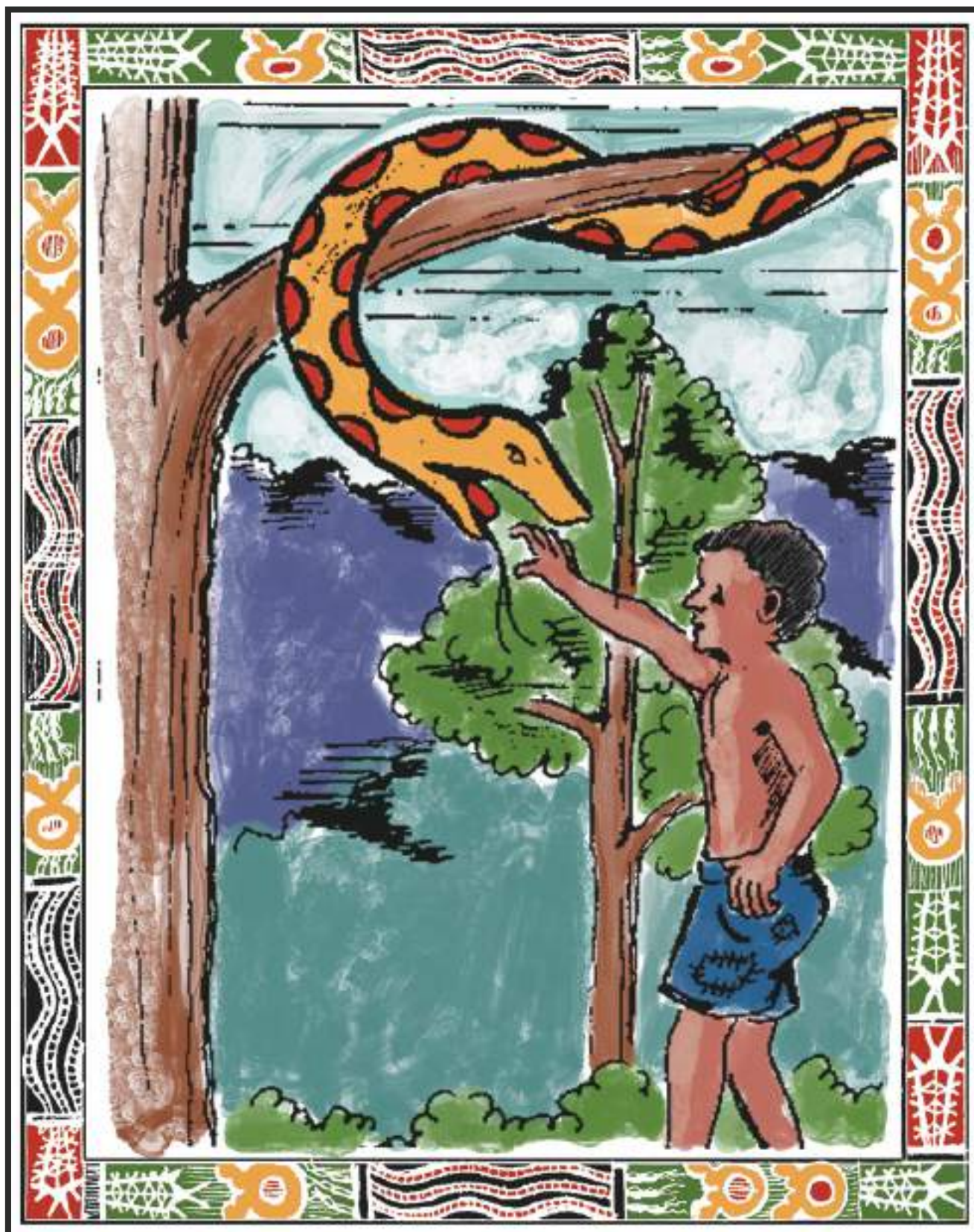


# Gwasu's Coin



By Billy Fito'o  
Pictures by Tonny Hiriasia

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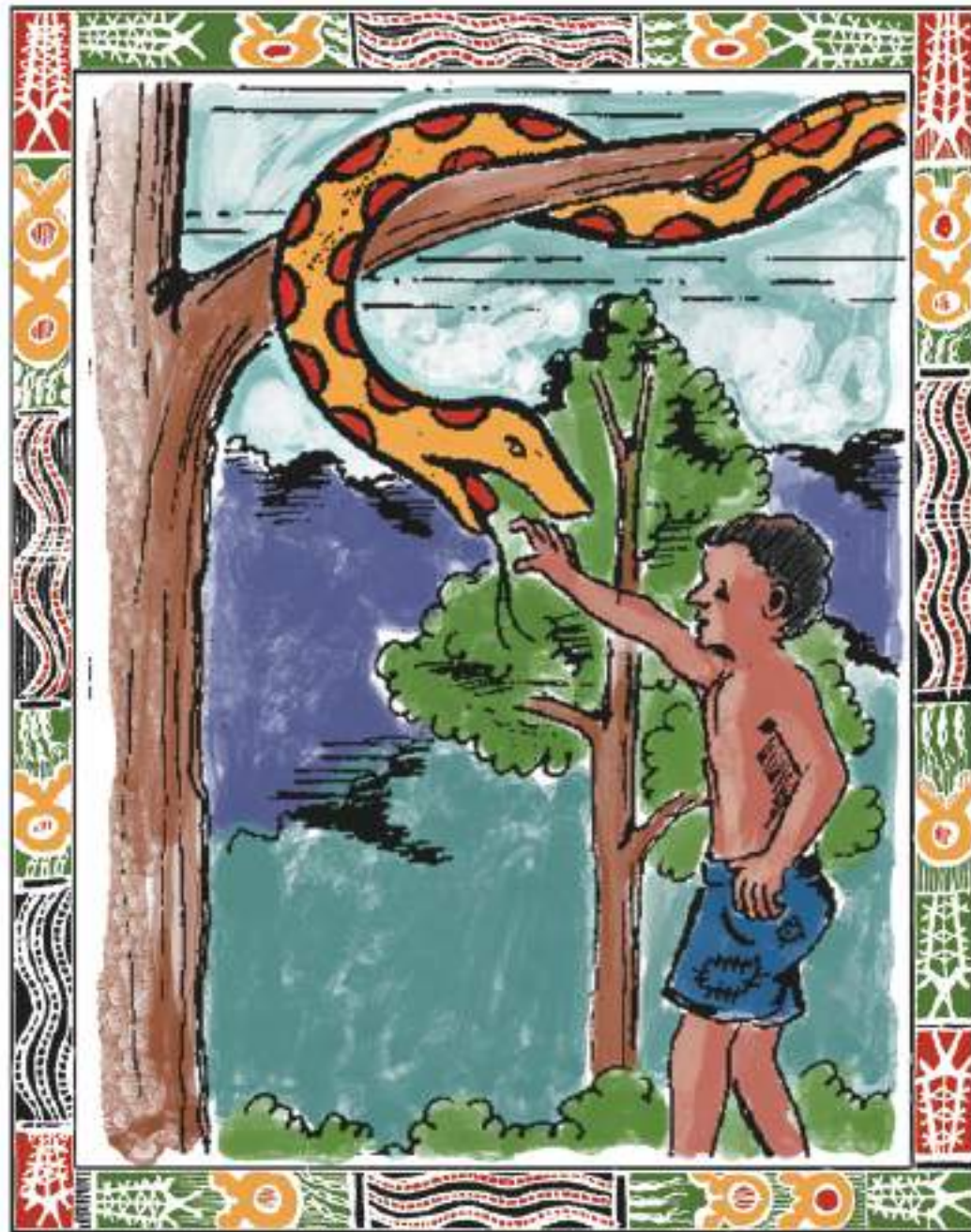
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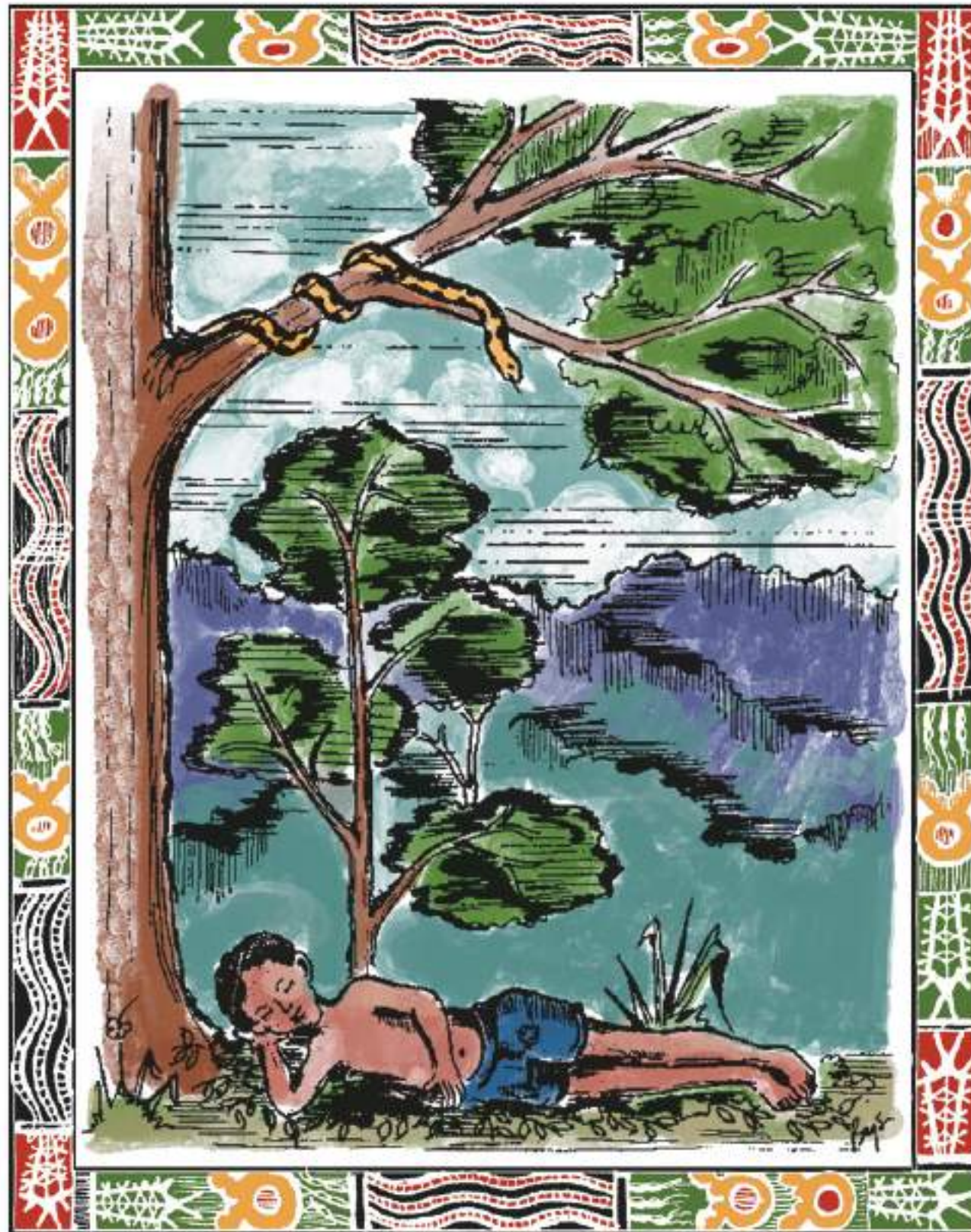


