

---

# 5: Sounding Out the Symbols

---

## Based on the Mississippi quarter reverse

---



### OBJECTIVE:

Students will, while learning about symbols, sort words orally, understand that letters represent sounds, and note words that start with the same letter.



### MATERIALS:

- 1 overhead projector (optional)
- Overhead transparency (or photocopy) of the Mississippi quarter reverse
- “What’s the Sound?” worksheet
- “A Quarter for Our School” worksheet
- Colored pencils and/or crayons
- Chart paper
- Pictures of a magnolia blossom and your state flower



### PREPARATIONS:

- Make copies of the “What’s the Sound?” worksheet (1 per student).
- Make copies of the “A Quarter for Our School” worksheet (1 per student).



### GROUPINGS:

- Whole group
- Individual work



### CLASS TIME:

2 30-minute sessions



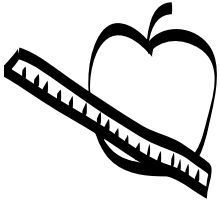
### CONNECTIONS:

- Language Arts
- Art
- Social Studies



### TERMS AND CONCEPTS:

- State flowers
- Letters
- Sounds



---

# Identifying Initial Letters

---



## BACKGROUND KNOWLEDGE:

Students should have basic knowledge of letter shapes and sounds.

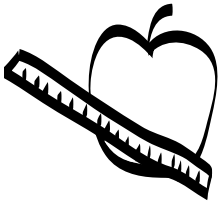
## STEPS:

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the Mississippi quarter reverse.
2. Explain to students that the design was specially chosen to represent the state of Mississippi because the Magnolia was selected as the state flower and the state tree. Use supporting pictures of a magnolia blossom to illustrate. Make connections to your state flower.
3. Hand out the “What’s the Sound?” worksheet.
4. Point out that Magnolia starts with the same sound and letter as the state it represents—Mississippi.
5. Ask students what is pictured in the second circle next to the Magnolia flower. Does ‘man’ use the same sound, too? What other words begin with the “M” sound?
6. Tell students they will have a chance to think of more things that begin with different sounds. Review the sounds that the rest of the states listed on the worksheet start with and, as a class, brainstorm things that start with those same sounds and list on chart paper.
7. Have students trace the initial letters on their worksheets. Students will draw two words that begin with the corresponding sound in the circles next to the state name. Model this activity for them. Monitor their work until all circles are complete.

### Session 2

1. Ask the class if they think that Mississippians chose the Magnolia as a symbol just because it started with the same letter and sound as the state name. Explain how prominent the magnolia is in the South, that it is both the state flower and the state tree of Mississippi, and that the magnolia can be found all over the state.
2. Tell students that they will decide what should symbolize their school. Ask what is found all around the school. When students offer up ‘inside’ answers such as teachers, desks, etc., ask where magnolias are usually found—inside or outside. When they say outside, suggest that you take a class field trip around the school grounds.
3. While outside, ask the students to find and draw something that might be good to represent or symbolize your school. Students could also brainstorm ideas about things that represent your school such as its mascot or school colors.



---

# Sounding Out the Symbols

---

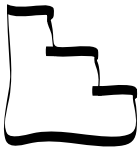
4. Distribute the “A Quarter for Our School” worksheet. Ask the students to use this paper to draw their selected items.
5. Share the drawings with the entire class by displaying them in the room.



## ENRICHMENTS/EXTENSIONS:

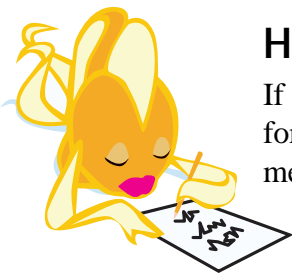
Go to the United States Mint H.I.P. Pocket Change™ Web site at [www.usmint.gov/kids](http://www.usmint.gov/kids), and print the 2002 quarter outlines. Make enough copies and randomly distribute to the class. For fun, have them color their coins however they would like and display them according to state groupings. Students could also sort these coins according to their attributes.

Students can create “A Quarter for My Family,” displaying special pictures relating to their families (family members, heritage, special activities, pets).



## DIFFERENTIATED LEARNING OPTIONS:

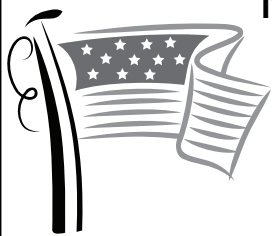
- Students could bring in objects beginning with a certain sound. Objects could be sorted physically to reinforce understanding.
- Have advanced students draw pictures of words that end with the sounds listed.
- Introduce students to alliteration by having them create a sentence using one of the initial letters reviewed in this activity.



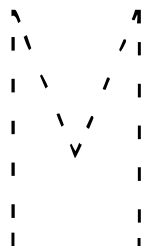
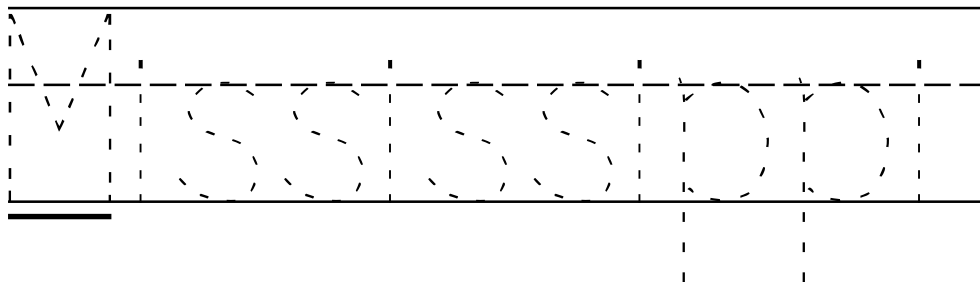
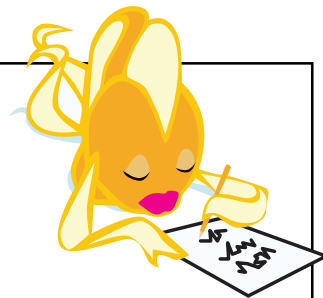
## HPC CONNECTIONS

If your students liked the Mississippi quarter, let them examine the Coin of the Month for April 2002 in the “Coin News” area. It’s the 1997 U.S. Botanical Garden Commemorative Silver Dollar, which features our national flower, the rose!

