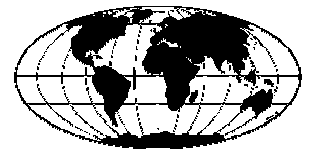
Saruni cares much for his mother. He tries to find ways to make her work easier for her and saves his own money (that he could've spent on toys or yummy treats) to help out. Discuss selflessness with your student. In what ways could he help others? What is he willing to give up in order to aid someone else?

Materials and information on this website may be used for your own personal and school use. **Material may not be shared electronically or be used for resale.**

© Homeschool Share

Is
Tanzania?

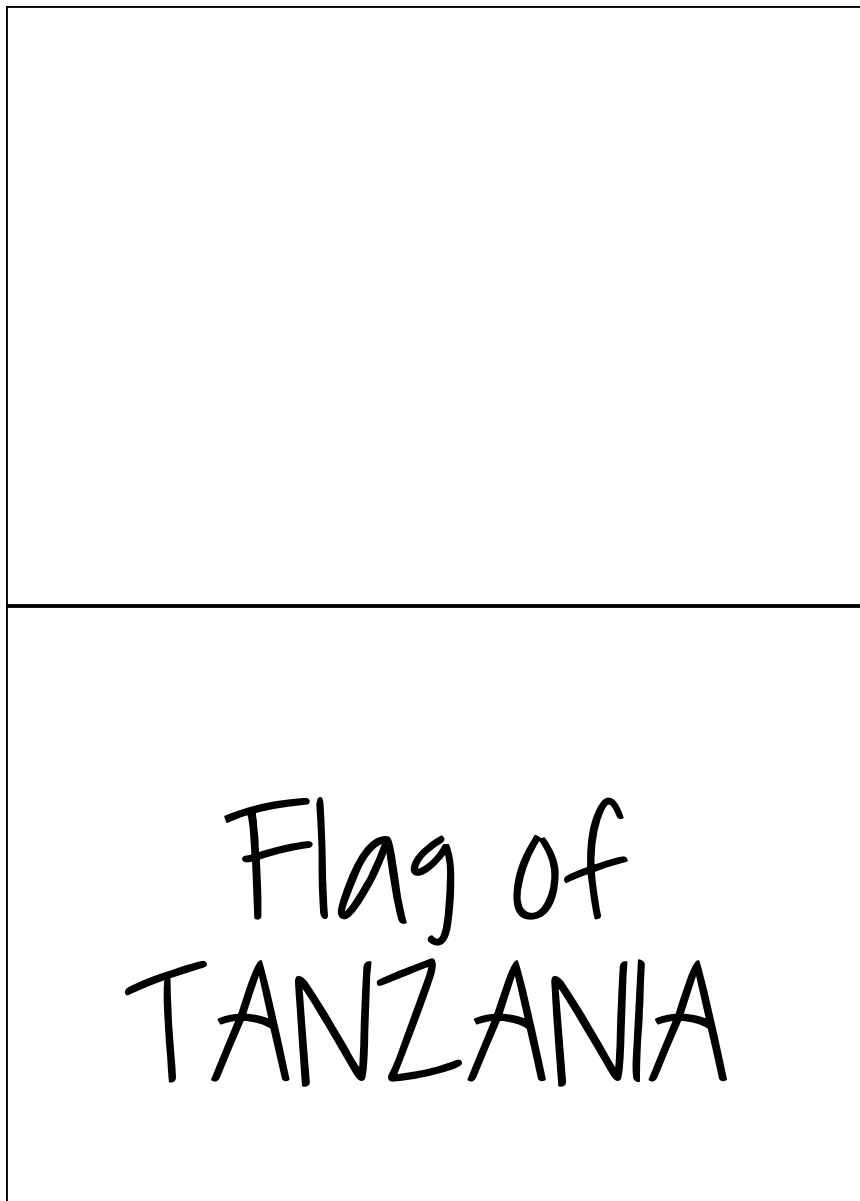
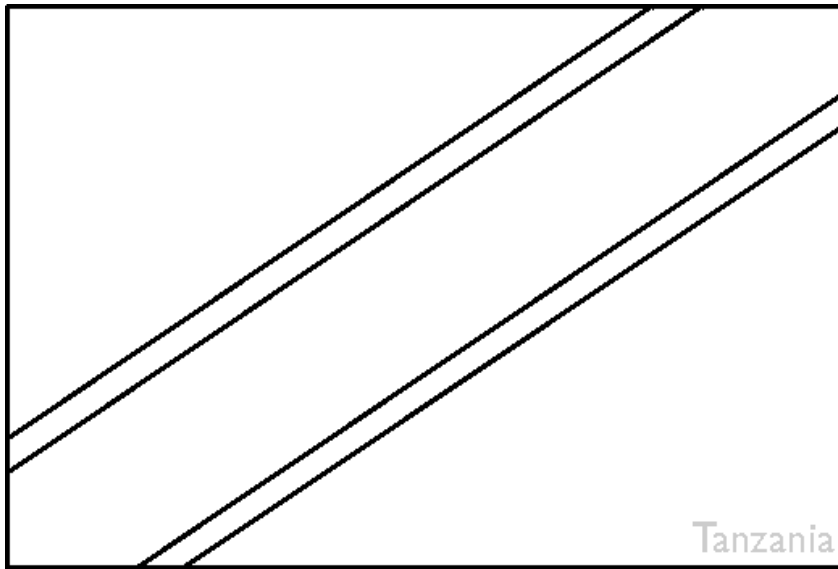
Where
in
the
World. . .



