

## UNIT 1: FAMILY / WEEK 3

# Piggy Banks

Standard Connection:

ELA.RL.PK4.7

ELA.SL.PK4.1b

M.G.PK4.3

S.ES.PK4.3a

SS.FC.PK4.8

SS.OW.PK4.3

VA.CR2a.1.PK

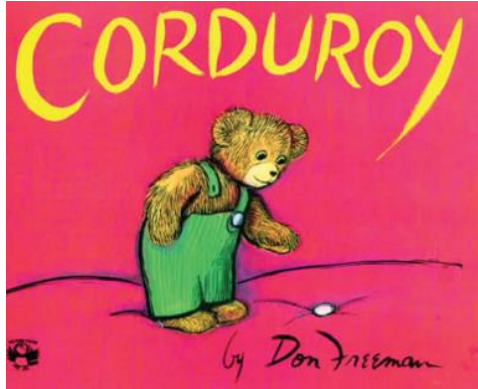
VA.CR1a.2.PK

### Enduring Understanding(s):

- As individuals and as a group, family members use their senses to observe and interact with their environment.

### Essential Question(s):

- Why is solving problems together important?
- How do you find the resources, information, and support to solve your problems?

Materials	Vocabulary
<ul style="list-style-type: none"> <li>• <i>Corduroy</i></li> <li>• examples of real piggy banks</li> <li>• images of piggy banks (see Resource)</li> <li>• coins (real or pretend)</li> <li>• writing utensils</li> <li>• cube-shaped tissue boxes</li> <li>• colored tissue paper</li> <li>• construction paper</li> <li>• pipe cleaners</li> <li>• glue and water mixture (see Resource)</li> <li>• small containers to hold mixture</li> <li>• small paintbrushes</li> <li>• googly eyes, buttons, or bottle caps for eyes and nose</li> <li>• adhesives</li> </ul>	<ul style="list-style-type: none"> <li>• <b>piggy bank:</b> a container for saving money</li> <li>• <b>slot:</b> a long, thin opening</li> <li>• <b>save:</b> keep something</li> <li>• <b>money:</b> coins or paper notes used to buy things or pay for services</li> <li>• <b>coins:</b> flat, round piece of metal used as money</li> </ul>
	Books
	

## Intro to Centers

**Preparation:** Make glue mixture: glue 3 parts to 1-part cool water mixed thoroughly together. Set up materials. Designate an area for boxes to dry.

On the following day, set up a separate table for children to add construction paper, eyes, ears, and pipe cleaner tails to their dried piggy banks.

Once the children have completed their banks, cut a small flap at the bottom and re-seal with masking tape. This will be the “door” children will open to empty the bank.

“In <i>Corduroy</i> , Lisa really wanted to buy Corduroy and take him home. She went back to the store the next day and used the <b>money</b> that she had <b>saved</b> - kept- in her <b>piggy bank</b> to buy him.”	<b>Show</b> illustration.
“The book doesn’t show us what Lisa’s <b>piggy bank</b> looked like. Here is a <b>piggy bank</b> . What do you notice?”	<b>Show</b> piggy bank. <b>Children respond.</b>
“How does it sound when I put a <b>coin</b> in the <b>slot</b> - the opening - in the top of the <b>piggy bank</b> ?”	<b>Model.</b> <b>Children respond.</b>
“I could keep adding <b>coins</b> and <b>save</b> them until the <b>piggy bank</b> was full.”	
“How could I get the <b>money</b> out of the <b>piggy bank</b> ?”	<b>Children respond.</b> <b>Model</b> taking coin out of piggy bank.
“Today at Creative Arts you can make your own <b>piggy bank</b> using these materials.”	<b>Show materials.</b> <b>Model</b> process for the first day.
“When you finish covering your box, let it dry. Tomorrow, you can add eyes, ears, and a tail to your <b>piggy bank</b> .”	

### During Centers:

- Talk about how the tissue paper changes as it is applied to the box (the paper colors “bleed” together as the paper gets wetter). Support children in using the ‘right amount’ of glue so that the tissue paper sticks, but the box doesn’t become too soggy.
- Allow children to create other kinds of animal banks besides piggy banks.
- Encourage children to consider why a pig is a good shape for a bank (a pig shape can hold more money).
- Encourage children to create pretend money in Creative Writing.

### Guiding Questions during Centers:

- Lisa bought Corduroy with money she saved. If you saved money, what would you buy?
- How can you tell if your piggy bank is full (you can shake it and hear the money inside)?
- How are coins similar to or different from paper money/cards?
- What shapes are you using to make your piggy bank? How do you know you’re using a (triangle, circle, square, etc.)?

**Thinking and Feedback:**

Because this project has two steps, have children talk about where they are in the process and their plans for continuing their work.

**Documentation:**

Take photographs of children of children's processes.

**Provocation:**

Encourage children to consider saving money for things other than toys (fundraising for a good cause, something that the classroom/ school/ community needs).

For children who are ready, support them in exploring part-whole relationships (four quarters equal one dollar, etc.).

**Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of tools for students to use to apply the glue mixture to the paper. Letter and symbol stamps can also be used to help students create pretend money.