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## 4: Give Me A "B"!

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### Based on the North Dakota quarter reverse



#### OBJECTIVES

Students will recognize the letter "b" and the /b/ sound at the beginning of words.



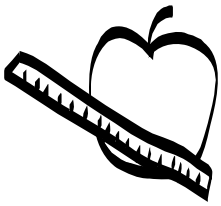
#### MATERIALS

- 1 overhead projector (optional)
- Overhead transparencies of the following:
  - "Alphabet Bowl" worksheet
  - "Give Me A 'B'!" worksheet
  - "North Dakota Quarter Reverse" page (or photocopy)
- Copies of the following:
  - "Alphabet Bowl" worksheet
  - "Give Me A 'B'!" worksheet
- 1 class map of the United States
- Copy of a text that gives basic information about alphabet letters and sounds, such as:
  - *Bernard, Me, and the Letter B (Alphabet Friends)* by Cynthia Klingel and Robert B. Noyed
  - *The Letter B Easy Reader* by Susan B. Bruckner
  - *Alphabet Fun: Learning to Print and Identify Alphabet Letters* by Sherrill B. Flora
- Chart paper
- Markers
- Sticky notes
- Brown paper bag
- Common objects that begin with "b" and other letters
- Brown, blue, and black crayons
- Pencils



#### PREPARATIONS

- Make overhead transparencies of the following:
  - "North Dakota Quarter Reverse" page (1 per student)
  - "AlphabetBowl" worksheet (1 per student)
  - "Give Me A 'B'!" worksheet (1 per student)
- Make copies of the following:
  - "Alphabet Bowl" worksheet (1 per student)
  - "Give Me A 'B'!" worksheet (1 per student)



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# Give Me A "B"!

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- Locate a text that gives information about alphabet letters and sounds (see “Materials”).
- Gather common objects that begin with “b” and other letters discussed in class.



## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

Language Arts



## TERMS AND CONCEPTS

- Quarter
- Bison
- Badlands



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

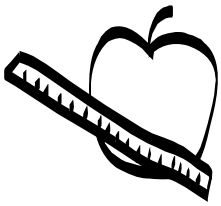
- Coins
- Letter identification
- Beginning sounds
- Following directions



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate North Dakota on a classroom map. Note its position in relation to your school’s location.
2. Display the “North Dakota Quarter Reverse” transparency or photocopy. Examine the design and have the students identify the images, including the sun, landforms, and the two bison grazing.



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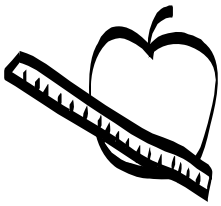
## Give Me A "B"!

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3. Point out that the image on the North Dakota coin includes bison and that the word "bison" begins with the letter "b." You might mention that the bison is also known as a buffalo, which also begins with a "b." Also mention that the land shown on the coin is called "the Badlands," a word that also begins with "b." Tell the students that the badlands is an area known for its beauty and ruggedness. Label and circle both images on the overhead transparency.
4. Introduce the students to the selected text about alphabet letters and sounds. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
5. Write the letter "b" on chart paper. Explain that the class will be learning more about the letter "b." Ask the students to identify the letter you wrote on the chart. If necessary, tell them it's the letter "b" and it makes the /b/ sound. Have the students practice saying the letter and the sound.
6. Invite the students to look around the classroom and point out other classroom objects that begin with "b." As a class, label the object with its name using a sticky note.
7. Ask the students to recall words from the text that begin with the letter "b." Record the student responses on the chart paper.
8. Show the class a brown paper bag. Ask the students to tell you what letter the word "bag" starts with. Ask what "brown" starts with. Write the words "brown bag" on the outside of the bag. Underline the letter "b" in both words and have the students say the words with you.
- 8 Explain that the bag will hold objects or pictures of objects that begin with the letter "b." Distribute one common object or picture to each student.
9. Divide the class into pairs and have each student share the object's name with his or her partner. Invite the students to share their objects with the class and place each one in the "b" bag if it begins with a "b." If the object begins with another letter, have the class identify the beginning letter and put it in another pile.
10. Once all of the students have shared their objects, review the "b" items in the bag with the class.
11. Add the name of the items from the "b" bag to the chart paper and add a simple sketch next to each to help non-readers remember the items.

