

LEARNING EVALUATION SITUATION (LES)

Cycle 1 – Primary Education



leucan 

« Join in and roll your coins! »

Teacher's Guide

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This Learning Situation is based on the original ideas by Louise Champagne and Micheline-Joane Durand.

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DESCRIPTION OF THE LEARNING SITUATION

Educational Intent

This Learning Situation will help students become aware of their fellow students who have been diagnosed with cancer. Furthermore, they will understand the importance of fund-raising activities in order to further cancer research. During this year’s Halloween campaign, the students will calculate the money collected on Halloween night.

This Learning Situation will permit the students to develop their concepts around money and its value while attempting to create a piggybank which could help them count the money collected. An exchange of ideas will take place at the end of the activity in order to determine the best and most effective ways to take on this challenge.

Broad Areas of Learning
Educational Aim: Citizenship and Community Life
Developmental Strategy: Culture of Peace principles, rules and strategies for teamwork; decision making process based on compromise, consensus, etc.; establishment of egalitarian relationships; debate and argumentation; leadership; mutual help; community action projects, discrimination and exclusion, people and their accomplishments, consequences of negative stereotypes, fighting poverty and illiteracy, peaceful resolution of problems.
Transversal Competencies
Creative Thinking: <ul style="list-style-type: none"> • Understand the various elements in a given task • Imagine different ways to accomplish a task • Contribute to a collective work • Adaptability
Disciplinary Competencies
Mathematics, Science and technology: C1 To SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS C2 To REASON USING MATHEMATICAL CONCEPTS AND PROCESSES C3 To COMMUNICATE BY USING MATHEMATICAL LANGUAGE

STRUCTURE OF THE LES

LEARNING PREPARATION

Activity 1

« Piggybanks and what they do for us... »

TC : Creative Thinking

Activity 2

« Getting to Know Money »

C2 : to reason using mathematical concepts and processes

C3 : to communicate by using mathematical language

LEARNING ACTIVITIES

Activity 3

« Imagining a self-counting piggybank »

TC : to try one's creative ideas

C1 : to solve a situational problem related to mathematics

Activity 4

« And the total is... »

C1 : to solve a situational problem related to mathematics

C2 : to reason using mathematical concepts and processes

C3 : to communicate by using mathematical language

INTEGRATION OF THE CONCEPTS

Activity 5

« I make my own counting piggybank »

TC : to try one's creative ideas

C2 : to reason using mathematical concepts and processes

C3 : to communicate by using mathematical language

Activity 6

« Sharing of ideas? »

C2 : to reason using mathematical concepts and processes

C3 : to communicate by using mathematical language

PLANNING FOR LEARNING

Targeted Skill : Using your Creativity

Resources	
Essential Knowledge, Know-how and Skills	
<p>Knowledge</p> <ul style="list-style-type: none"> • Understand the steps to be followed • New and original ideas • Appropriate strategies and techniques 	
<p>Know-how</p> <ul style="list-style-type: none"> • Create a challenge • Imagine different ways of doing things • Get involved with the solution • Adjust thoughts and actions as necessary 	
<p>Skills</p> <ul style="list-style-type: none"> • Be an efficient communicator 	
Other Resources	
MATERIAL NEEDED	
Student Book Different kinds of piggybanks or images of piggybanks Annex 1 Annex 2, 3 Loose change Magnetic hooks Money collected by the students	Film « My friend needs my help... » Large sheets of paper Markers Leucan piggybanks Variety of material to build the students' piggybanks

Targeted Skills:

C1 TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

C2 TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

C3 TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

Resources KNOWLEDGE, KNOW-HOW AND SKILLS	
Knowledge Arithmetic: number sense <ul style="list-style-type: none">Ordinal numbers below 1,000 Arithmetic: number sense <ul style="list-style-type: none">Ordinal numbers: addition, sums, subtraction, multiplication Arithmetic: operations <ul style="list-style-type: none">Ordinal numbers: written calculations, personal process – addition, subtraction Statistics <ul style="list-style-type: none">Represent ideas using a bar graphInterpret data using a bar graph	
Know-How <ul style="list-style-type: none">Use concepts and appropriate processes to understand the problem.Use different calculating strategies in order to find the solution validate the solutionCommunicate using proper terminology	
Skills <ul style="list-style-type: none">Precision	
Other Resources MATERIAL NEEDED	
Plastic coins Student Book Envelopes Crayons Annex 3 Various craft material to make the piggybanks	Money collected by the students Leucan Piggybanks Large sheets of paper Markers Magnetic hooks

EVALUATION

Targeted Competencies: Using Creative Thought

PFEQ CRITERIA	INDICATORS (OBSERVABLE ACQUIRED SKILLS The student...	STUDENT BOOK (PAGES)
Appropriation of necessary ideas	Can use his/her own words to describe the challenge	Drawing of the counting piggybank, 9
Diversity of possible solutions	Uses a variety of ideas	Drawing of the counting piggybank, 15
Originality of the links between ideas	Can establish links between different piggybanks and the goals of different groups	Drawing of the counting piggybank , 9, 14, 15
Determines possible improvements and innovations	Can adjust his/her work and evaluate their efficacy	9, 14, 15
The student will have created a piggybank which will hold various denominations of change after having imagined several possible models. The student should be able to understand the advantages and disadvantages of each piggybank and evaluate its efficiency.		
Student evaluation tool: peer evaluation (page 15)		
Teacher's evaluation tool: A rubric with three different scales		

Targeted skills:

C1 TO SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

C2 TO REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

C3 TO COMMUNICATE BY USING MATHEMATICAL LANGUAGE

PFEQ CRITERIA	INDICATORS (OBSERVABLE ACQUIRED SKILLS) The students...	STUDENT BOOK (PAGES)
C2- Proper analysis of a math problem	Will collect all the necessary data in order to obtain the answer	4, 5, 6, 7, 8, 10, 11, 12, 16, 17, 18, 19, 20
C2- Appropriate choice of concepts and processes		
C2- Appropriate application of learning skills	Will add correctly	7 (verso), 11, 12, 16, 17, 18, 19, 20
C1- Production of a correct answer—process and result	Will create their own process in order to solve the problem	6, 7, 11, 12, 16, 17, 18, 19, 20
	Will propose an appropriate answer	
C3- Oral or written production of a message using proper math terminology	Will communicate their results, their steps and their data using proper terminology	4, 5, 6, 7, 10, 11, 12, 16, 17, 18
C1-Pertinent explanation of elements in the solution	Will evaluate the steps they took in order to validate the answer	7 (verso), 11, 12, 20
C3- Proper oral or written interpretation of a message using proper math terminology	Will interpret and use the data collected employing proper terminology	7, 10, 11, 12, 16, 17, 18
Within the context of Leucan’s My Friend Needs My Help Money Box Campaign, the students will accurately calculate the money collected by the students in their class and in their team. The students will clearly communicate the results of their research using proper terminology.		
Student’s evaluation tool: Coevaluation (page 20)		
Teacher’s evaluation tool: A rubric is provided, coevaluation (page 20)		

DESCRIPTIVE RUBRIC

TARGETED COMPETENCE: Creative Thinking

INDICATORS	VERY GOOD The student...	GOOD The student	NEEDS IMPROVEMENT The student...
Appropriation of necessary ideas	Can independently describe the challenge, in his/her own words	With support, can describe the challenge in his/her own words	With difficulty, can describe the challenge, in his/her own words
Diversity of possible solutions	Can easily imagine several different ways to attain the goal	With support, can imagine several different ways to attain the goal	With difficulty, can imagine several different ways to attain the goal
Originality of the links between ideas	Can easily establish links between the various piggybanks and identify the advantages and disadvantages of each one. <i>établit</i>	With support, can establish links between the various piggybanks and identify the advantages and disadvantages of each one.	With difficulty, can establish links between the various piggybanks and identify the advantages and disadvantages of each one
Determines possible improvements and innovations.	Can propose with ease different and pertinent ways to adjust his/her steps in order to be more efficient and accurate	With support, the student can propose with ease different and pertinent ways to adjust his/her steps in order to be more efficient and accurate	With difficulty, the student can propose with ease different and pertinent ways to adjust his/her steps in order to be more efficient and accurate