What continent is Tanzania on?

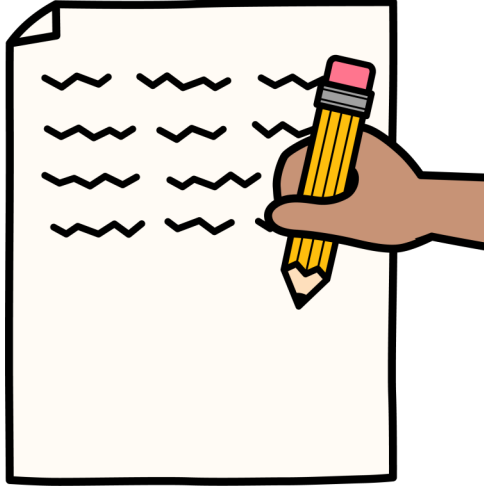
Find Tanzania on the map and color it in.

Cut out shutter book and map on solid lines.
Fold shutter book on dotted lines so that words
are on cover. Glue map into book under shutters.



Adverbs Flap Book

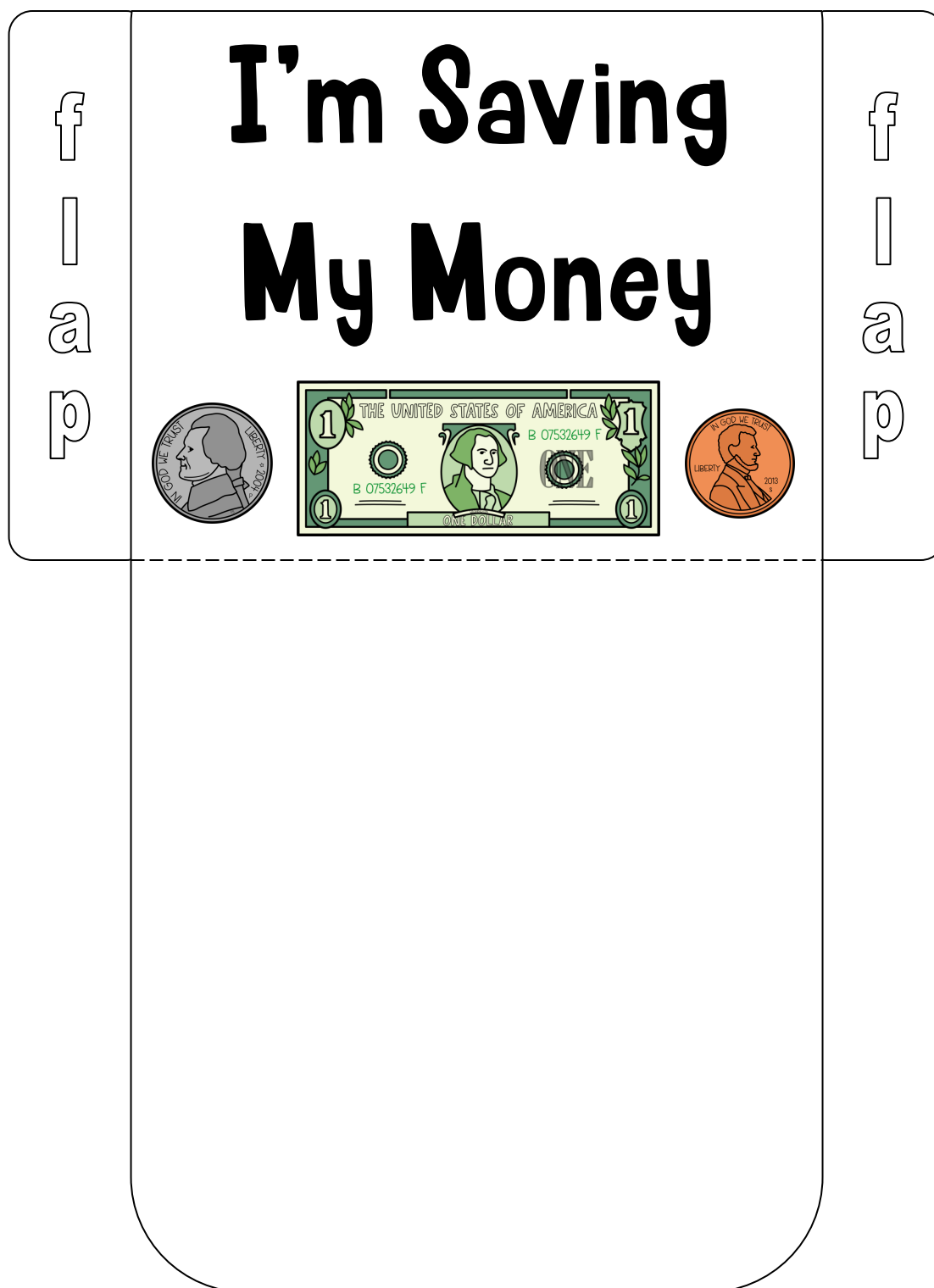
Directions: Cut out book as one piece. Fold left side under. Fold right side under (it is the cover). Unfold book. Cut on the lines to form five flaps. Paste the sentences under the flaps.

How?		<h1>Adverbs</h1> 
When?		
Where?		
How Often?		
To What Extent?		

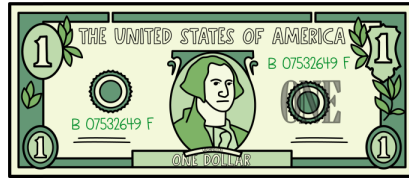
Bob played <u>outside</u> .
You can eat <u>now</u> .
The dog growled <u>loudly</u> .
Jane kicked the ball <u>twice</u> .
I have slept <u>enough</u> .

I'm Saving My Money Activity & Pocket

Directions: Cut pocket out as one piece. Fold back up. Wrap flaps around the back and glue down. Fill out savings sheet on next page. Fold and store in pocket.



