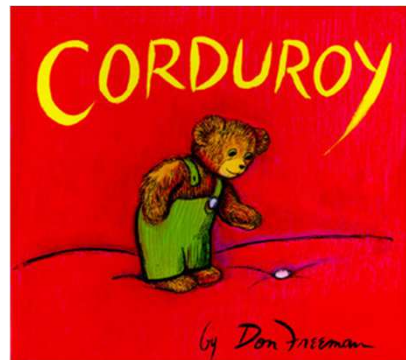




## Piggy Banks



### Materials:

- Corduroy
- sample piggy banks or images of piggy banks (see Resources)
- pretend coins
- writing utensils
- cube shaped tissue boxes
- colored tissue paper
- construction paper
- glue and water mixture
- small containers to hold mixture
- small paintbrushes
- googly eyes, buttons, or bottle caps for eyes and nose
- adhesives

### Vocabulary:

- piggy bank
- slot: a long, thin opening
- remove: move or take something away
- save: keep something
- money
- coins

**Preparation:** Make glue mixture: 3 parts glue 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 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.

### Into to Centers:

“In *Corduroy*, Lisa really wanted to buy Corduroy and take him home. She went back to the store the next day and used the **money** that she had **saved**--kept--in her **piggy bank** to buy him.”

*Show illustrations.*

“The book doesn’t show us what Lisa’s **piggy bank** looked like. Here is a **piggy bank**. What do you notice?”

“How does it sound when I put a **coin** in the **slot**--the opening--in the top of the **piggy bank**?”

“I could keep adding **coins** and **save** them until the **piggy bank** was full.

“How could I get the **money** out of the **piggy bank**?”

“Today at the Art Table you can make your own **piggy bank** using these materials.”

“When you finish covering your box, let it dry. Tomorrow, you can add eyes, ears, and a tail to your **piggy bank**.”

*Show piggy bank.  
Children respond.*

*Model.  
Children respond.*

*Children respond.  
Model taking coin out of piggy bank.*

*Show materials.  
Model process for the first day.*

### ***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, i.e., a pig shape can hold more money.

Encourage children to create pretend money in Writing & Drawing.

### ***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 & 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, i.e. fundraising for a good cause (something that the classroom/ school/ community needs).

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