RUBRIC

TARGETED SKILLS :

C1 To SOLVE A SITUATIONAL PROBLEM RELATED TO MATHEMATICS

C2 To REASON USING MATHEMATICAL CONCEPTS AND PROCESSES

C3 To COMMUNICATE BY USING MATHEMATICAL LANGUAGE

INDICATORS	VERY GOOD The student...	GOOD The student...	ACCEPTABLE The student...	NEEDS IMPROVEMENT The student...
Sufficient data collected	Collected and organised all the necessary data at each step of the resolution of the problem	Collected data at each step with some unnecessary data included	Collected data at each step but some data is missing	Collected data at only one step of the problem solving activity
Adequate addition of ordinal numbers	Added ordinal numbers correctly with no errors.	With 1 or 2 errors, the student added ordinal numbers	With 3 or 4 errors, the student added ordinal numbers	5 or more errors were present in the addition of ordinal numbers
Elaborate resolution to the problem (graphs and tables)	Left clear evidence of all steps in the problem-solving process (graphs, tables)	Left evidence of all steps in the problem-solving process (graphs, tables) in a relatively clear manner	Left few or incomplete evidence of the problem-solving process	Left few or incomprehensible evidence of problem-solving ability
Appropriate solution	Proposed an error-free personal or conventional solution	Proposed a nearly error-free personal or conventional solution which may contain minor errors.	Produced an acceptable personal solution with several errors.	Presented a solution that was incorrect and/or full of errors
Clear and precise vocabulary used	Communicated the data and results using clear, concise mathematical terminology appropriate to the task with examples	Communicated the results using mathematical terminology appropriate to the task	Communicated the data and results using mathematical terminology appropriate to the task but with errors	Communicated the data and results using mathematical terminology appropriate to the task but with many errors
Precision	Always carefully self-evaluates his work in process.	Usually self-evaluates his work in process but not necessarily all the time	Briefly self-evaluates his work in process	Partially self-evaluates his work in process

IN THE CLASSROOM

Production Process - Preproduction

Activity 1 – « Speaking of Piggybanks... »

Competency: CT4- Using creative thinking	Objectives: Know about Leucan's different services, Better understand a piggybank and recognize the characteristics of a good piggybank.
Length of Time: Two periods of 45 minutes or more if needed.	Required Material: Film « Ma copine est malade », annexes 1 and 2, different examples of piggybanks (if possible) Leucan piggybanks, student book, pages 2 and 3

First Period

The teacher will show the film « Ma copine est malade ». He/she will then ask the students what services Leucan offers according to what was seen in the video. He/she will take note of the possible answers on the blackboard. The teacher will then give further information about Leucan and its services as well as the diseases about which Leucan is concerned (different cancers). This activity should heighten awareness and motivate the students to participate in a project lead by Leucan.

The teacher will explain that the objective of the activity is to help Leucan with its fundraising activities. At this point, the teacher will question the students: "In what can we put money?" "What can we use as a container?" The students will likely mention a piggybank, if they do not, the teacher should mention it. The teacher will also mention that there are many different kinds of piggybanks and ask more questions: "Have you ever seen a piggybank? What did it look like?" If the majority of students do not have sufficiently developed ideas about piggybanks, the teacher should have the students ask their parents to explain the concept to them at home. In this way, the students will have a more concrete idea of the concept of piggybanks. Of course, the teacher should have them observe specific details as well. For example: "what colour, shape and form are their piggybanks?" When this has been accomplished, the teacher will ask the students to draw a piggybank on page 2 of their book ensuring that it is of sufficient size to be seen by others. The students should be told that the goal of this part of the activity is not to create an artistic masterpiece but rather to have the students draw a variety of piggybanks.