I Did It! ↓



\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ 0.00

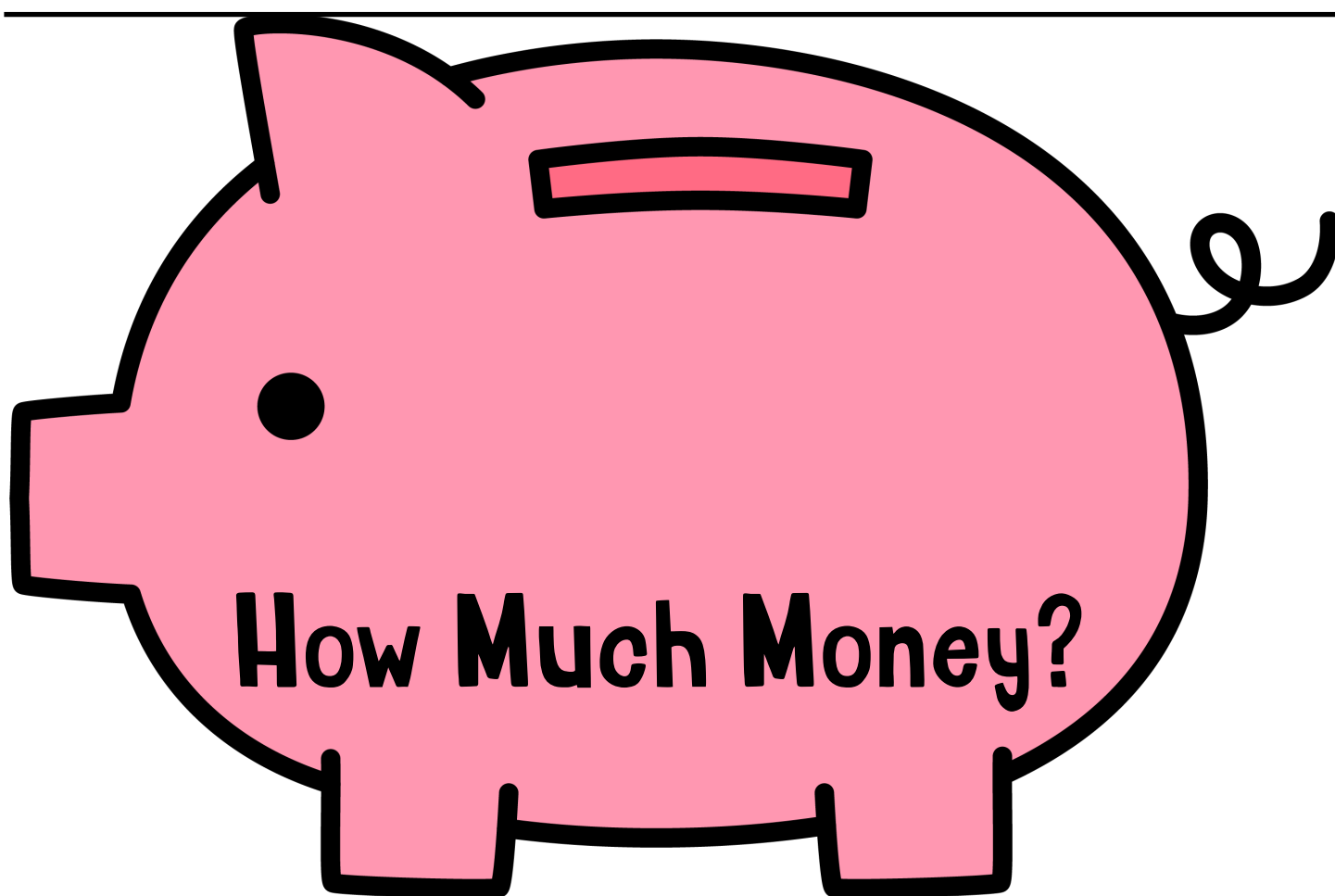


I am saving for _____

It costs _____

I'm Saving My Money Activity & Pocket

Directions: Fold the piggy bank paper in half, on the line, then cut around the piggy bank.
Complete the conversion page and paste it inside the pig shape book.



How Much Money Piggy Bank Shaped Book

If I saved 200 pennies, I would have \$ _____

If I saved 200 nickels, I would have \$ _____

If I saved 200 dimes, I would have \$ _____

If I saved 200 quarters, I would have \$ _____

If I saved 200 dollar bills, I would have \$ _____

My Coin



Design

My Maasai Words Flap Book

Directions: Cut out book as one piece. Fold left side under. Fold right side under (it is the cover). Unfold book. Cut on the lines to form five flaps. Write the words under the flaps.

Oh my!