# Gwasu's Coin



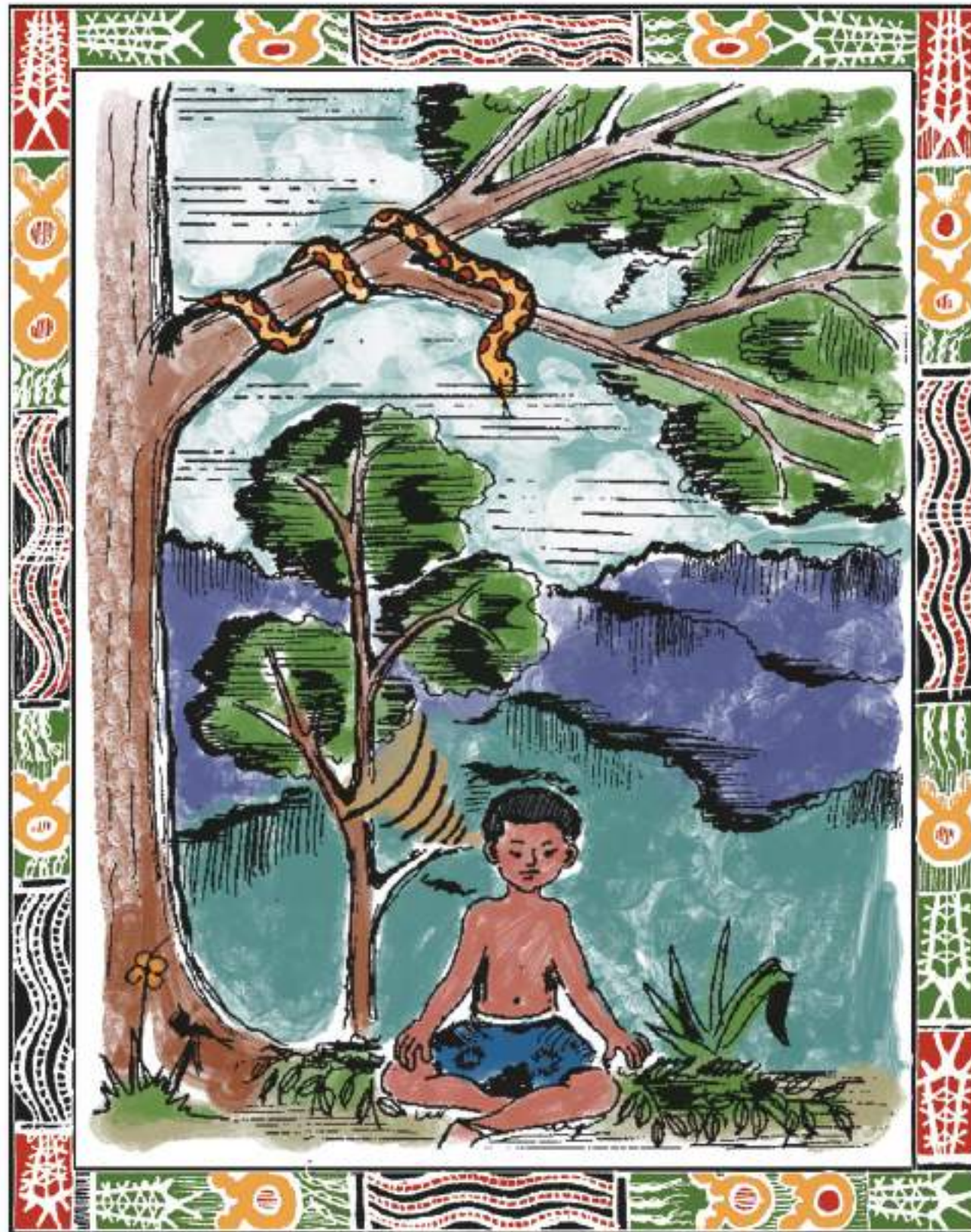
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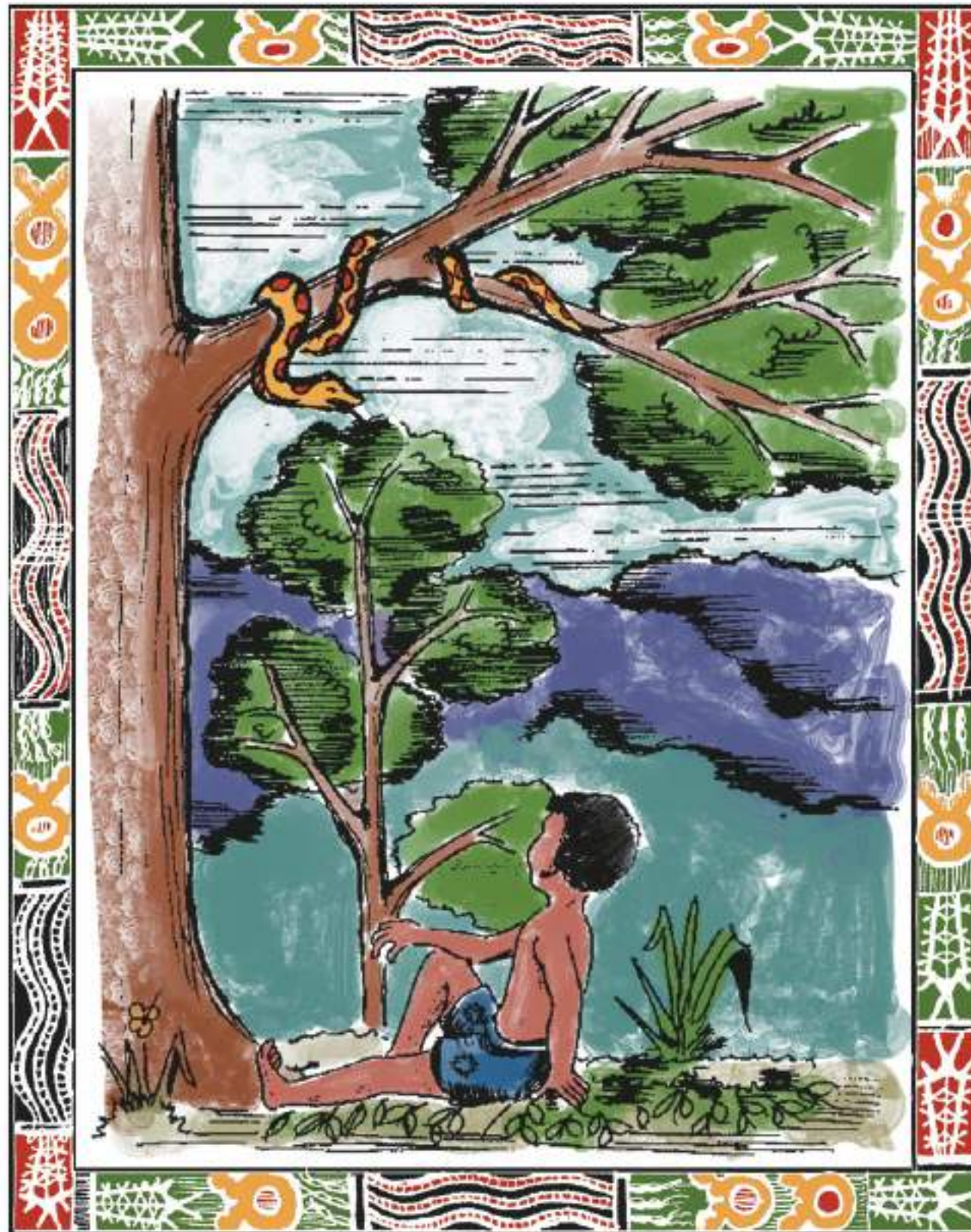
Gwasu lived in a village in a bush. Every day he played under the big trees while his brothers and sisters worked. One day, when he was playing under the hot sun, he began to feel tired. He made a bed of leaves and lay down to sleep.





