

Shell Money



By Matthew Lioa
Pictures by Alfred Haemanu

Nguzu Nguzu Reading Books

Original edition 1995

Second edition 2015

Third edition 2017

Review and re-development project

Coordinated by Deborah Kole, Marie Quinn and Joanna Kelman
under the Literacy Programme Management Unit (LPMU)
within the Ministry of Education and Human Resource Development

Series editor: Marie Quinn

Development team: Joanna Kelman, Clement Balea, Sonia Basile &
Christopher Mali

Teachers' Notes for this book: Marie Quinn

Book Code: Y3014T

©Copyright Ministry of Education and Human Resource
Development 2015

All rights reserved. Any parts of the book may be copied,
reproduced or adapted to meet local needs without permission from
the authors, provided that parts reproduced are distributed free for
educational purposes only. Written permission should be obtained
from the Curriculum Development Division if the book is reproduced
to make profit.

Shell Money



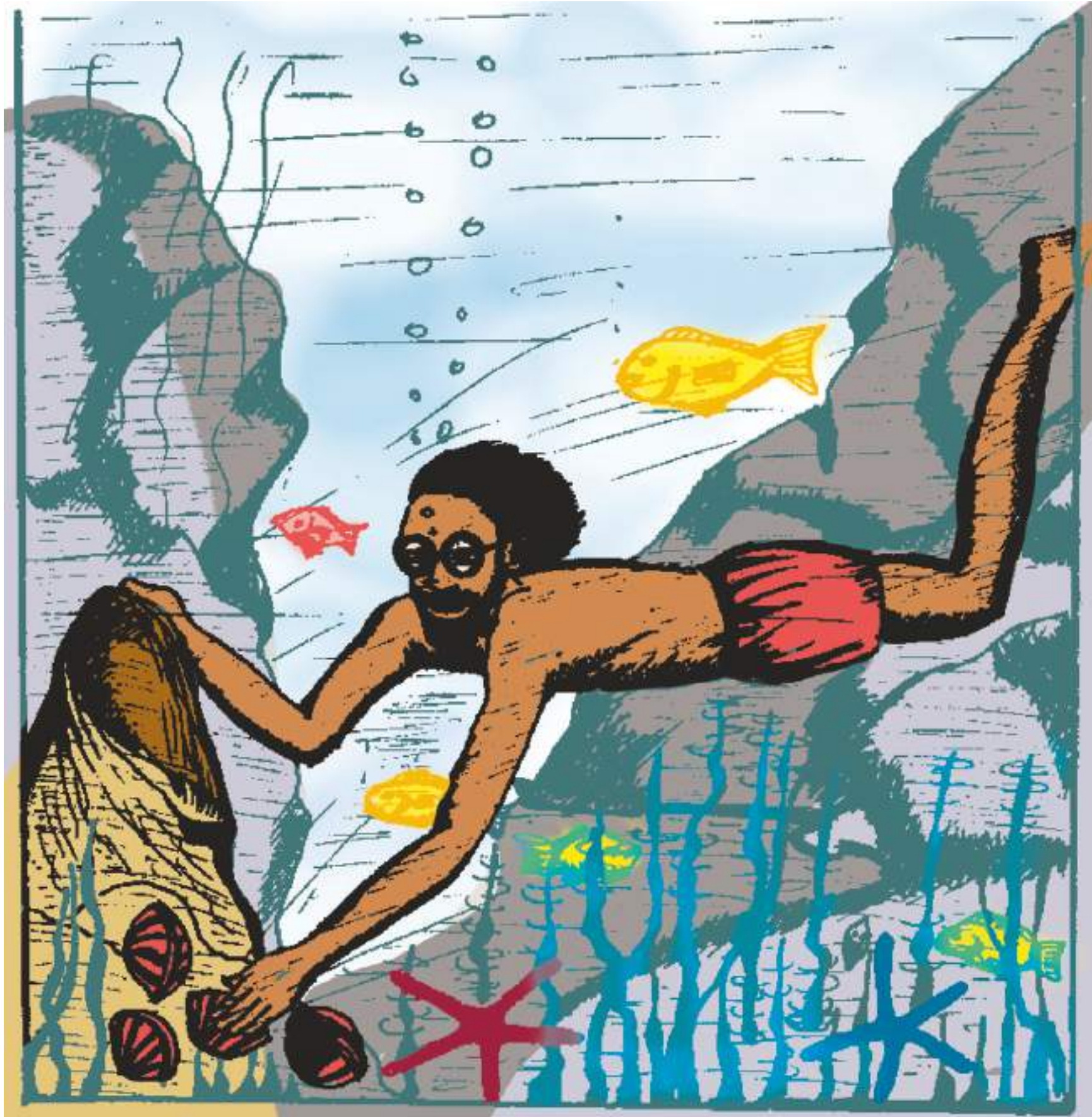
By Matthew Lioa
Pictures by Alfred Haemanu