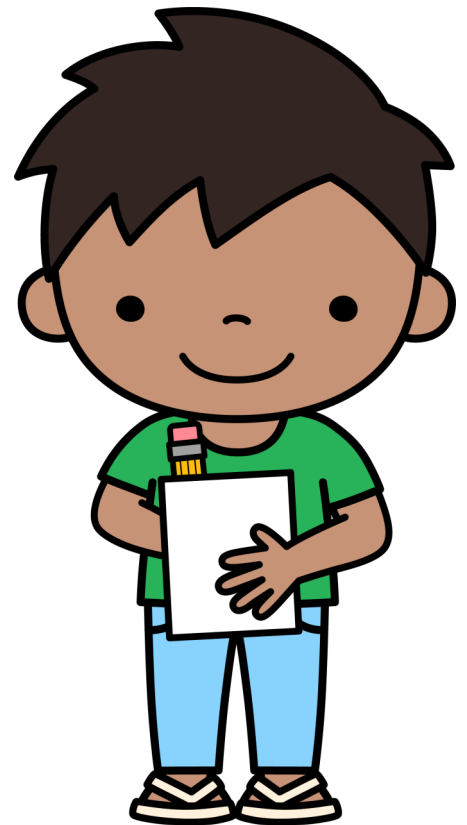
An older version
of a child,
a role-model

A boy's name

The sound an
engine makes

A mother

My Book of Maasai Words



Swahili Words Flap Book

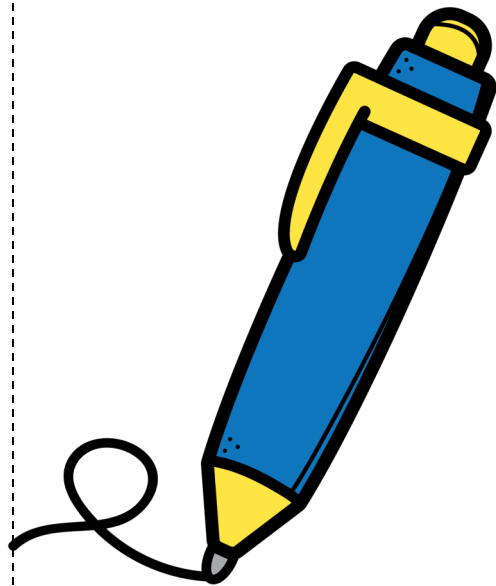
Directions: Cut on solid lines. Fold on dotted lines (like a pamphlet). Write the words under the flaps.