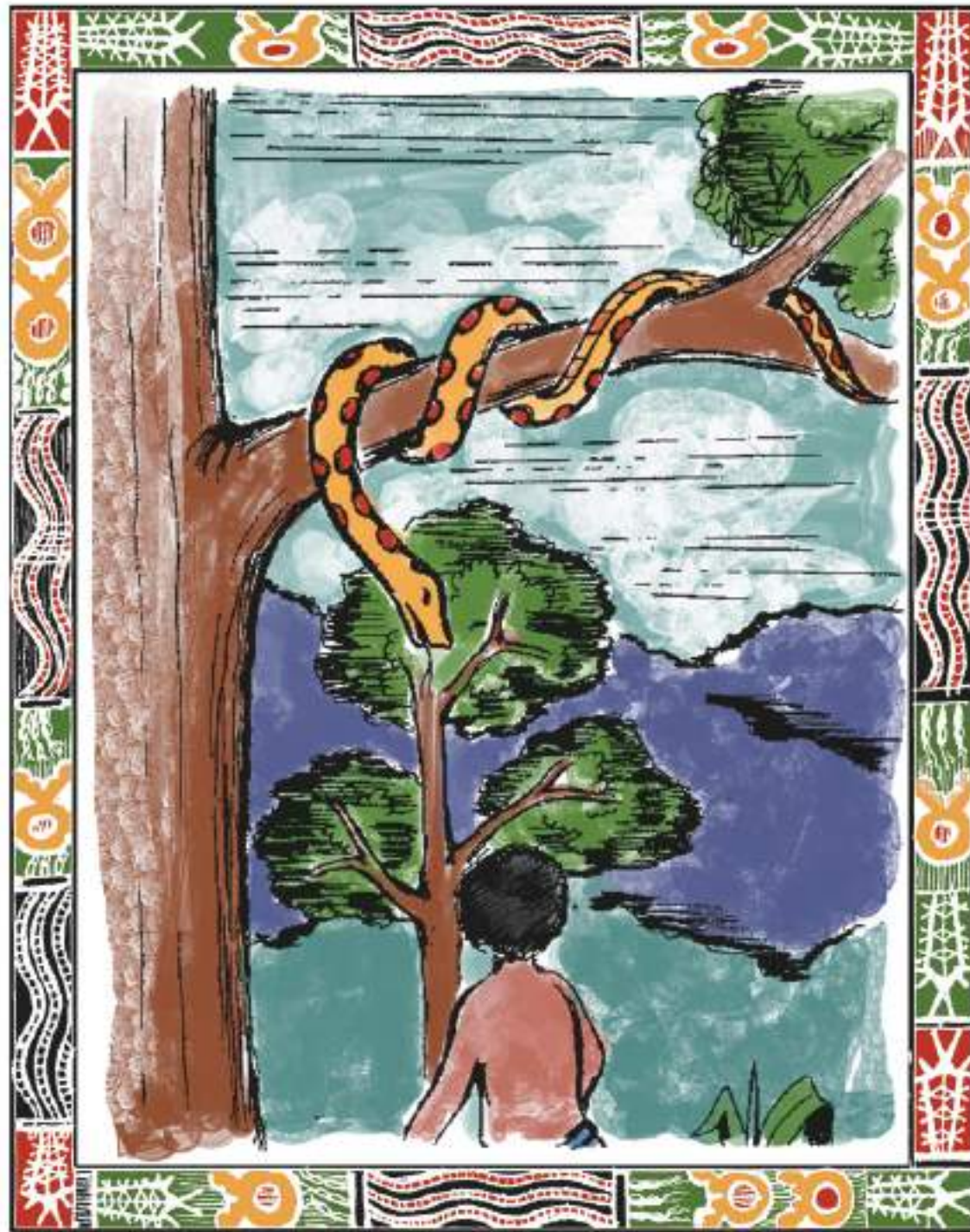
Gwasu dreamed that someone was calling his name, but when he awoke he heard the sound again. He looked all around, but there was no one there.





As he looked at a nearby tree he noticed that one of the branches was moving. The branch slithered down towards him and Gwasu realised that the branch was really a large brown snake. The snake opened its mouth and spoke in a strange, hissing voice.





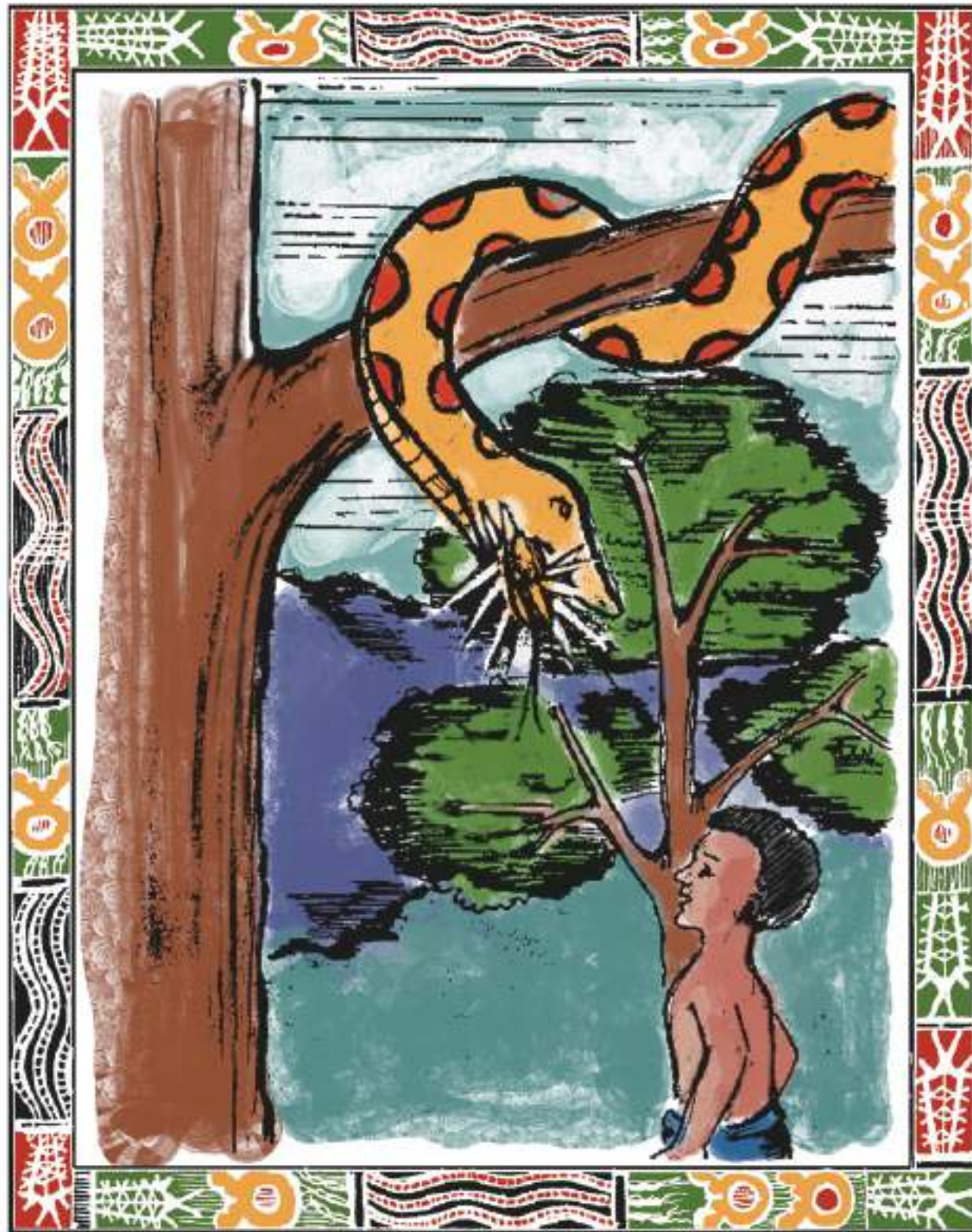
"Gwasu. Do not be afraid. Come closer," said the snake.

Gwasu was afraid, but he spoke out in a loud voice. "Who are you? What do you want from me?"

"I am the spirit of your ancestors," said the snake, "and I have a gift for you. Come closer and take it."

Gwasu was curious so he moved a little closer to the snake.