The people of Langalanga lagoon in Malaita are famous for making custom money from sea shells. Long strings of different coloured shells are called Tafuliae. Tafuliae is used for bride-price, to pay fines or to offer as a gift.



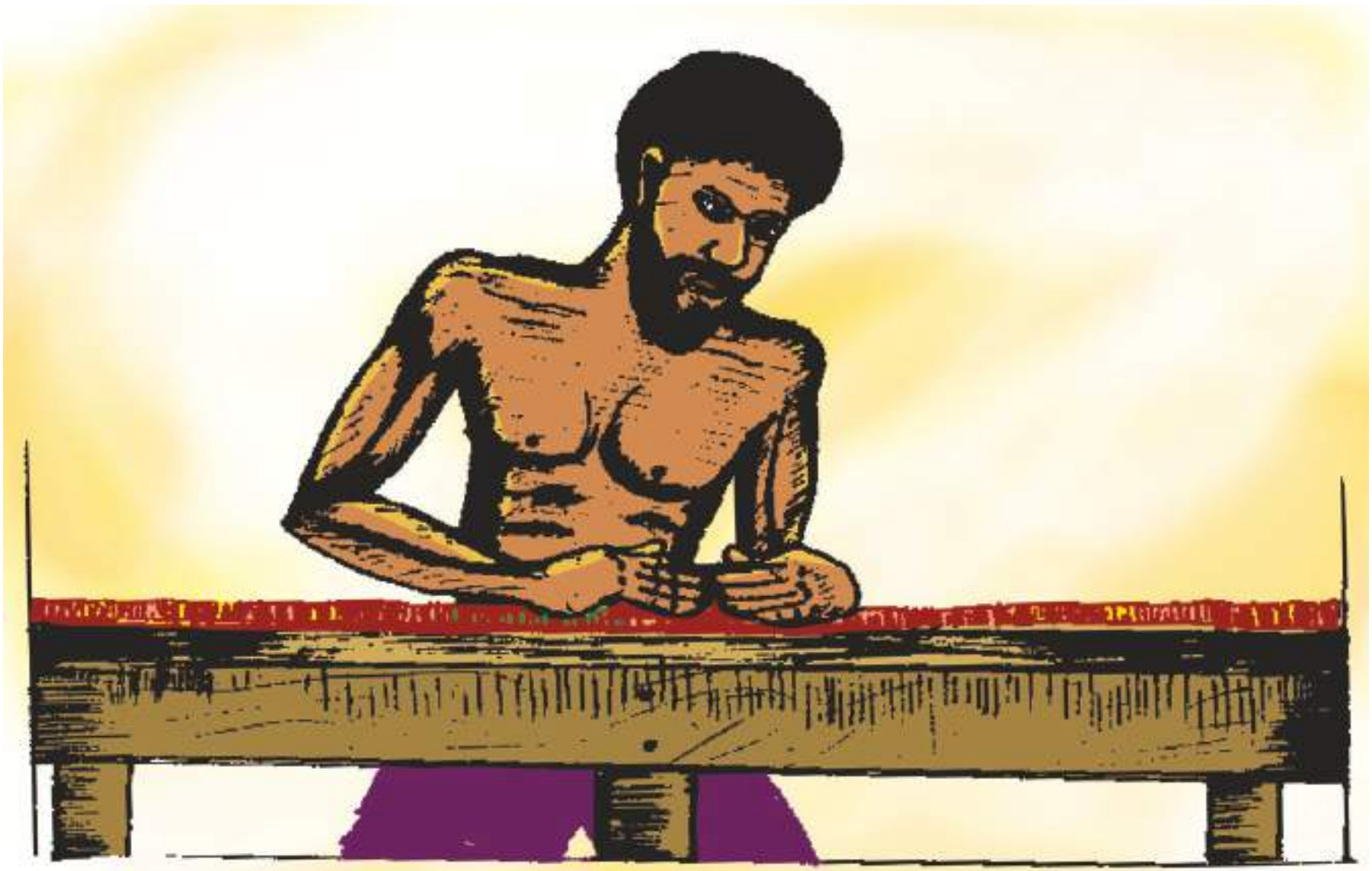
First the shells are collected from the sea. Pink, purple and black shells are found in the reefs. White shells are easy to find in the mangroves. Red shells are very rare so they are most expensive.



