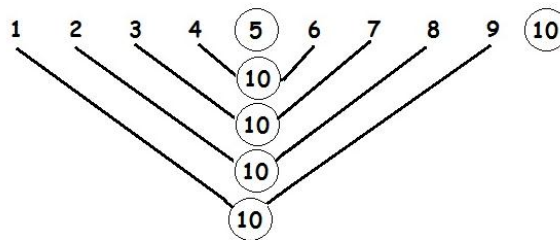


February Teacher Directions: We All Went on Safari

Warm-Up Activity: Begin with a class discussion. Have children imagine what it would be like to have a world without numbers. What are some ways we use numbers in everyday modern life? Long long ago, in the times of the cave man, what kinds of things do you think happened to make human beings invent numbers? What situations might have come up that made them think they needed numbers? All modern cultures use numbers. Can you count in any other language besides English? -- Today's book is about counting in Swahili! Swahili is spoken in many African countries, especially in the east. It is the national language of Tanzania. Learning to speak Swahili is important to Africa because there are about 800 African languages. Using one common language would help Africans communicate with each other.

Read the Book: We All Went on Safari, by Laurie Krebs. "Safari" is the Swahili word for "journey." A safari used to be organized for hunters, to find and kill animals. Now, the animals are protected, and most safaris are organized for people to go see animals in the wild. Tanzania is one place that people like to go for this purpose. In the back of the book are facts about the animals, the country of Tanzania, the Maasai people and Swahili names.

Student Worksheets: Two worksheets are about practicing the Swahili counting words. The third worksheet involves finding the total number of animals encountered on the safari. Let students find their own strategies for solving the problem, then show and tell how they got the final answer. For example, they can add up the total, or draw pictures to help them count up the animals. At the very end, you might want to show them how mathematicians sometimes "make ten" when adding up a list of numbers:



Other Books of Interest:

- Moja Means One, by Muriel Feelings. The author wrote the book based on her personal experiences in Uganda. She wrote the book to help boys and girls learn to count in Swahili and, at the same time, gain knowledge of African culture.
- Emeka's Gift, by Ifeoma Onyefulu. This, too, is an African counting story, but it takes place in Nigeria, on the west coast of Africa where Swahili is spoken less frequently. (This book is featured in the Let's Read Math Funbook 2, for grades K-4!)
- Two Ways to Count to Ten: A Liberian Folktale, as retold by Ruby Dee. The basic idea is that you can count by ones to get to ten, but it is even faster if you count by two's!

African Music: If possible, gather some African instruments, like drums, shakire, and a kalimba! Listen to African music, dance or play along on various rhythm instruments. A particularly nice CD for this purpose is "African Playground" by Putumayo. It currently sells on Amazon.com for \$13.99. The accompanying booklet has informative tidbits about the music, artists, and countries of origin. One particular song, "Kalimba," is about going on safari. Put East-West-North-South signs around the room. As the children are dancing along, have them listen and face different directions as the safari moves from East to West to North to South.

Mancala: This is a popular game, but it takes slightly different forms in different parts of Africa. Purchase a manufactured game, and follow the rules as written. Or download a set of rules and make your own mancala game, using a styrofoam egg carton and some pebbles or beans.



Necklaces: One African craft involves making beads out of clay, then dyeing them with natural vegetable dyes or painting them by hand. To make your own African “beads” try using pasta! For “painted beads”: Use fine line markers on larger pieces of pasta, like rigatoni. Then string the pasta to make necklaces:



For “dyed beads”: To simulate dyeing beads, you can use ditalini pasta. Make several cups of vegetable dye, as you would for dyeing Easter Eggs. Let the “beads” rest in the dye for a short time –a minute or less- then remove them and lay them on a cookie sheet to dry. String the beads in patterns and see if children can identify each other’s patterns.

Technology Connections: Here are some weblinks of interest. If these sites do not work, use your search engine to help you find what you need. These links are current as of Feb 2013.

Flags of Africa: Go online to find African flags. For your budding artists, a nice project might be to have students make enlarged versions of each flag. Try this website for images of the flags: www.en.wikipedia.org/wiki/Flags_of_Africa

African Maps: Use a large wall map, or a globe. Or go online to find a nice map of Africa. (Websites keep changing.) Children can use the map to find the different African countries that you discuss in class. Or post one near a computer station where children are playing games where they need to know the names of the countries.

African Puzzle Game: This is a fun way for children to learn the names of countries in Africa. Go to http://www.africa-games.com/africa_map_game.html Several countries disappear from the map, leaving only their outline. The missing countries appear at the bottom of the screen as puzzle pieces that need to get dragged to their correct position on the map. There are five levels of difficulty, “easiest” to “hardest.”