Second Period

Once the drawings have been completed, the teacher should place them in a visible place in the classroom in order to compare them. The teacher can enrich this activity by classifying the piggybanks into their various shapes, forms and colours etc. The teachers can also present their own different piggybanks (see annex 1).

Some students will surely have drawn a piggybank in the shape of a pig. If this is not the case, the teacher should question the students to elicit a conversation by asking: "Have you seen a piggybank in the form of a pig?", "Have you ever noticed that piggybanks are often in this shape?" "Why do you

think that piggybanks are like this?” After listening to the students’ ideas, the teacher should mention that there is a story behind the shape of piggybanks and then he should tell this story to the students (annex 2). The story should be followed by a question and answer period to ensure comprehension

At this point, the teacher should ask the students about what qualities a good piggybank should have. “As you have seen, there are many different kinds of piggybanks. What do you think makes a good piggybank? What are the characteristics of a good piggybank?” (Answers should include: a slot for the money, a large enough slot for various sizes of money, a hole to remove the money at a later date and a plug to keep the money inside.) The teacher will write down on the board the criteria that was selected and the students will write this criteria on page three of their booklet

The teacher will then present the Leucan piggybank which is to be used for the Halloween campaign. He will ask the students if the Leucan piggybank meets the criteria that were previously selected. A group discussion is to be held at the end to close this activity and ensure comprehension.

Activity 2 – Understanding Money

Competencies: Math CD2-3	Objectives: Recognize different kinds of change as well as their values Estimate, calculate and place in order the different amounts of change
Length of Time: one period of 30 minutes and two periods of 45 to 60 minutes	Material: Envelopes, plastic change, student book, pages 4,5,6,7,8

First Period

The teacher is to distribute an envelope of change to each student. Each envelope will have a different amount of money in it.

N.B. The teacher should consider that some students may have more difficulty than others and might choose to give amounts of money which are easier to count to some students. He may also choose to give some students a more challenging amount to count.

The teacher will ask the students to open their envelopes while asking them: “what kinds of change do you have in your envelope?” As soon as a piece has been identified, the teacher should name the piece (i.e. 5¢ is often called a nickel) and describe it as well (it has a beaver on one side and the Queen on the other, it is small and sort of a silvery colour). The teacher should mention that the value of the 5¢ is stamped on the money. The teacher will then ask the other students to look and see if they have this same sort of change in their envelopes. Once the \$1 has been identified, the teacher will tell the students that this piece has the same value as 100 pennies and that one can be exchanged against the other. When the \$2 piece has been identified, the teacher will explain using the same process. On pages 4 and 5 of the student book, the students will make a rubbing of each piece of money and write the value of each piece in the appropriate place.

Rubbing: Place the piece of change under the page and lightly rub back and forth until a proper scraping has been made.

Second Period

At this time, the students will be required to estimate and then calculate the amounts of change in their envelopes. The teacher will then ask the following question: "Who has the most money in the class?" By leading the ensuing discussion, the teacher will help the students find ways to determine who has the most money. The students should end up being able to count their money. The teacher will also ask the students to estimate the amount of money in their envelopes and will remind them what estimating means:

Estimating: attempting to calculate, with some precision, an unknown value

examples:

- The class is about 10m long;
- It is about 20 degrees outside
- There are about 20 students in the class

The students will estimate the amount of money in their envelopes and write it down on page 6 of the student book.