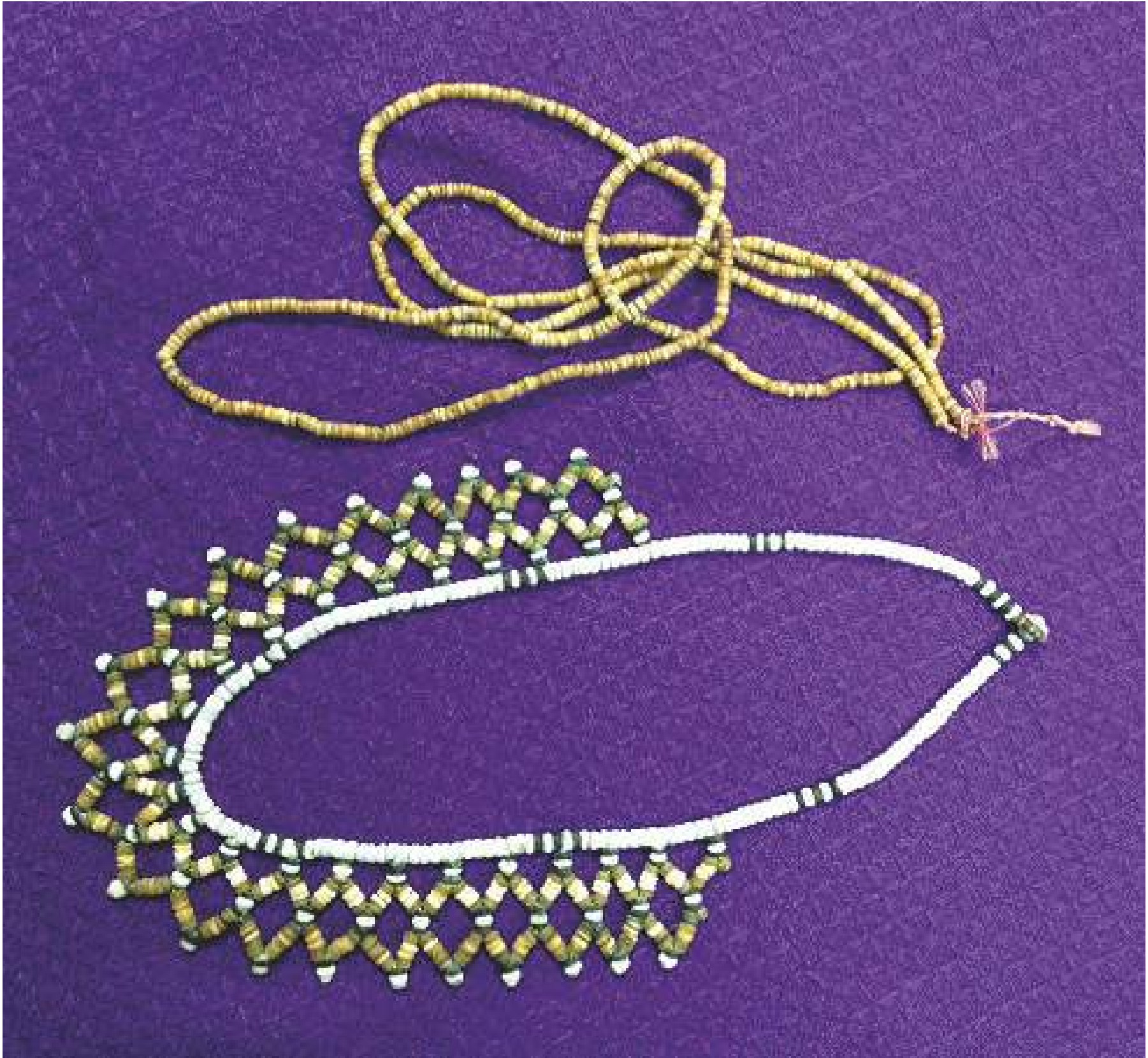
The people from Langalanga do not find the shells themselves. The men from the village of Tarapaina dive for red shells in the deep passages of South Malaita. They sell the shells to the people of Langalanga lagoon.