### Session 2

1. Display the brown bag and chart paper from Session 1. Review the names of the items.
2. Display the "Alphabet Bowl" overhead transparency. Distribute a copy of the corresponding worksheet to each student. Review the directions with the students. Have the students complete the worksheet.

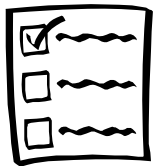


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## Give Me A "B"!

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3. Complete the "Alphabet Bowl" overhead transparency as a class. Collect the student worksheets.
4. Display the "North Dakota Quarter Reverse" transparency or photocopy again. Ask the students if they remember what animal is shown on the coin (bison or buffalo). Have the students brainstorm other animal names that begin with the letter "b." Student responses may include bunny, bat, bug, bird, butterfly, bee, and bear. Record "bison," "buffalo," and other correct student responses on chart paper. Review the chart, repeating the names of the animals with the students.
5. On another piece of chart paper, write the following sentence starter: "Baby bison bring \_\_\_\_ to the badlands." Read the sentence starter to the students. Have the students give possible responses and record them on the chart paper. Review the responses and have the students help you circle the letter "b" throughout.
6. Display the "Give Me a 'B'!" overhead transparency. Distribute the corresponding worksheet to each student and review the directions. Tell the students they are to look at the pictures at the top of the page and circle all the objects that begin with the letter "b." Complete the example together.
7. Allow the students some time to work on the first section.
8. Explain the directions for the second section.
9. Allow the students time to complete the worksheet. Have the students share their writing with a partner. Review the letter "b" as a class.
10. Collect the students' worksheets.



### ASSESSMENT

- Take anecdotal notes about the students' participation in class activities.
- Evaluate the students' worksheets.



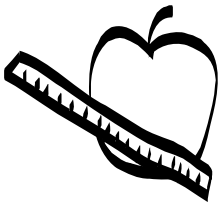
### ENRICHMENTS/EXTENSIONS

- Read aloud other theme-related books about the alphabet and the letter "b." Add these books to the class library.
- Have students enjoy a snack that begins with the letter "b" such as banana bread.



### DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their worksheets.
- Have students practice their letters sorting word cards by sound and letter, or play a memory matching game using the word cards.



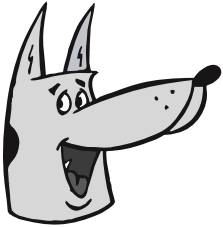
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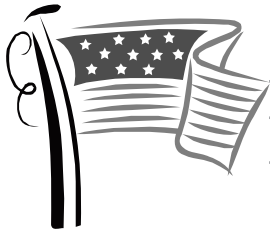
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## CONNECTION TO WWW.USMINT.GOV/KIDS

- Invite students to visit “Coin of the Month” and look at other coins with a bison image on them. For example:
  - The Kansas Quarter at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/09.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/09.cfm)
  - The American Bison Nickel at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/03.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/03.cfm)
  - The Indian Head/Buffalo Nickel (1913–1937) at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm)
- Visit [www.usmint.gov/kids/index.cfm?fileContents=teachers/features/2004/01.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=teachers/features/2004/01.cfm) and use the “I Hear an ‘A’” Teacher Feature to help students identify the long “a” sound (•).