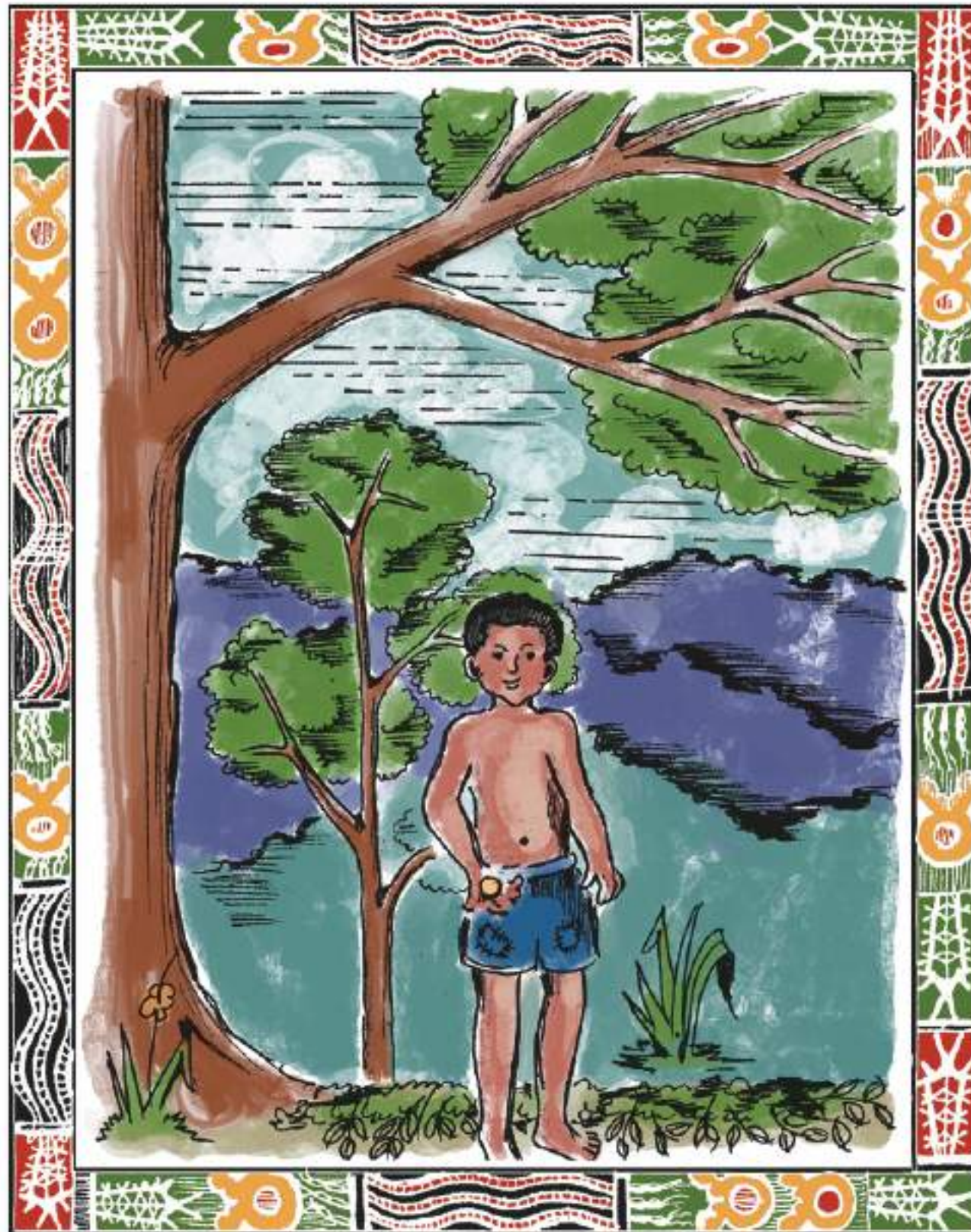


The snake opened its mouth and in it Gwasu saw a silver coin.

"This is a magic coin," said the snake.

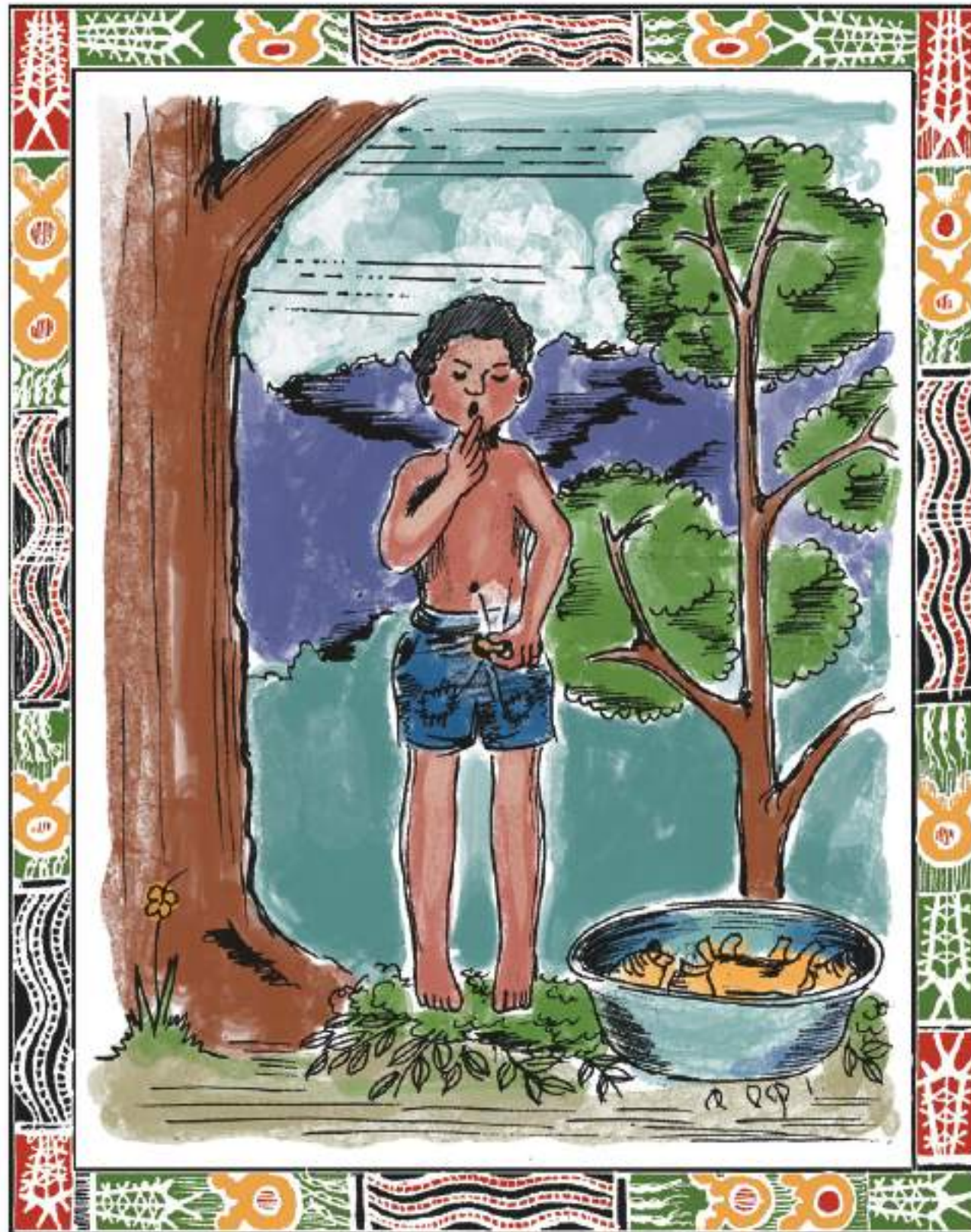
"When you want something just ask the coin and it will appear. I have chosen you to keep the coin. However, there is one condition to remember. If you ever pass under the house of a woman you will lose the coin."





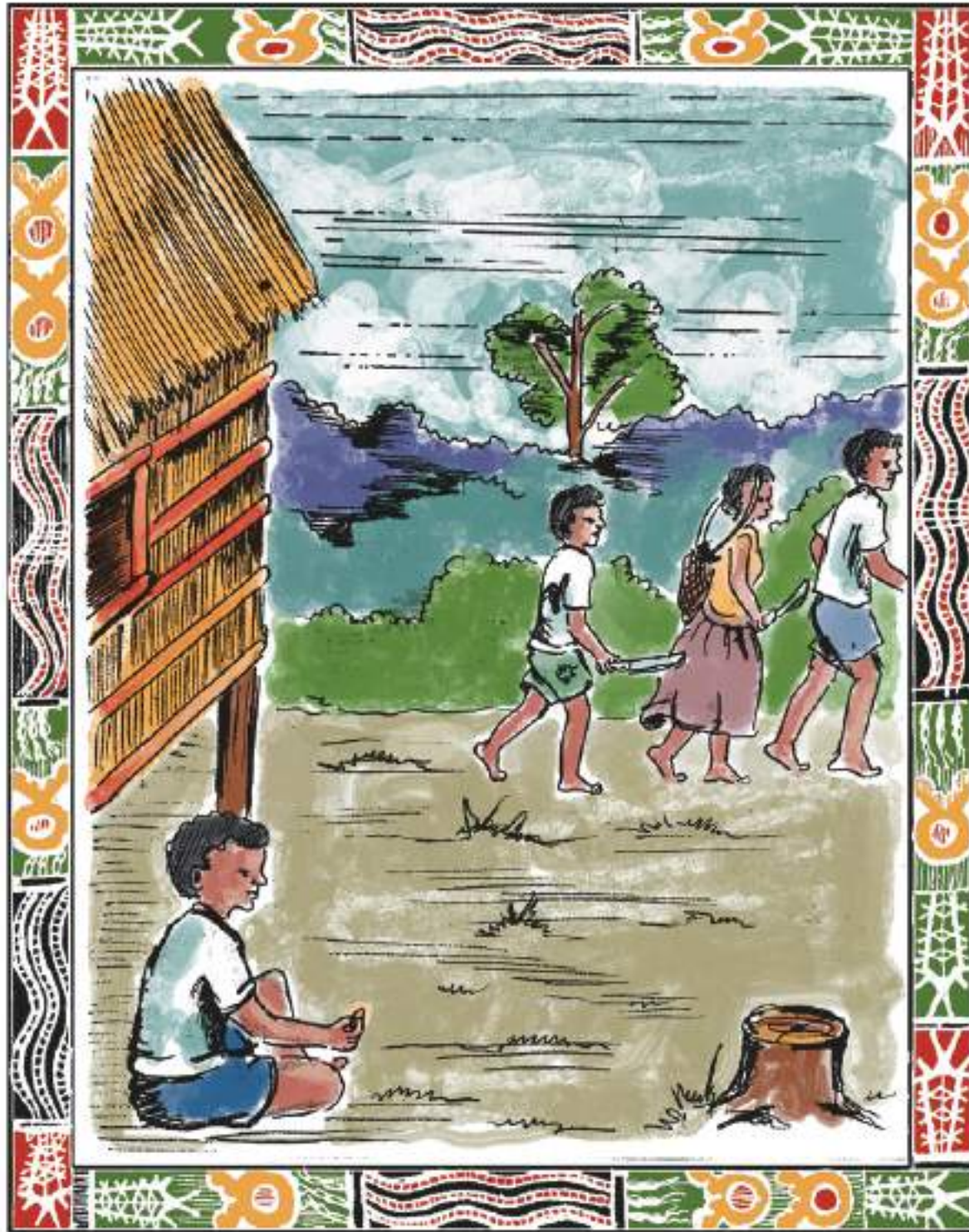
Gwasu snatched the coin from the snake's mouth and at once the snake disappeared. Gwasu held the coin in his hand. He realised that he was hungry and he had nothing to eat. "Coin, please give me something to eat," he said.