They will create a bar graph on page 7 of their book representing the number of each piece of money in their envelopes. The teacher may have to provide an example of this to the students beforehand including all of the necessary elements in a bar graph (a title, name the axes etc.) The students then draw a diagram. The teacher will give active feedback to the students in order for them to self-correct their work as it is in progress. At this point, the teacher will collect the students' work and the envelopes with the plastic change. The students will count their money using the data that they have collected in the form of their graphs. The students are to be reminded to leave evidence of their work on the back of their work pages. In teams of two, the students should help each other verify their results.

Each student is to clearly write his total (sum) at the top and the bottom of their diagram and then, after checking again, in his student book on page 6. Finally, the students will present their diagram (page 7) and explain how they counted their money.

Third Period

The students are to be placed in groups of four where they will compare their results and place them in order from smallest amount to the largest amount. They will record their findings on page 6.

Ascending order: where a pattern is observed whereby numbers increase

Example: These numbers are placed in ascending order: 1, 8, 10, 29, 52, etc.

These numbers are in descending order : 15, 12, 9, 7, 5, etc.



Each team will present its results to the class which will then validate the answer. The students are to write the name of the student who has the most money in their team on page 6. The teacher will then present the bar graph of this student to the other teams. At the end, the students will be able to answer the question “who has the most money in the class?” They will write the answer on page 7.

The teacher will have the students better understand the most effective method of counting money that was discovered. Other students can be asked to explain their methods as well, if needed. Page 8 of their book is to be completed with the teacher

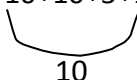
Their booklets should look something like the following example:

When I count the money, I can ...

- Begin with the largest number and end with the smallest
 $25 + 25 + 10 + 5 + 1 + 1 = 67$

- Count by tens (grouping).

$$25=10+10+5 \text{ donc } 10+10+5+10+10+5+10+5+1+1=67$$



Grouping : placing objects together in such a way as to count them more easily

- Memorize:
 $25 + 25 = 50$
 $25 + 25 + 25 = 75$
 $25 + 25 + 25 + 25 = 100$
- Know the value of the money by its shape, form or size.

Production Process - Production phase

Activity 3 – « Imagine a piggybank that counts »

Competencies: CT- using creative thinking Math: CD1	Objective: Imagine a piggybank which can automatically count the money deposited Adjust and justify my ideas as needed
Length: 45 minutes	Material: Large sheets of paper, markers, magnetic hooks, annex 3, student book, page 9

The teacher will begin the lesson by activating some prior learning. He/she will ask “what is a piggybank used for? Imagine if the piggybank could do the counting for you!” There are already some

sorts of piggybanks which can count like on the bus or metro but I wonder if one could be made that does not require electricity!” The students will be placed in groups of four and each group will have a few large sheets of paper. The teacher will ask each group to imagine and then draw a counting piggybank. The drawing should be large enough to be seen by the entire class. Before beginning, the students must be able to say, in their own words, what is involved with this particular activity (page 9).

Once finished, the students will present their work in front of the class. The students must describe how their piggybank is to work. The teacher will ask the class to participate by asking them about the advantages and disadvantages of the various models presented. The teacher should ask some leading questions such as; “Can this piggybank really count the money? Why or why not?” The students are encouraged to justify their responses. It is important to see that a piggybank which would not work as desired is not actually a failure but rather a chance to improve on the design. The students will complete page 9 of their book and indicate whether their particular model was accepted as a working model or not. The answers should be justified

Once all the groups have presented their work, several possibilities will exist for the teacher. If only one model was accepted by the group as a whole, then the teacher can explain why and how this model is different from the others. If one model is very close to being a working model, the teacher can ask the class what is necessary to improve it further. If no working model was accepted, then the teacher can present a working model (annex 3) and then briefly explain how it works (it will be altered later). He/she should also explain why the other models would not have worked.