The Langalanga women use two stones to break the shells into small pieces. After that they use a hand-drill to make a small hole in each piece of shell. Next, the small pieces of shell are then threaded on to long strings.



Finally, the strings are laid out on a piece of wood and are rubbed with a stone until the shell has been polished smooth.



The shells are made into many different patterns. Sometimes names are also made into the patterns.



Some people wear beautiful custom dress made from custom shell money at weddings, feasts and custom dances.

Text:	<i>Shell Money</i>
Level:	Year 3
Message:	Solomon Islands has interesting traditions
Discussion focus:	Shell money and other crafts
Comprehension:	Report structure; sequencing; cloze
Vocabulary focus:	Noun groups; verbs in reports; order markers
Letters and sounds:	-are as in <i>rare</i>
Writing opportunity:	Making a procedure from a report

ACTIVITIES	LANG.	SYLLABUS
Day 1 Modelled Reading Set the context: Talking with learners Show the book to the learners: <i>This book is called Shell Money and will tell us about how the beautiful shell money of Solomon Islands is made.</i> Ask the learners if they know what shell money is and what colours, You might have to tell them about it, using the picture on the front cover to help you. You might be able to bring in some shell money for the learners to look at before they read. Explain that this book gives us information about people making the shell money. Ask: <i>What sort of information will we learn from this book?</i> The learners might be able to predict that we will learn where it is made, who makes it, how they make it. Walk through the book, showing the pictures and letting the learners tell you what is happening. You can help them recognise the actions. Introduce any words that you think will be new for them in English.	V/P	3.4.1.1 3.3.2.1
Read the story: Listening and watching Read the book in clear English, pointing to the actions in the pictures as you read them.	E	
Review the story: Understanding the story Go back through the pages with the learners. Get them to retell to a partner what was happening as you turn each page. Make sure they can identify the correct parts of the process.	V/P + E	3.4.2.3
Responding to the story: Talking by the learners Ask learners to think about the shell money and its uses. <i>Is this the same as money we use in the shop? How is this special money? Is it good to have traditional money like this or should we just use normal money?</i> Help learners to think about how shell money represents the Solomon Islands when it is used for bride price etc.	V/P + E	3.6.1.4
Close Reading Use close reading to look at pp. 2 and 3. Summarise: this tells us where the shell money is used and found.	E + V/P	3.4.2.3 3.4.2.5