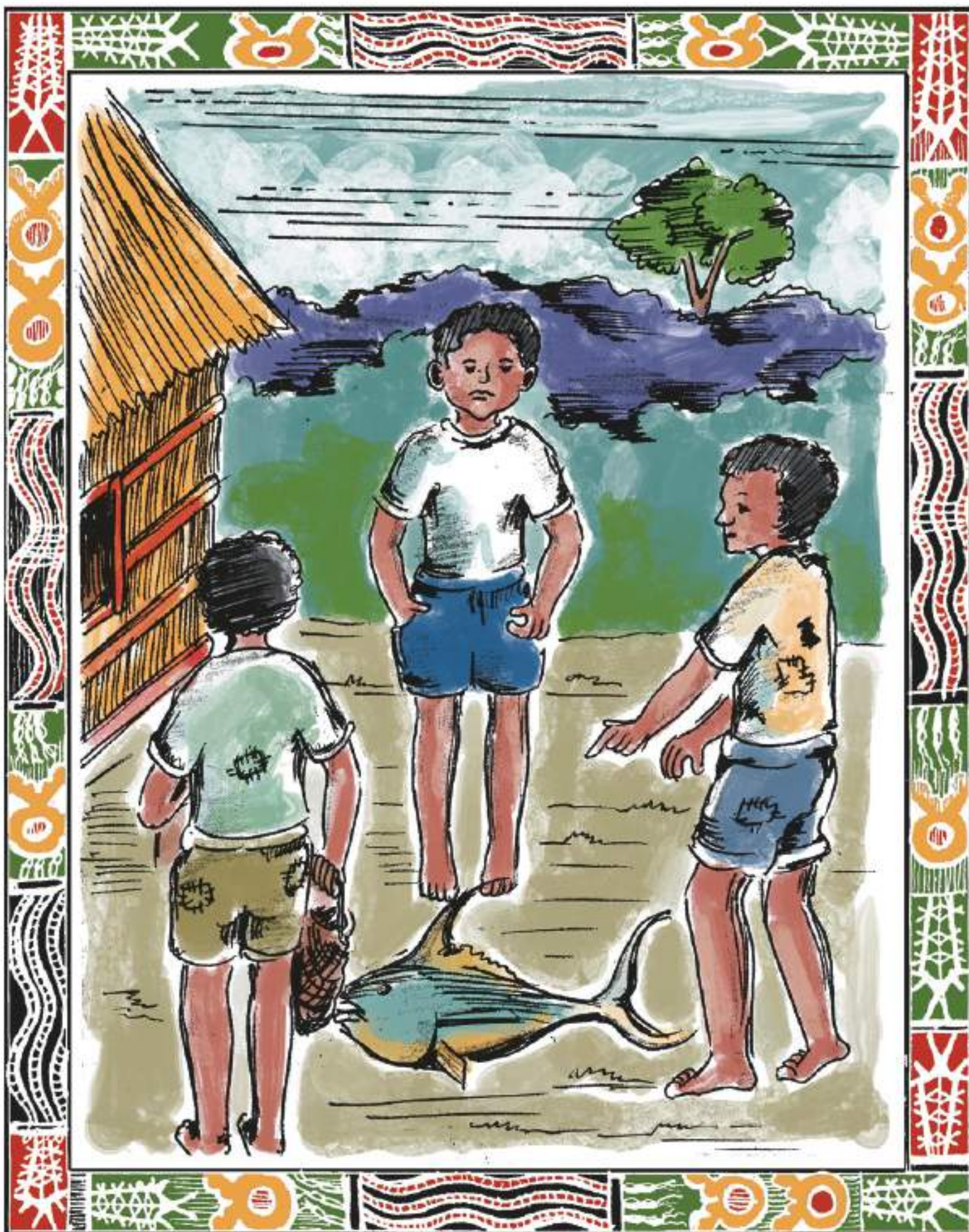
At once a meal of taro and opossum appeared. He was surprised but happy that the coin worked. Gwasu ate the meal and then returned to his village. He told no one about what had happened.





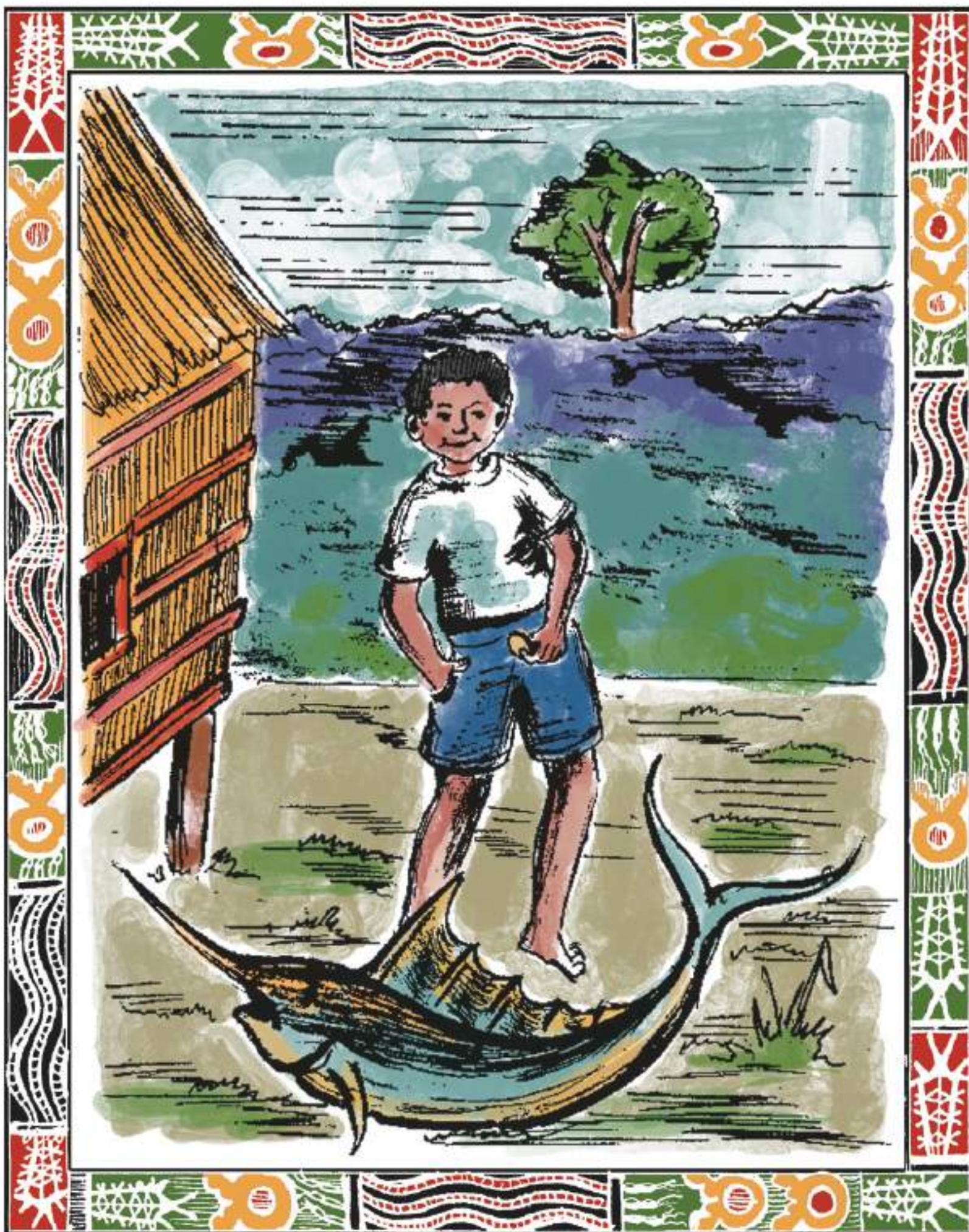
Gwasu kept the coin's magic for himself. Over time, he made many wishes. He ate the finest food and wore the finest clothes, but he did not share with his family. His family still had to work hard in their gardens every day to grow food for themselves.