Activity 4 – « And the total is... »

Competency: Math: CD1-2-3	Objective: Calculate the money collected (each student, each team, each class)
Length of activity: 60 min (can be done over two periods)	Material: The money collected by each student, student book, pages 10,11,12

Now that Halloween is over, the students will bring in their money that they have collected for Leucan.

The students will create their own bar graph of the change that they have collected (page 10). The teacher may chose to further explain what a good bar graph should look like. He/she may specifically mention the scale to be used and the axes so as to avoid potential problems with the amounts to be represented. Once the graphs have been completed, the teacher will take out the piggybanks (already identified). At this point, the students must find a way to count their money. This is initially done without teacher assistance. They should use their graph and the data they collected and leave evidence of their work on page 11.

The teacher will ask the students to share their strategies for counting money and will ask them if their strategies differed from the last time. He/she will ask the students how they can transform the

amounts from cents to dollars and cents. They students will propose their ideas and then the teacher will propose his/her ideas. The teacher will point out that if the change is grouped by 100¢ (because 100 ¢ = \$1), then we can call this one dollar with the leftovers remaining in cents. As an example, in 987 ¢, there are 9 one hundreds and 87 ¢, so we can express the same amount of money in a different way. A variety of exercises like this with different amounts should help the students to better understand the transformation from cents to dollars and cents. The teacher can mention that it is easier to do it this way when we are trying to calculate larger sums of money.

In teams of four, the students will calculate their amounts and enter the amount on page 12 (ideally they will write their answers using dollars and cents). Together, they will check their answers to be certain that they have added correctly. Corrections should be noted on page 12 of their book where they will also show evidence of learning.

On the board, the teacher will reproduce the following chart

Team	Amount collected
1	\$ ¢
2	\$ ¢
3	\$ ¢
...	\$ ¢
Total	\$ ¢

The teacher will ask a member of each team to come up and write his/her results on the board in the appropriate spot.

At the end, the student will calculate the total with the teacher offering help if necessary. The students will copy this amount and write it at the bottom of page 12 in their book.

Production Process - Postproduction phase

Activity 5 – « I create my own counting piggybank »

Competency: CT- Using creative thought Math: CD2- 3	Objective: Create a counting piggybank using a model et check for its efficiency,; ask questions regarding the success or failure of the model selected
Length: one period of 15 minutes and one period of 60 minutes	Material: Material to build the piggybank, the money collected, drawing of the counting piggybank that they have already in their book, money collected, student book pages 12,14,14,15.

NB: As mentioned above, if the students did not select a workable counting piggybank, the teacher can propose one and explain how it is to work. He/she should verify that the students understand

his/her chosen model. Nonetheless, it is better if the students choose a model themselves and create it from the drawings they have created.

First Period

The teacher explains that the students are to build a counting piggybank from the drawing they have previously selected.

In their group, the students must determine what material they will need to build their piggybank and propose it to the teacher who will write it down on the board (i.e. The paper rolls, pill bottles, film canisters, cereal boxes, markers, liquid paper, cardboard, wood or plastic, glue etc.) The teacher will keep note of the material that is used as necessary but will offer only limited aid to the students. The students will copy this list down in their book on page 13. It is their responsibility to bring the necessary craft material from home. The teacher will likely need to give the students a few days to do this.

Second Period

In teams of four, the students will attempt to build their counting piggybanks. The teacher should have his/her own photocopy of the drawing that the students will be using to create their piggybank.

In order to see whether their piggybank works as intended, the students will drop money into their piggybanks and compare the total counted with the actual amount deposited (page 12). From this information, the students should be able to determine how well their piggybank works (page 14).

The teacher should allow a few minutes for each team to present their results to the class. The students can then fill in an evaluation on page 15 of their book.

Activity 6 – « Exchanging money? »

Competency: Math: CD2-CD3	Objective: Understand equivalency while using different pieces of change, make change.
Length: 45 to 60 min (this lesson can be done over several periods)	Material: Collected money, pencil crayons, student book pages 16, 17,18, 19, 20.