unleavened flat
bread eaten in
East Africa

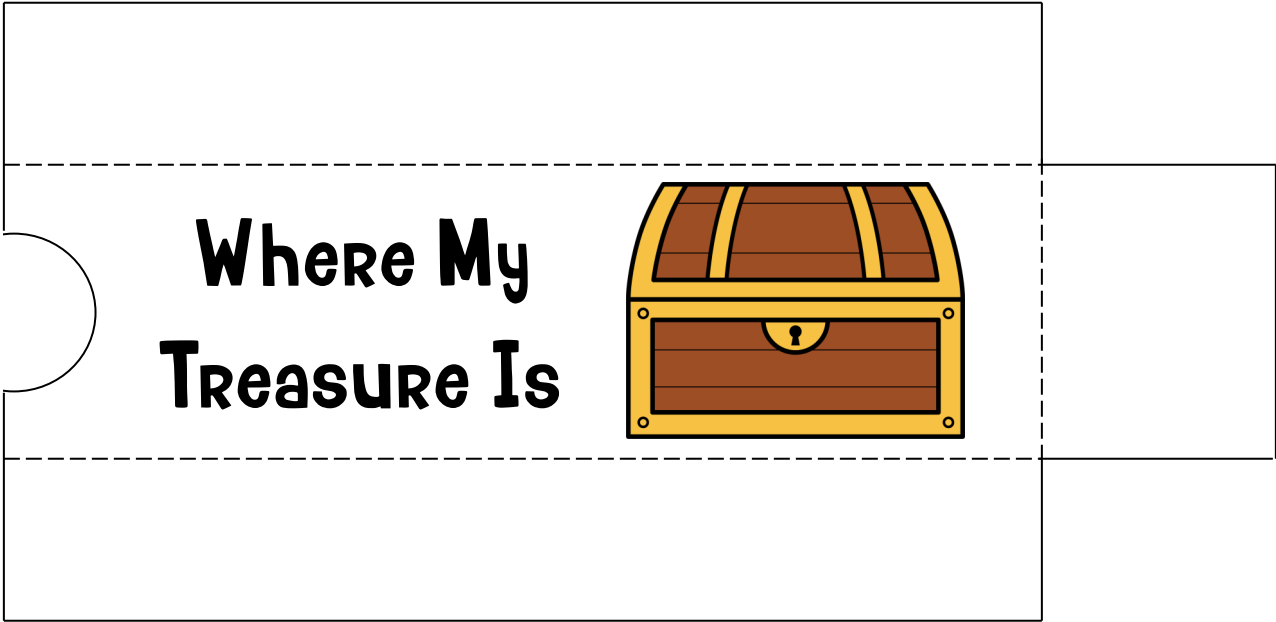
a motorbike

triangular
pouch of dough
filled with meat
and vegetables


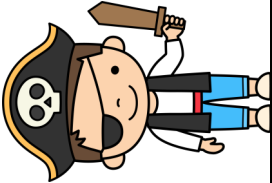

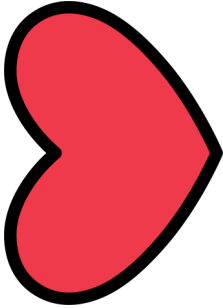
Swahili Words

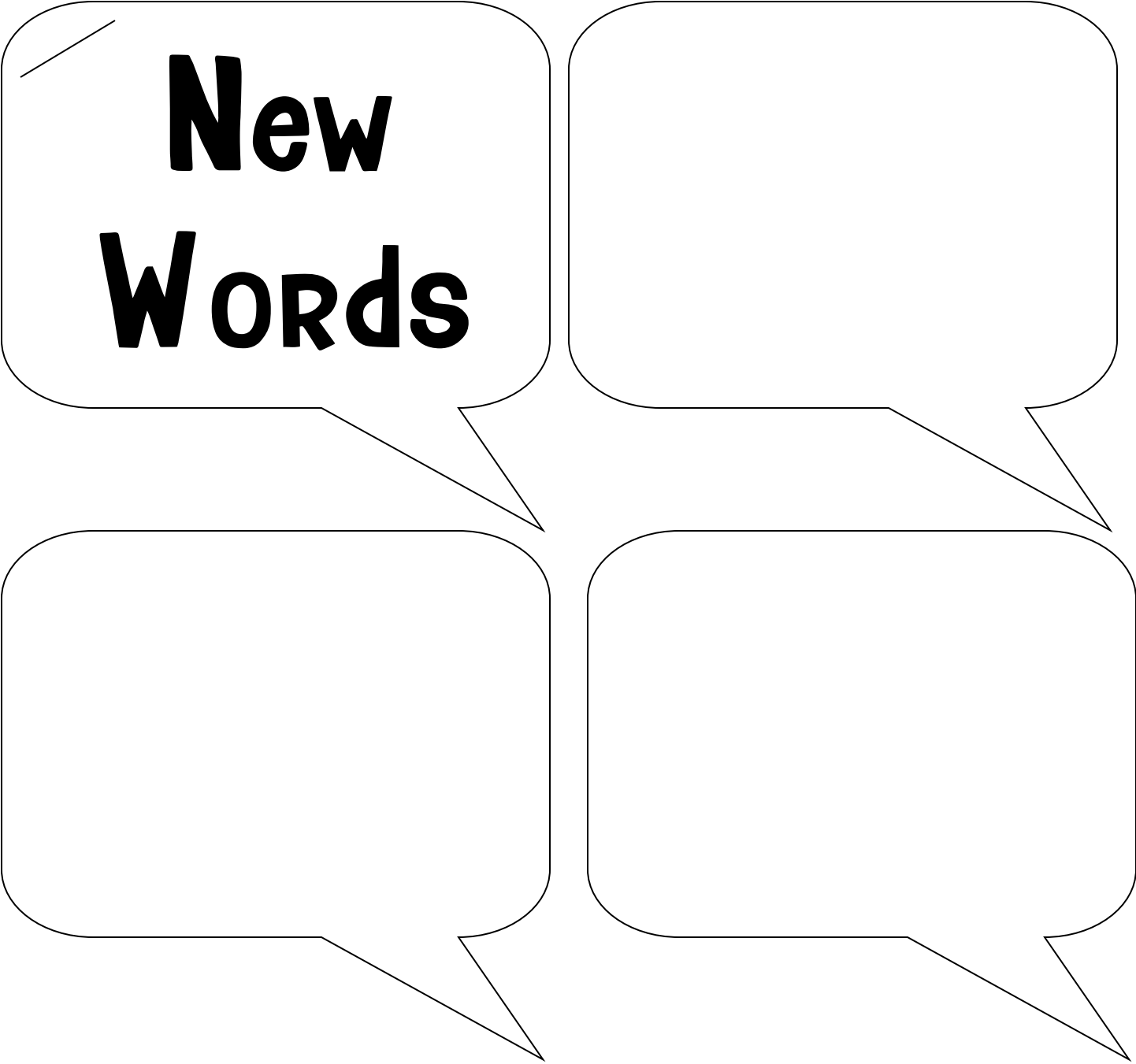