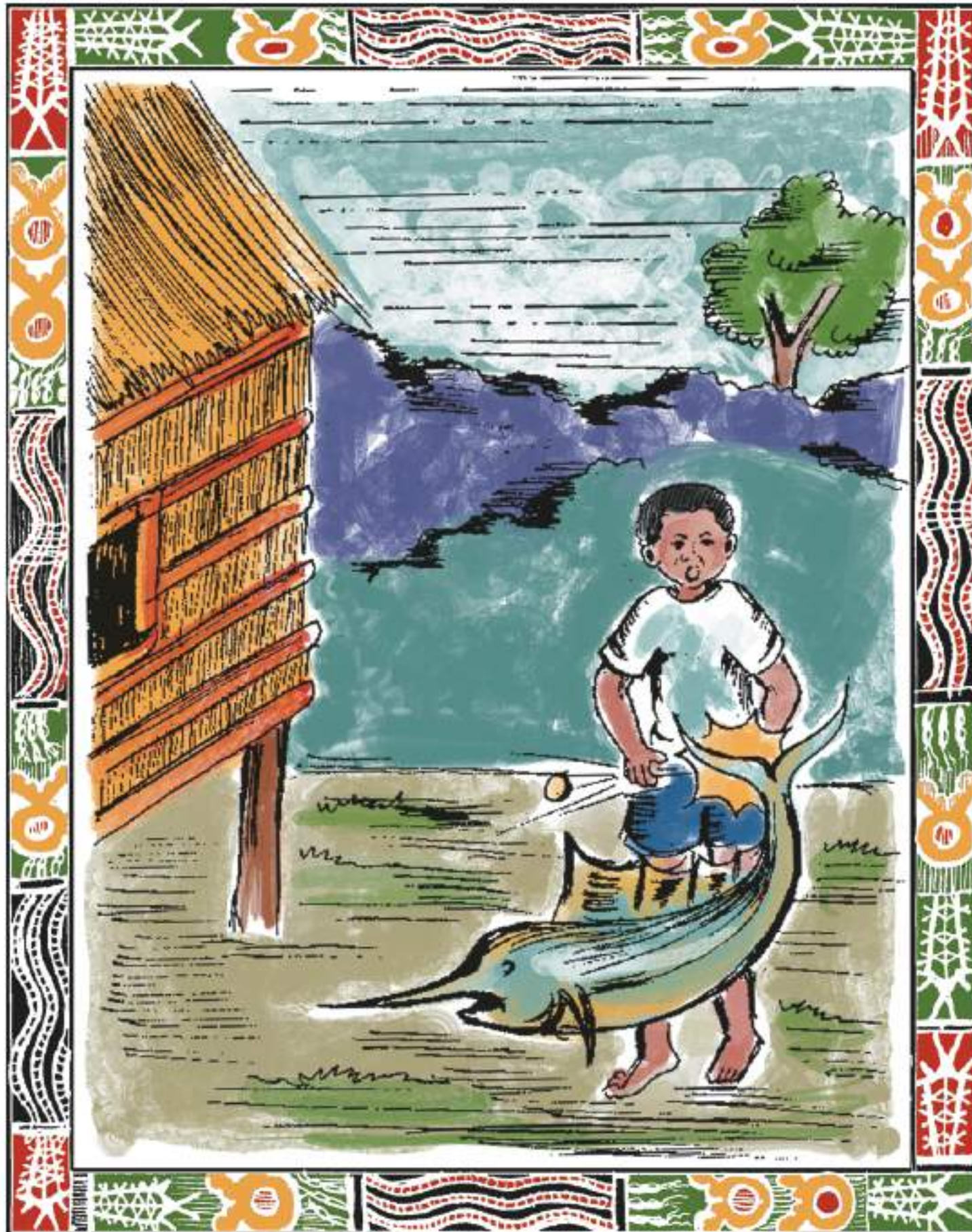
One day Gwasu's brother returned from fishing with a big mamula. Gwasu was jealous, so he decided to take out his coin and wish for a bigger fish.





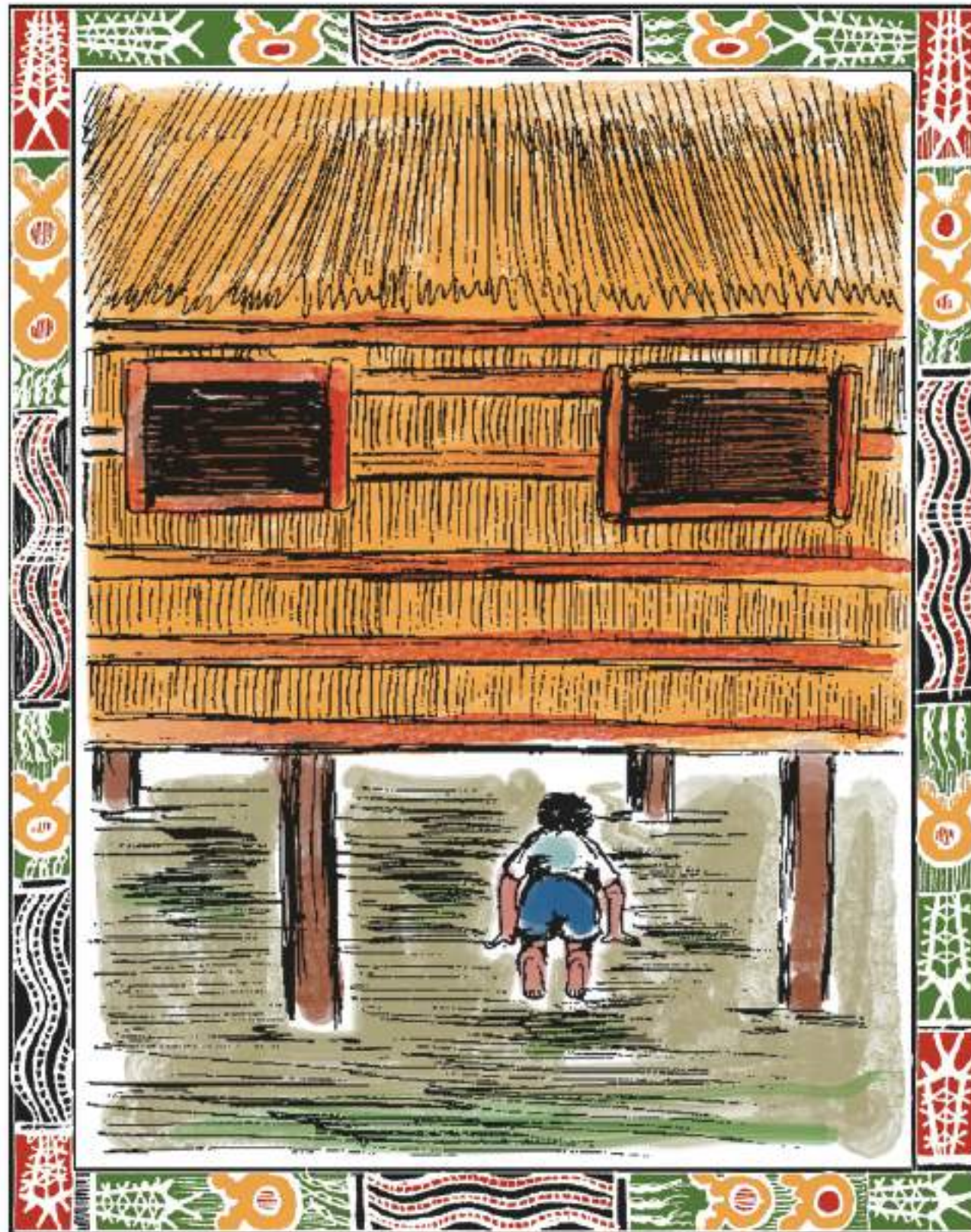
He held the coin in his hand and wished. A giant sailfish appeared.