The teacher will ask the class what they can do to reduce the amount of change in the piggybank while keeping the value of the money the same. The students can have a short discussion on this subject but the teacher should make sure that they understand the idea of exchanging several pieces of change for fewer pieces of change while preserving the same value. For example, by converting 20 nickels for a loonie, we can reduce the amount of change while keeping the same value.

The teacher will ask the students if they already know of some examples of how to do this. They will certainly mention that 100 pennies can equal a dollar since this concept was already covered. The teacher will write this on the board as follows: $100 \times 1 \text{ ¢} = 1 \times \1 . Other amounts mentioned by the students can be written as well.

In teams of two, the students will be asked to come up with other equivalencies that can give us 1 dollar. For example 4 times 25 cents can equal 1 dollar.

The students should have money that they can manipulate while doing this activity. After a few minutes, the teacher will ask for more examples of equivalencies and write them on the board. The students must complete and correct their graph on page 16 of their book.

The teacher will ask the students to complete page 16 of their book and will do the first exercise with them to ensure comprehension while modeling the correct way to obtain the answer. When the page is finished, the teacher will check for comprehension and ask students to explain the different steps that they followed to obtain the answer.

The students are to then complete pages 17 and 18 of their book which asks them to create other equivalencies between different pieces of money. The teacher should model different strategies that can be used to obtain correct answers.

Page 19 is to be used so that the students can better understand how to reduce the amount of change they have while preserving the value in a make-believe wallet or purse. The idea is to minimize the amount of change until it is no longer possible.

The teacher should walk about the room to offer support to the students and pay particular attention to the students who are having trouble. The students can continue to use their manipulatives in order to better understand the concept and obtain their answers. After this, the students should fill in the evaluation rubric on page 20. The teacher will fill out his/her part and discuss any discrepancies.

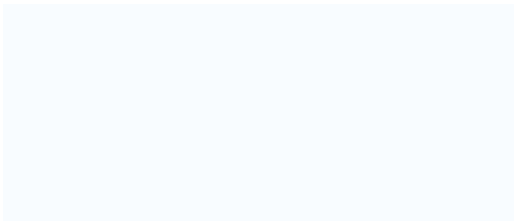
Now, the teacher should discuss the Leucan Halloween campaign and remind the students of how much they were able to collect. He/she will then ask the students how they should go about sending the money to Leucan while reminding them that Leucan does not have the room at the offices to keep all the money collected by all the students.

If the students have no concrete ideas as to how to proceed, the teacher can ask the students what their parents do with their money when they get paid. The teacher should then be able to produce the cheque that has been written out to Leucan for the students to examine and then congratulate the students for helping with this campaign.

ANNEXE

Annex 1: Different Kinds of Piggybanks

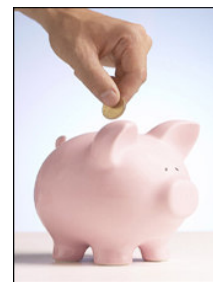
Source: Wikipedia and Google images







Annex 2: The Origins of Piggybanks¹



Suggested questions are in brackets.

As you know, a piggybank is used to collect money and is used mostly by kids. Many piggybanks are made of ceramic but they can be made of nearly anything like wood, metal, porcelain etc

On the back of a piggybank is a slot where you can put the money. A piggybank is usually used by kids to help them save money because it is easy to use. In order to get the money out of a piggybank though, you usually had to break it. Today, though, most piggybanks have an opening which will let you take your money out without breaking it so you can count the money you have to see if you have enough to buy something.

Why are piggybanks in the form of a pig? Here are three possibilities.