Directions: Cut pocket out as one piece. Fold flap on right side under. Fold top and bottom flaps under. Glue the back of the pocket to your lapbook. Store cards (found on next page) in pocket. Cut out strips. Let your student put them in order (to review the verse). Store cards in the pocket.



© Homeschool Share

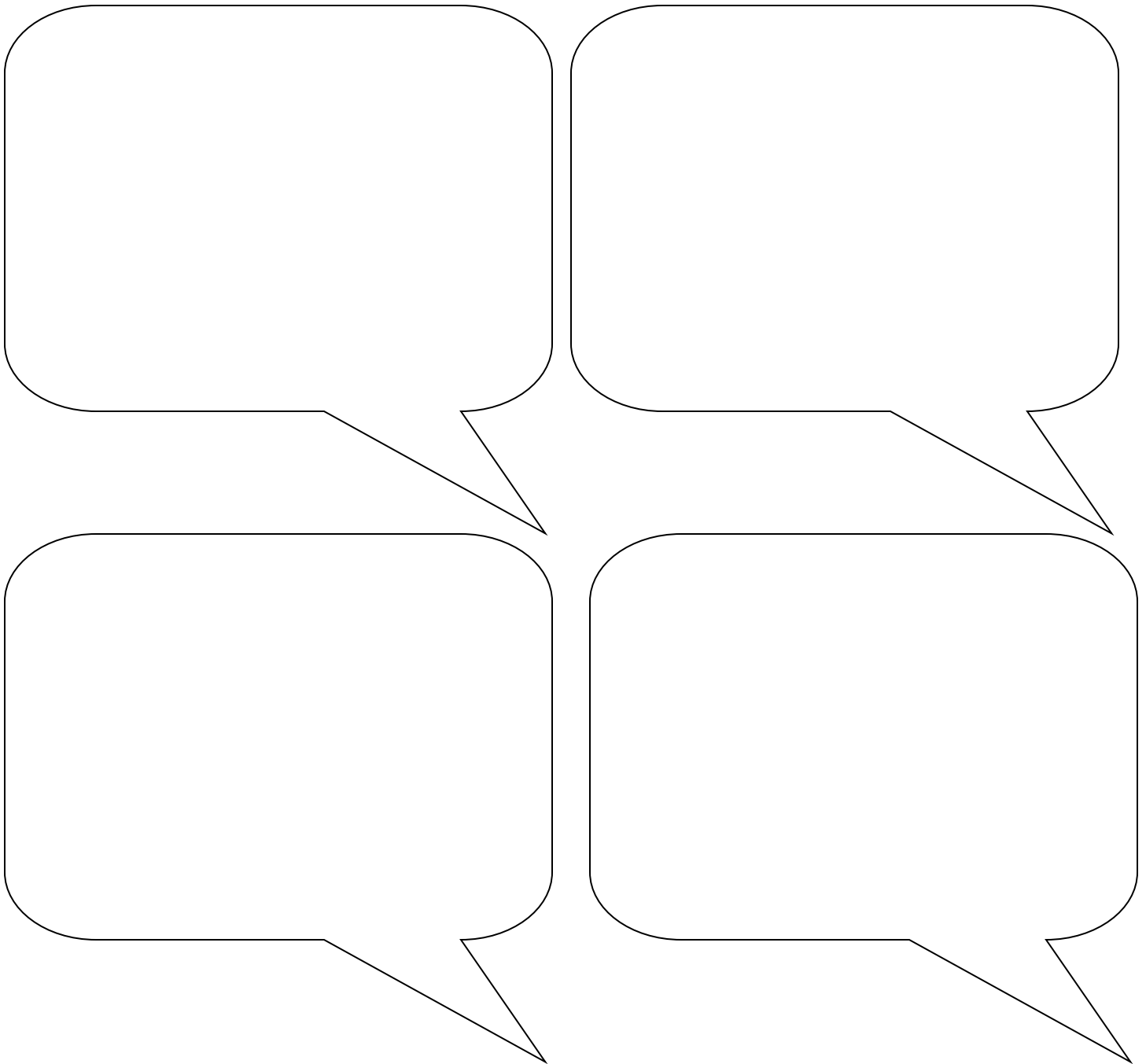
 <p>Do not store up for yourselves treasures on earth</p>	 <p>where moth and rust destroy, and where thieves break in and steal.</p>	 <p>But store up for yourselves treasures in heaven,</p>	<p>where moths and rust do not destroy, and where thieves do not break in and steal.</p>	 <p>For where your treasure is, there your heart will be also. Matthew 6:19-21</p>
--	---	---	--	---