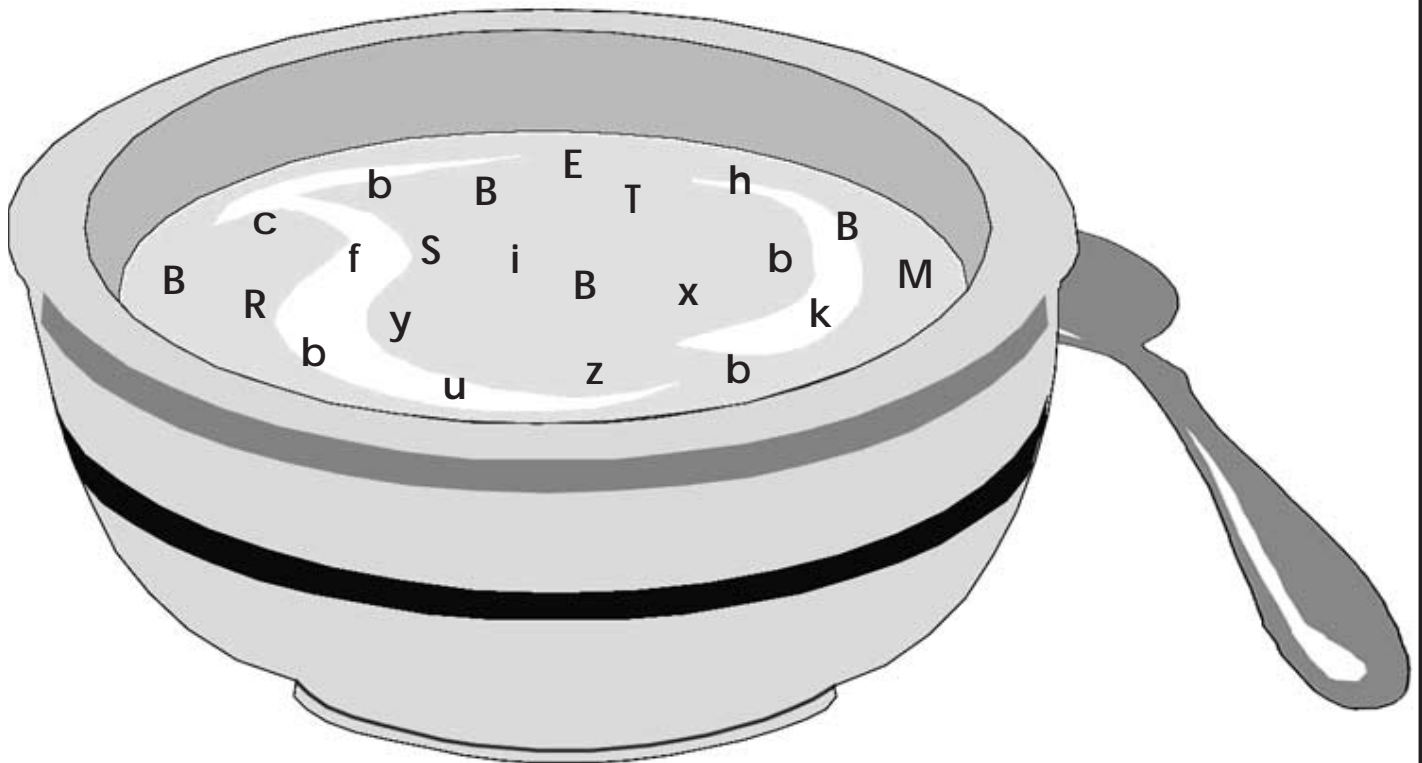
Name \_\_\_\_\_

# Alphabet Bowl

**Directions:** Trace the letters "b" and "B" then write them a few times in the space after them. Find and circle all of the letter "b's" in the bowl with a brown, blue, or black crayon.

B B B

b b b



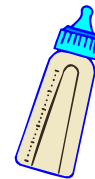
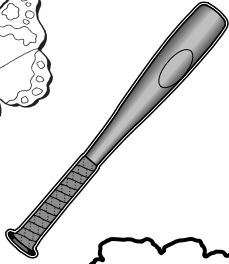
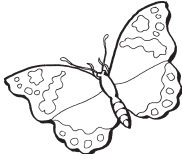
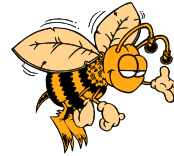


Name \_\_\_\_\_

# Give Me a "B"!

**Directions:** Circle the pictures that begin with the letter "b."

**EXAMPLE**



**Directions:** Write what each person or animal likes to do.



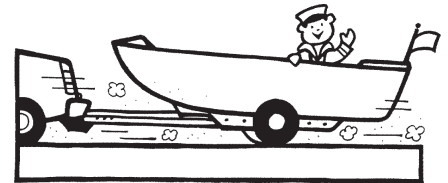
take a bath



ride a \_\_\_\_\_



play \_\_\_\_\_



ride in a \_\_\_\_\_



butter \_\_\_\_\_



bury a \_\_\_\_\_



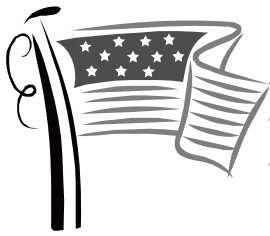
ring a \_\_\_\_\_



blow \_\_\_\_\_

What do you like to do that begins with the letter "b"?

\_\_\_\_\_



# North Dakota Quarter Reverse