The first explanation is A long time ago the word “pygg” was used in English to describe a kind of clay (Do you know what clay is? Give some examples) People would use this clay to make things like plates, bricks, vases and containers. These containers were called “pygg jars” (Why do you think they were called “pygg jars?”) Later, people changed the spelling of the word “pygg” to “pig” which also means pig, as in swine. So, people began to call these “pygg jars,” “pig banks” which we call today a piggybank. Then, people began to make these containers in the form of a pig because the word had the same sound. And, well, since pigs are popular animals, the word and the shape have stayed with us today. *(Who can retell this story in their own words?)*

Some people think this is a better explanation so listen up! The explanation would seem to suggest that piggybanks are closely related to something agricultural (What is agriculture?). The money deposited in a piggybank represents the money that a farmer would spend on feeding his pig. The farmer would access his money only after the pig had been sold to slaughter. This is a bit like forced savings since the farmer could only access his money at a specific time.

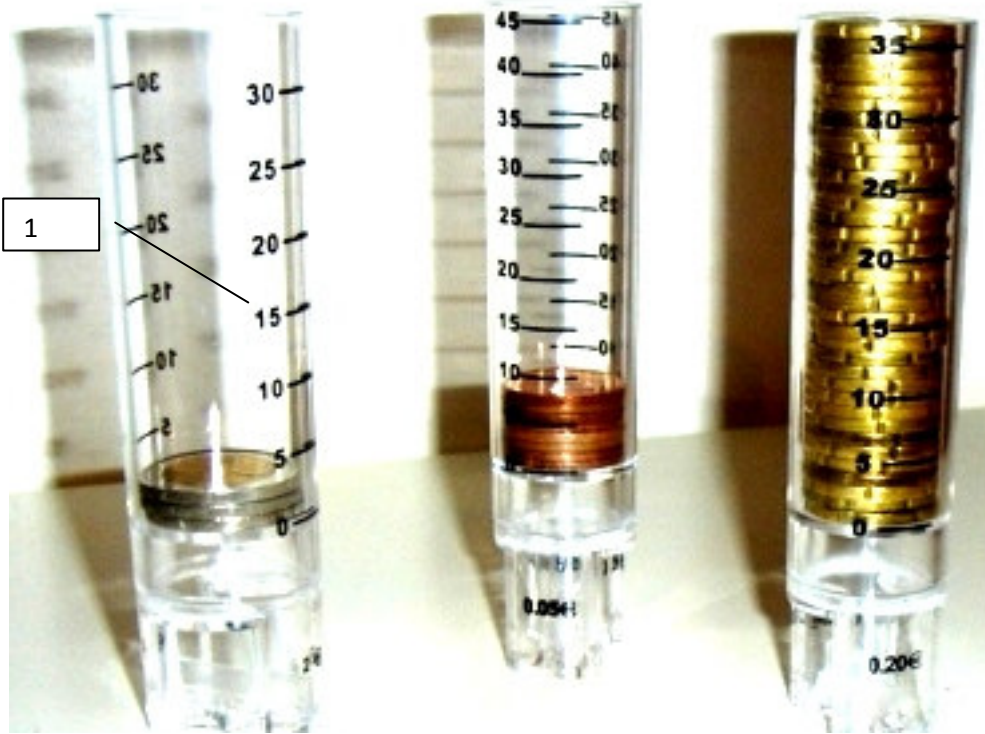


And finally, the last possibility...In the olden days, having a pig was seen as a sign of prosperity and abundance. Before the industrial revolution and before there were lots of factories, families would put a pig aside so that they could sell it if ever they were in need of money. This theory has piggybanks coming from this idea *(Who can remember the three theories? Which explanation makes the most sense to you and why? etc.)*

¹ Tiré de « Cochon tirelire », *Wikipédia*, [En ligne], 2009, http://fr.wikipedia.org/wiki/Cochon_tirelire (Page consultée le 26 août 2009) et de

Hélène. « Tirelire » [Discussion], *Forum des Babéliens* [En ligne], (11 novembre 2004), <http://projetbabel.org/forum/viewtopic.php?t=3781>

Annex 3: A Counting Piggybank



1

2



3



4