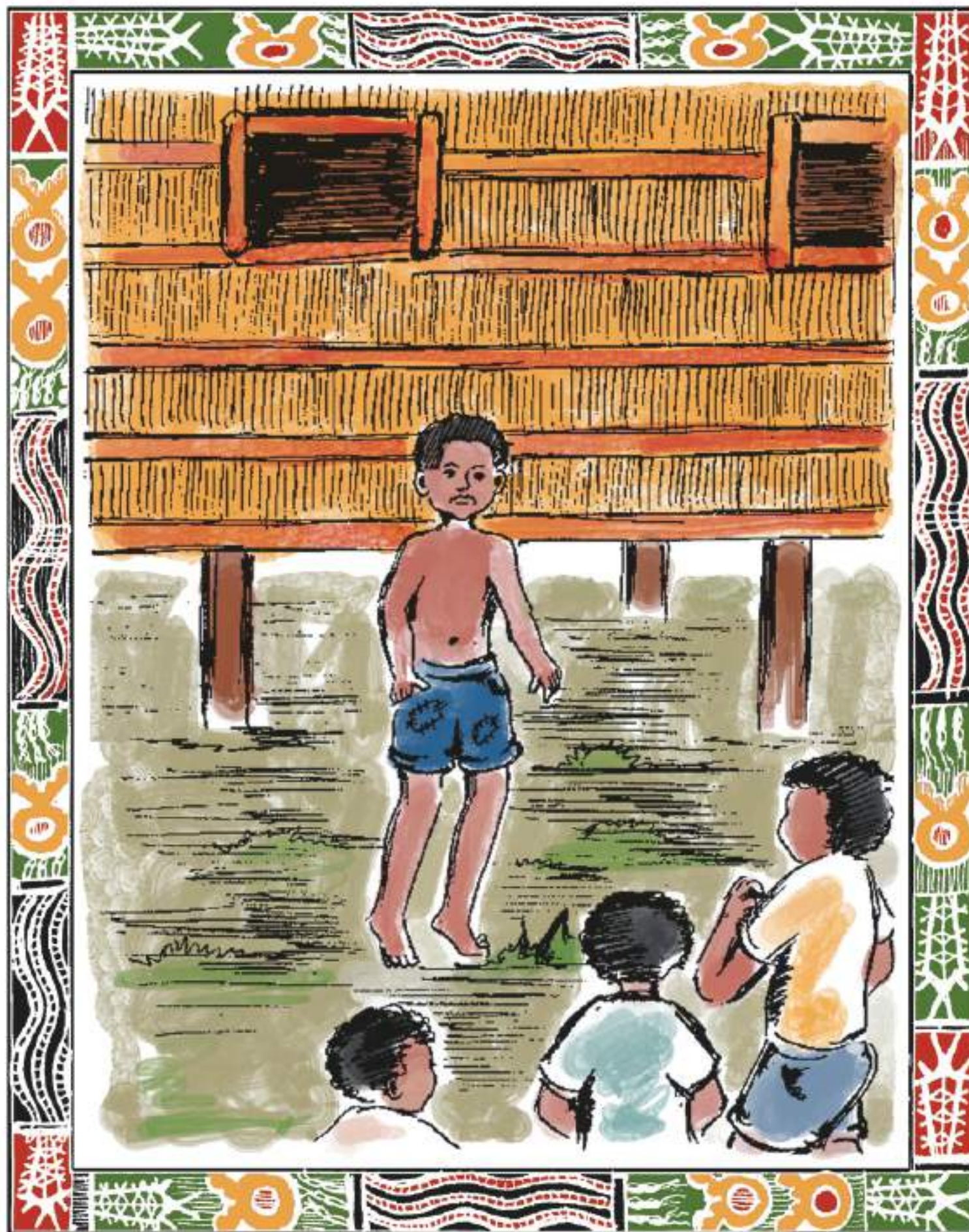
However, the sailfish was so big that it jumped and knocked the coin out of Gwasu's hand.





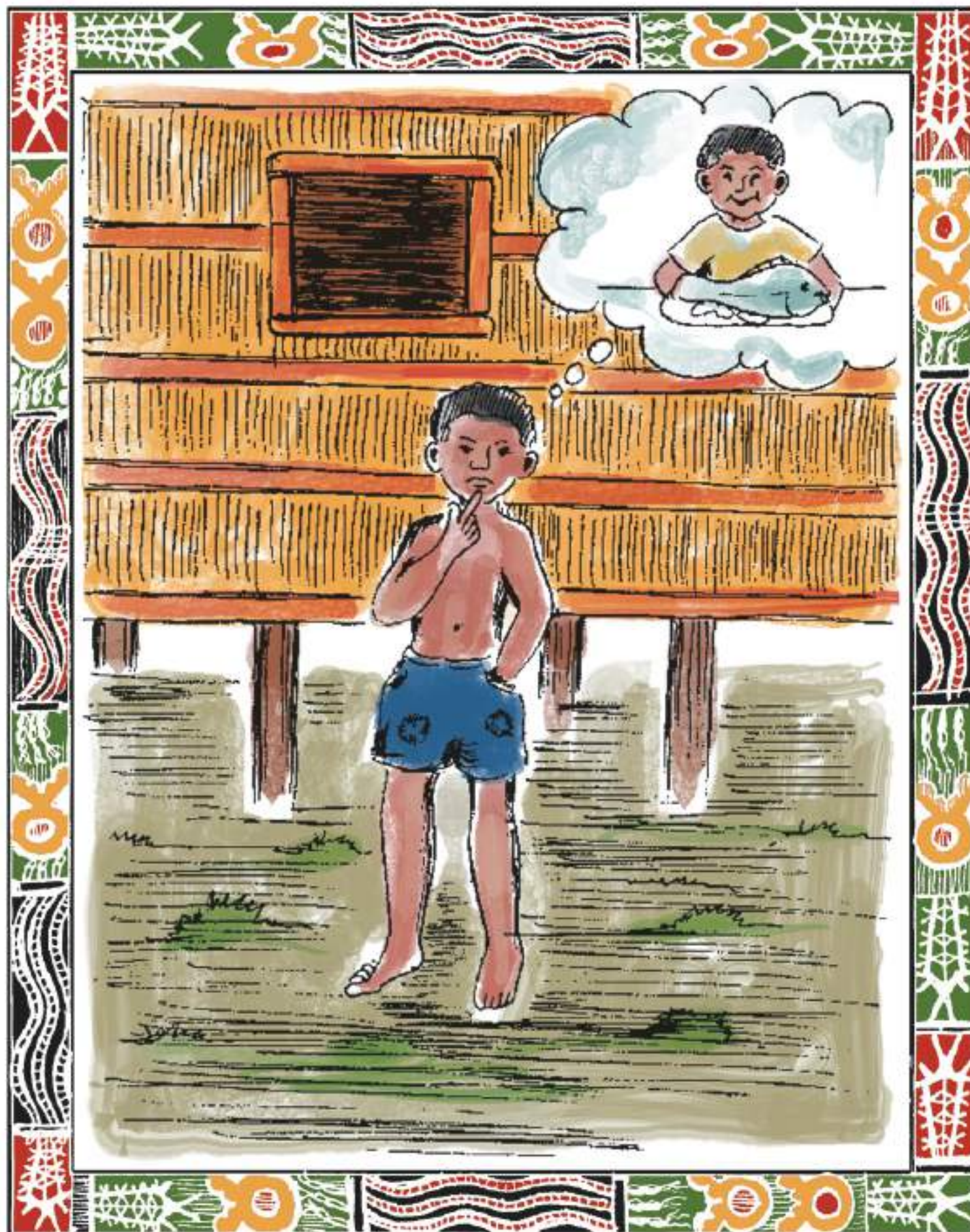
The coin rolled under Gwasu's sister's house. Forgetting what the snake had said, Gwasu crawled under the house to find the coin. Gwasu searched everywhere, but he couldn't find the coin.





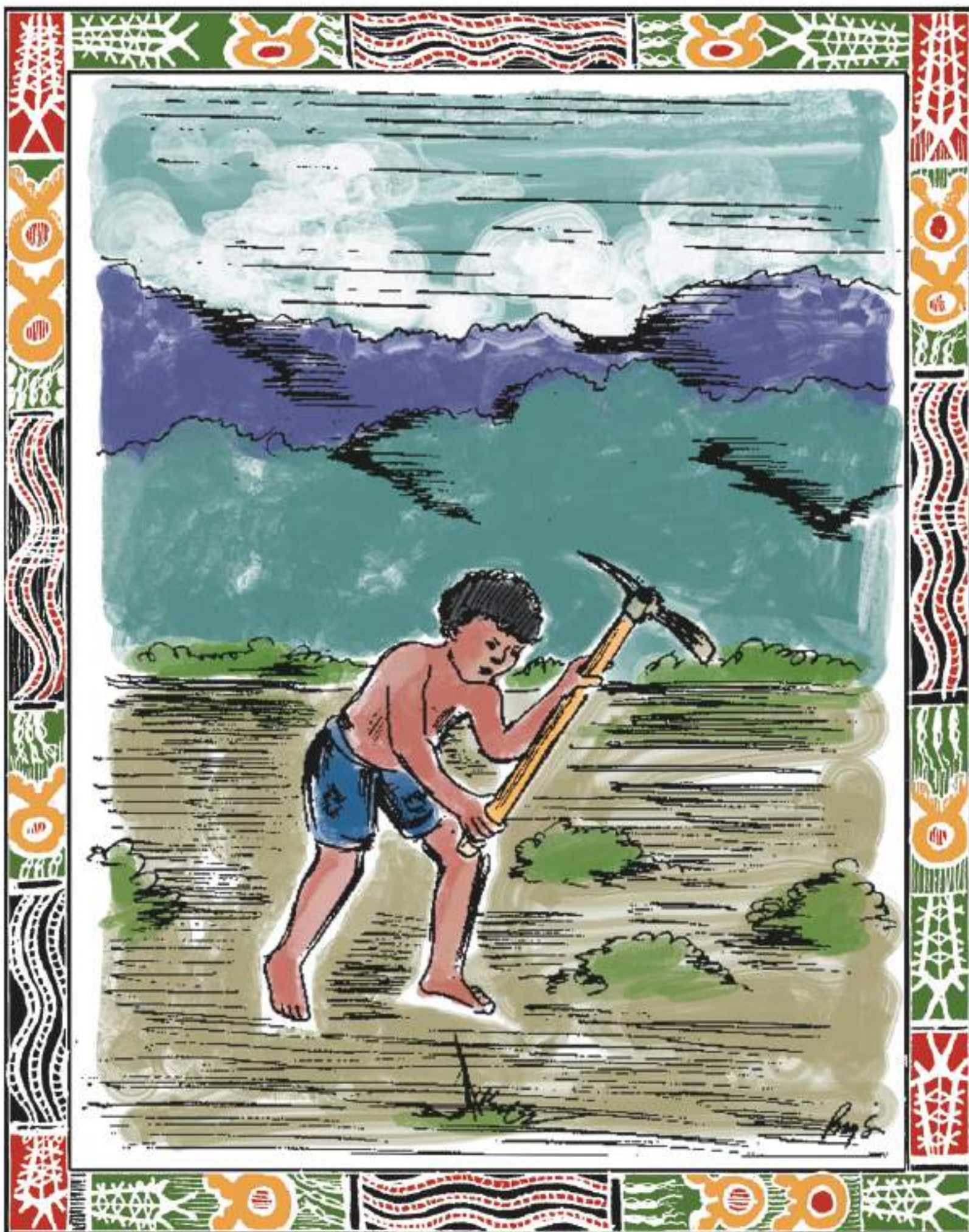
When he came out his fish had disappeared, and so had his fine clothes. Only then did he remember the snake's warning. He had crawled under the house of a woman.