<p>Day 2</p> <p><u>Shared Reading</u> Revising and completing the book</p> <p>Ask learners to retell the information about shell money as you turn the pages.</p> <p>Ask some learners to read pp. 2 and 3 to the class, since these were the focus for close reading on Day 1. You read the rest of the book to the learners.</p>	V/P	3.3.2.1																
<p><u>Close Reading</u></p> <p>Do a close reading of the pages where the shells are processed: pp. 5 – 7. You should decide how many pages learners are able to do with you. This part show the actions of making the shell money. Focus on the verbs (<i>use, to break, to make</i>) and the noun groups (<i>small holes, long strings</i>).</p>	E	3.4.3.5 3.4.2.5																
<p><u>Comprehension: Report structure</u></p> <p>Ask learners to identify how this book is NOT a story: there is no complication; it is not about a character; it is true information. This means the book has a different structure to the books they have been reading this year. The pages tell us different types of information.</p> <p>Give the learners the small books. With a partner, they go through and identify the information that we learn on each page. Give them about 10 mins to do this then work as a class to summarise. It will be something like this, but make sure you are helping the learners to contribute ideas:</p> <table><tr><td>p. 2</td><td>Where the shell money is made</td><td>p. 6</td><td>How to make shell money</td></tr><tr><td>p. 3</td><td>Types of shells</td><td>p. 7</td><td>What is made</td></tr><tr><td>p. 4</td><td>How they get the shells</td><td>p. 8</td><td>How shell money is used</td></tr><tr><td>p. 5</td><td>How to make shell money</td><td>p. 9</td><td>How shell money is used</td></tr></table> <p>Give out a book that is a story that learners have already read. Let them go through and notices the structure of the story, how it is different to the report: orientation, complication, resolution. Discuss how the purpose of the story is to entertain us or give us understanding about a message, but the report is to give us facts.</p>	p. 2	Where the shell money is made	p. 6	How to make shell money	p. 3	Types of shells	p. 7	What is made	p. 4	How they get the shells	p. 8	How shell money is used	p. 5	How to make shell money	p. 9	How shell money is used	E + V/P	3.4.2.3
p. 2	Where the shell money is made	p. 6	How to make shell money															
p. 3	Types of shells	p. 7	What is made															
p. 4	How they get the shells	p. 8	How shell money is used															
p. 5	How to make shell money	p. 9	How shell money is used															

