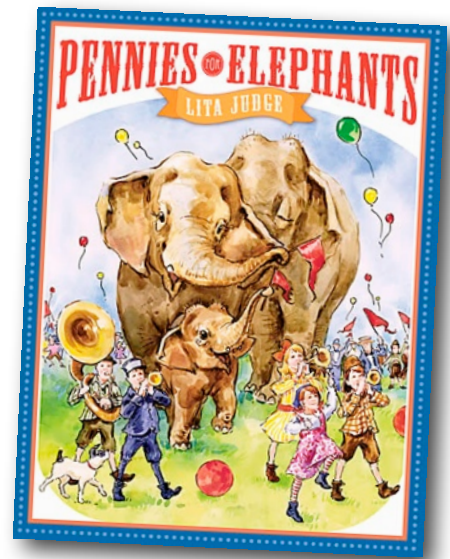


Pennies for Elephants

by Lita Judge



Create a Penny Drive

- Generate a discussion with students about a cause they'd like to support through a fund raising event. This could be a charitable event, or an opportunity for them to raise money for an activity.
- After determining the cause, have students create a poster for the Penny Drive. Students can illustrate the cause and generate interest through their poster illustrations. They can also create a chart to record progress as money comes in.
- Decorate jars for collecting money and place them around the school, and perhaps even in shops and town buildings in the local community.
- Collect pennies, nickels, dimes, and quarters for a cause. Make suggestions to students about what chores and activities they can do to also earn the money.
- Contact the local paper about the penny drive. Encourage students to find ways for the community to participate in the penny drive by writing a letter to their local newspaper.

*** If planning this activity around an author/illustrator school visit,** encourage the newspaper to run the article just before the day of the visit so students can talk about their efforts on the day of my visit. They can then continue the penny drive through the year.

Class Discussions

- Have kids search through the book to find how much a dress cost in 1914, how much a car cost, or how much it costs to go to a movie. Discuss and compare how much these items cost today.
- Discuss how the paperboy is calling out the headlines to sell papers. Have children discuss the fact that in 1914, many children helped support their families by having jobs.
- Discuss the word “moving pictures.” The story is an opportunity to discuss how movies had just been invented and were still silent in 1914, therefore, they were called “moving pictures.”
- How do people get their news today? Have students think about the differences between 1914 and now and how people gather their news. Discuss how they didn't have internet, radio or TV in 1914.

Activities that use Newspapers in the Classroom

- Have students read the local newspapers. Have students discuss connections between the news in their town and what is going on in the global community. Encourage students to visit the office of their local newspaper.
- Maintain a bulletin board of newspaper clippings and current events about what is going on in the local, state, national, and world news. Invite children to contribute to this by bringing articles and pictures.
- Create a classroom newspaper with the children having different responsibilities such as writing, editing, drawing, and layout.
- After reading a news article aloud, have students draw a picture about what they think happened.
- Look for new and unfamiliar words with the children. Write them down and find the definitions based on the context. Use these to develop a newspaper “word bank”.
- Have the children identify their favorite foods (meat, vegetables, fruit, or bread). Follow the food ads in the paper to watch for changes in price during the school year. Discuss the implications of increased cost of food in this country and elsewhere.
- Show the children featured pictures and ask them to compose their own headline and share what they think the story is about.

Activities in Math

- Story Problems – If you visit the zoo and want to buy a bag of peanuts that costs one dollar to feed the elephants, how many quarters do you need? How many dimes? How many nickels? How many pennies?

- London Zoo Page: Fill in the spaces

$$3\text{¢} = \underline{\quad} \text{ Pennies}$$

$$25\text{¢} = \underline{\quad} \text{ Quarters or } \underline{\quad} \text{ Nickels}$$

$$5\text{¢} = \underline{\quad} \text{ Nickels or } \underline{\quad} \text{ Pennies}$$

$$18\text{¢} = \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

$$\$1.14 = \underline{\quad} \text{ Quarters} + \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

- Tea Party Page: Fill in the spaces

$$87\text{¢} = \underline{\quad} \text{ Quarters} + \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

$$5\text{¢} = \underline{\quad} \text{ Quarters} + \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

$$15\text{¢} = \underline{\quad} \text{ Quarters} + \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

$$67\text{¢} = \underline{\quad} \text{ Quarters} + \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

$$48\text{¢} = \underline{\quad} \text{ Quarters} + \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

$$\text{Total} = \underline{\quad} \text{ Quarters} + \underline{\quad} \text{ Dimes} + \underline{\quad} \text{ Nickels} + \underline{\quad} \text{ Pennies}$$

How much money was collected?

- Place Value

$$\text{Children's Romper} = 2 \text{ Dimes} + 9 \text{ Pennies} = \underline{\quad} \text{¢}$$

$$\text{French Dresses} = 4 \text{ Dimes} + 9 \text{ Pennies} = \underline{\quad} \text{¢}$$

$$\text{Tony's contribution} = 1 \text{ Dime} + 0 \text{ Pennies} = \underline{\quad} \text{¢}$$

$$\text{Figured Crepe Dresses} = 15 \text{ Dimes} + 9 \text{ Pennies} = \$\underline{\quad}$$

$$\text{Dorothy and Henry's Life Savings} = 11 \text{ Dimes} + 9 \text{ Pennies} = \$\underline{\quad}$$

$$\text{Charles Wright Violin Concert} = 14 \text{ Dimes} + 0 \text{ Pennies} = \$\underline{\quad}$$

$$\text{Washing Pets} = 11 \text{ Dimes} + 9 \text{ Pennies} = \$\underline{\quad}$$

- A seat at the movies costs 5¢. If 12 children are in line to buy tickets, count by 5 to get the total amount of money raised at the theater.

5¢ 10¢ 15¢

If the theater donated half the total to the elephant fund, how much money did they donate for the 12 children who went to the movies? (Hint: put the 12 nickels in two equal groups.)