Gwasu thought about his behaviour with the coin. He realised that he had been selfish with his good luck.





From that day on Gwasu became a hard working boy. He also learnt to always share what he had with his family.







Text:	<i>Gwasu's coin</i>
Level:	Year 3
Message:	Share what you have with others
Discussion focus:	Good choices and bad choices
Comprehension:	Action/reaction
Vocabulary focus:	Thinking/feeling verbs; conjunction so
Letters and sounds:	<i>ear</i>
Print focus:	Apostrophe of possession; thought bubbles
Writing opportunity:	Diary entry

ACTIVITIES	LANG.	SYLLABUS
<p>Day 1</p> <p>Modelled Reading Part 1 pp. 1-9</p> <p>Set the context: Talking with learners</p> <p>Tell the learners: <i>We are going to listen to a story called Gwasu's Coin about a boy who receives a magic coin. The coin gives him things he asks for.</i> Point to the boy on the front cover and read the title of the book. Ask the learners <i>If you had a magic coin, what would you wish for? Why?</i> Let the learners give lots of different ideas. Do NOT tell them what happens in the book.</p> <p>Open the book and look at the pictures without reading. On each page, ask learners to look at the pictures and describe what they think is happening. Focus on Gwasu's behaviour. Do NOT go past p. 9. As you are showing the pages, introduce words that the learners might not know such as <i>nearby, noticed, slithered, realised, strange, curious, magic, condition, snatched</i> and <i>disappeared</i>. Use other languages to help them understand English.</p>	V/P + E	3.4.1.1 3.3.2.1
<p>Read the story: Listening and watching</p> <p>Read the story in clear English. Use your voice to add to the meaning of the story. You may use a hissing voice for the snake's speech to help children understand who is speaking.</p>	E	
<p>Review the story: Understanding the story</p> <p>Ask the learners to retell the story looking at each page in the book so far. On pp. 2 and 9, ask learners to describe the behaviour of Gwasu. <i>What is Gwasu doing? What is everyone else doing?</i> In pairs, ask the learners to think about Gwasu's choice of wishes, whether they were good choices that help others or bad choices that are selfish. Share some of the ideas as a class. Remind the learners that we will finish the story tomorrow.</p>	V/P + E	3.6.2.1 3.6.2.2
<p>Responding to the story: Talking by the learners</p> <p>Ask the learners again to think about what things they said they would wish for if they had a magic coin. Ask the learners to think about why they would choose those things and how it would affect other people. Turn to p. 9 and discuss <i>What kind of wishes could Gwasu have made to help his family? Did he make good wishes?</i></p>	V/P + E	3.4.2.1 3.6.2.2
<p>Close Reading</p> <p>Read p. 2 to the learners. Summarise: this sets up the orientation by telling us <i>who</i> the characters are, <i>what</i> were they doing, <i>when</i> it happened, <i>where</i> were the characters and <i>why</i> he was sleeping.</p>	E	3.4.2.5
<p>Focus on print: Apostrophe of possession</p> <p>Look at the title <i>Gwasu's Coin</i>. Ask learners how to say this in Pijin: focus on the <i>blong</i>. Explain that in English an apostrophe of possession and an s is used to show that the coin belongs to Gwasu. Look at some other examples from the book such as the <i>coin's magic</i> and <i>sister's house</i>. Ask some learners to stand up the front and give them some objects. Ask the learners how to say that the object belongs to the learner. Write how it would be written using an apostrophe of possession on the board. Repeat with a few learners and objects.</p> <p style="text-align: center;"><i>Billy + pencil = Billy's pencil</i></p> <p>Hand out flashcards with names and objects written on them. In small groups, learners choose an object card that is owned by a name card and write in their books how to use the apostrophe of possession.</p>	E + V/P	3.4.3.1 1
<p>Day 2</p> <p>Modelled Reading Part 2 pp. 9-16</p> <p>Revising and completing the book</p> <p>Ask the learners to discuss what the first part of the story was about in their own words. Ask learners to review Gwasu's behaviour and choices with the coin. Ask learners to predict what they think will happen next: <i>Will Gwasu continue to be selfish?</i> Continue looking at the pictures from p. 10 onwards and discuss what is happening. Stop at p. 13 and ask learners to predict what will happen at the end of the story. Go back to p. 6 to make the link between the snake's warning and what's happening on p. 13. Help the children understand the words <i>jealous, decided, appeared, disappeared</i> and <i>warning</i> as you look at each page.</p> <p>Read pp. 9 - 16 in clear English without stopping.</p>	V/P + E	3.3.1.1 3.4.2.1







ACTIVITIES	LANG.	SYLLABUS
<p>Day 4</p> <p>Shared reading: Revisiting the story</p> <p>Start the lesson by revising the action and thinking/feeling verb flashcards with the learners. Ask the learners to divide the verbs into <i>actions we can do with our bodies</i> and <i>actions that we do in our heads</i>. Turn through the pages of the book and find the verb word on each page. Ask volunteers to read a page of the book. Take turns with the teacher and the learners sharing the reading.</p>	E	3.4.3.1 2
<p>Sentence Structure: Conjunction, <i>so</i></p> <p>Ask the learners to go through the book with a partner/small group and make a list of all the things Gwasu asked for with the coin. Write them on the board. Ask the learners <i>What kind of choices were these? Who did these wishes help?</i> Now ask the learners to make a list of some wishes that would be better for Gwasu to ask for to help others. Choose one answer to write on the board using this structure: choice-so-reason.</p> <p>eg. <i>Gwasu should have asked for <b>lots of fish</b> so <b>he could feed all his family</b>.</i></p> <p>Explain that the word <i>so</i> is used to join a choice with a reason.</p> <p>Learners think of some other thing Gwasu <i>should have</i> asked for and the reason why. Use the structure to talk about these in pairs or small groups, then write some of these in their books.</p>	E + V/P	3.7.2.2
<p>Letters and Sounds: <i>ear</i></p> <p>Look at the words <i>appeared</i> (p.11) and <i>disappeared</i> (p. 14) and discuss their meanings. Write the words on the board and underline the <i>ear</i> sound in the words. Explain how the three letters can make the one sound <i>ear</i>. Draw a picture of an ear on the board and write words coming out of it that have the <i>ear</i> sound (eg. <i>fear, spear, year, tear, hear, near</i>).</p> <p>Play “Three in a Row” using <i>ear</i> words. (see game instructions below)</p>	E + V/P	3.4.3.1

<p>Day 5</p> <p>Independent Reading</p> <p>Put the learners into pairs and give each pair a book. Ask the learners to take turns reading to each other and remind them to point to each word as they read.</p>	E	3.6.1.1
<p>Shared Writing: Diary entries</p> <p>Draw a big S on the board and write the sequence of events with the learners. Start with Gwasu receiving the coin at the top of the S and finish with Gwasu becoming a hard worker at the tail of the S. This will help the learners structure their writing. Explain to the learners that they will be writing diary entries from Gwasu’s perspective about the events. Emphasis that diaries use lots of actions and reactions. Model Monday’s entry using lots of action, reaction and Thinking/feeling verbs.</p> <p><i>Monday</i></p> <p><i>Today something very strange happened. A snake woke me up from under the tree. I was very <b>afraid</b>. The snake gave me a coin that would grant me wishes. I <b>decided</b> to ask for some food because I was hungry. I was so <b>surprised</b> and <b>happy</b> that it worked.</i></p> <p>Continue with some learners coming up to help writing. As a class discuss what will be written. Move through the book to decide on the entries.</p> <p>Do each entry on a piece of paper and give out to groups to draw pictures to illustrate. They may want to include thought bubbles. This would make a good book for the classroom library.</p>	E + V/P	3.7.2.4 3.7.2.3 3.7.1.4 3.9.1.5

Other Activities

Game: “Three in a Row” (also called “Tic Tac Toe” or “Noughts and Crosses”)

Make a three-by-three grid on the board and write a word in each box.

The class (or learner pairs) are either circles or crosses. Taking it in turns, one team says a word from the grid. If correct it is marked for their team, with a circle or a cross. When a team has three of their symbols in a row, they win.