New Words

New Words

Directions: Cut out shapes. Write new words and definitions on the pages. Stack together with cover on top and secure with a staple. Print as many blank bubbles as you need.



Money Equivalents Book

NEXT PAGE DIRECTIONS:

Cut out pages. Let student complete the money equivalents. Stack pages together with cover ("Money Equivalents") on top and secure at the top with a staple.

How Many



Are Equal to



How Many



Are Equal to



How Many



Are Equal to



Money

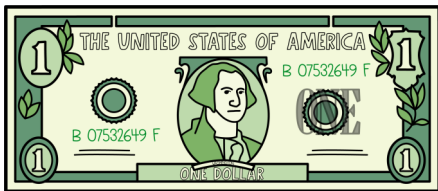
Equivalents



How Many



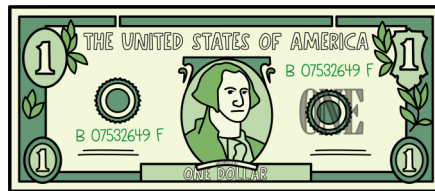
Are Equal to



How Many



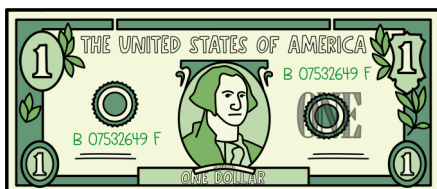
Are Equal to



How Many



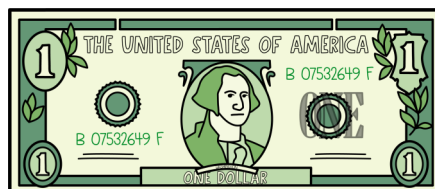
Are Equal to



How Many



Are Equal to



Terms of Use

This product may be used for your own classroom or personal use. It may not be shared as a pdf file, on the web, or in any other way. It should not be recreated or duplicated. © www.homeschoolshare.com

Lapbook Clipart and Font Credits