ACTIVITIES		LANG.	SYLLABUS						
<p>Day 3</p> <p><u>Revisiting the story: Shared reading</u></p> <p>Review the book, asking learners to review the structure of the report and what we learn on each page (not reading the words, just summarising the type of information).</p> <p>Ask for volunteers to read every second page while you read the other pages to the learners.</p>		E + V/P	3.3.2.1 3.4.2.4						
<p><u>Vocabulary: Verbs in reports</u></p> <p>Focus on the pages that tell how to make the shell money. Ask learners to work with a partner to look through these pages in the small books to find all the verbs and write these down in their exercise books as they appear in the book. Let them do this for about 10 mins then check the class list. You should have: <i>use, to break, to make, are then threaded, are laid, are rubbed</i>. Explain that these verbs are all in present tense (you need to have the <i>are</i> in the verb groups to see the present tense). This is because a report is not in the past, it is now and continues so we use present tense.</p> <p>If we wanted to tell someone to make shell money, we would have to change the verbs to a command form to make instructions. With the learners, identify the command form of each verb and write it beside the first verb:</p> <p><i>use use</i> <i>to break break</i> <i>are threaded thread etc</i></p> <p>Ask the learners to draw 6 boxes in their books and put the action for each of these verbs in each box. Then draw the picture of this action being done. They will need this for the activity on Day 5.</p> <div><div>Use</div><div>Break</div><div>Make</div><div>Thread</div><div>Lay</div><div>Rub</div></div>		E + V/P	3.4.3.5 3.4.2.5 3.8.1.2						
<p><u>Letters and sounds: -are</u></p> <p>Write this sentence on the board: <i>Red shell is the most expensive because it is very rare</i>. Ask the learners to find this sentence in the book. Make sure they know what <i>rare</i> means (not very common, hard to find). Look at the word and how it gives an unusual sound for <i>a</i>. In <i>The Village Feast</i> we learnt that <i>e</i> makes the vowel long, but here it makes the <i>a</i> say <i>air</i>. This is a little confusing so they will need to learn it as a special rule. Write up these words to show the rule: <i>share, care, stare, fare</i> (money we pay to travel), <i>bare</i> (no clothes), <i>dare, hare</i> (an animal like a rabbit), <i>mare</i> (female horse). Make sure the learners know the meanings of the words (you might have to explain them). The learners can try making sentences with 2 or more –are words: <i>I will not stare at the bare hare; I care and so I share my food with you</i>.</p>		E + V/P	3.4.3.1 3.4.3.3						
<p>Day 4</p> <p><u>Revisiting the story: Shared reading</u></p> <p>Distribute the small books. Read the first page to the class, then ask a group of learners to read the next page. Continue with teacher reading a page, groups reading a page.</p>		E	3.4.2.4						
<p><u>Vocabulary: noun groups</u></p> <p>Write these words from the story up on the board:</p> <table><tr><td>_____ holes</td><td>_____ custom dress</td></tr><tr><td>_____ pieces</td><td>_____ patterns</td></tr><tr><td>_____ strings</td><td>_____ money</td></tr></table> <p>Using the books, learners find all the places these words appear in the books, looking at the words that are used to describe them (the word in front). Now think about what would happen if we changed the words in front: <i>How would this change the meaning? Would the shell money still work?</i> Discuss how reports try to be exact and who the particular information (<i>small holes, long pieces, long strings</i>) as well as tell us the effect (<i>beautiful patterns</i> etc).</p> <p>Let learners suggest other ways of making the noun groups keeping the same meaning: <i>little holes, lovely patterns</i> etc.</p>		_____ holes	_____ custom dress	_____ pieces	_____ patterns	_____ strings	_____ money	E + V/P	3.4.3.6 3.4.2.3
_____ holes	_____ custom dress								
_____ pieces	_____ patterns								
_____ strings	_____ money								
<p><u>Comprehension: Cloze</u></p> <p><i>Preparation:</i> Write this cloze passage onto a chart or the board.</p> <p><i>Shell money is made by _____ from Langalanga Lagoon. They must first buy the _____ from Tarapaina. The shells are too big so they need to be _____ into pieces and they are too rough so need to be _____. Then they are ready to be put on _____. Then they can be made into _____ and _____. This shell money is famous in Solomon Islands.</i></p> <p>Show the cloze passage to the learners and read through without saying what should be in the spaces: just say <i>space</i> when you come to the space! Learners work with the partner and the book to decide what should go in the spaces: this is done by talking, not writing. Let the learners talk for about 10 mins with their partner. Then discuss as a class: do NOT write the words in the spaces, just talk about the rods that make sense. Encourage them to listen to the sound of the sentence. There may be more than one option (eg. <i>Shell money is made by people from Langalanga Lagoon; Shell money is made by villagers from Langalanga Lagoon</i>). Encourage learners to think of different, but correct answers.</p> <p>Now that you have talked about it, the learners are ready to write the paragraph in their books with the spaces filled. Move around and check how they are filling it in. Encourage them to read it out loud to their partners as they finish.</p>		E + V/P	3.4.3.9 3.4.2.5 3.7.2.4						

ACTIVITIES	LANG.	SYLLABUS
Day 5 <u>Independent Reading</u> Distribute small books and ask learners to read the story to each other or independently.	E	3.4.2.4 3.6.1.1
<u>Guided Writing: Making a procedure from a report</u> Use the planning done on Day 3 for this activity. Look at the instructions. Explain that we are going to turn this into a written set of instructions. Ask the learners if they know the stages of a procedure: <i>title (how to make...), materials, instructions, a comment</i> (optional). <i>What will the title for this be?</i> Learners can suggest what you will write on the board. As a class, list the materials and tools they will need: look closely at the book to find the tools. Write these on the board. <i>What ways can we help the reader to know the order of the instructions?</i> Use numbers (1, 2, 3 etc) OR use words: <i>first, then, next</i> . Look at the words that have been used in the book to give Write up some ways of sequencing the actions. Make it clear that you choose to use numbers OR words, not both! <i>Is there anything we need to do first, before we start the process?</i> (Find the shells). Instead of <i>use</i> , replace with <i>find</i> or <i>get</i> . With a partner, the learners are ready to write a procedure: They choose a title, copy the materials, decide to use numbers or words, then use the pictures to write the instructions. They should also think about how they write the noun groups: these could be slightly different to the ones in the book. Finally they write a comment about the shell money, saying if it is good or bad! Move around while they are writing to help with format and sentences. When they finish, the partners can show others what they have done. They can illustrate with pictures of the actions.	E + V/P	3.7.1.1 3.7.1.3 3.7.2.3 3.9.1.6