NAME \_\_\_\_\_



# What's the Sound? (1)

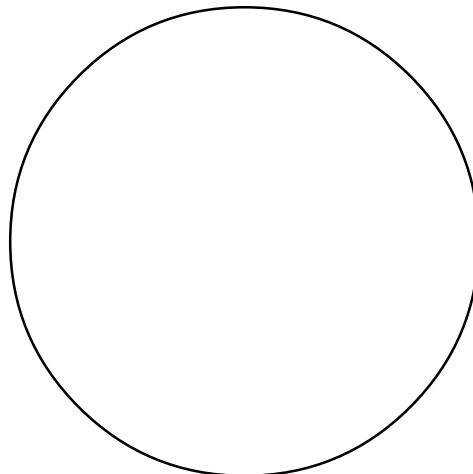
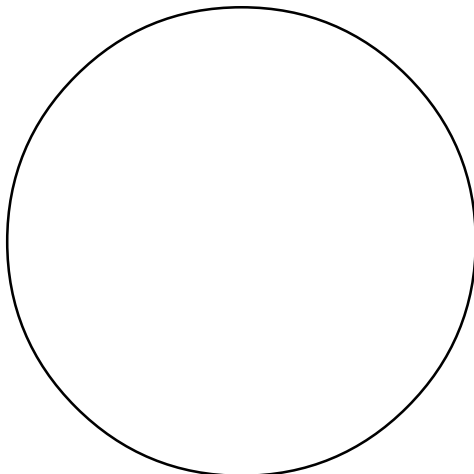
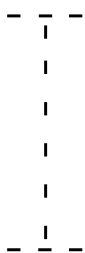


magnolia

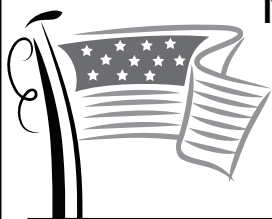


man

Indiana

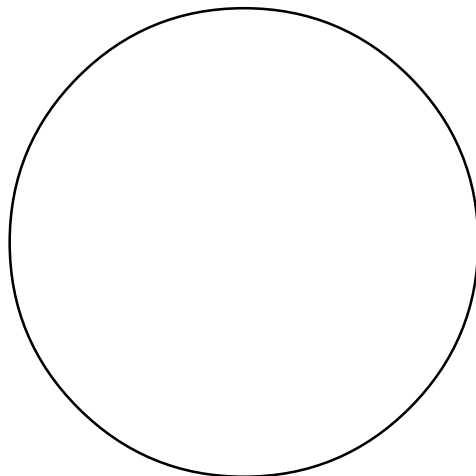
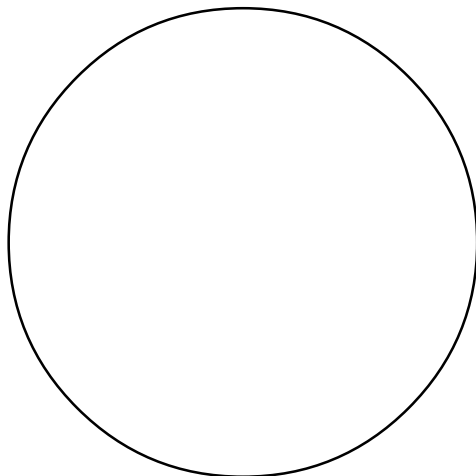


NAME \_\_\_\_\_

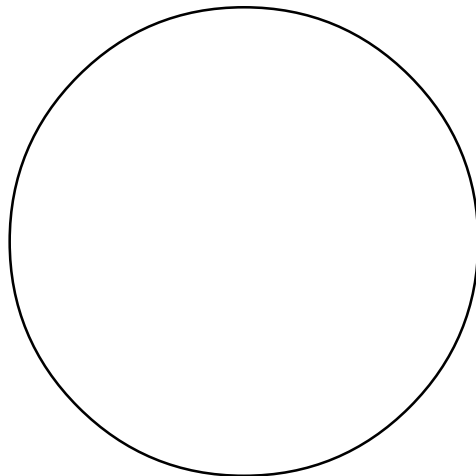
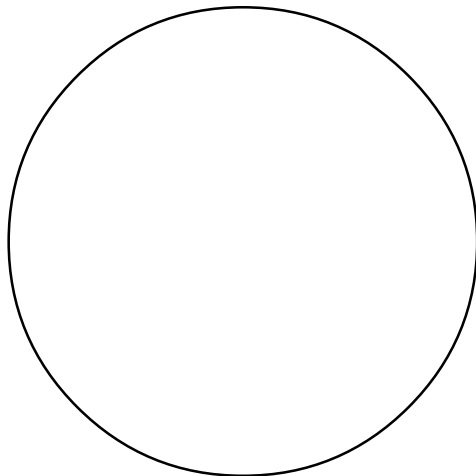


# What's the Sound? (2)

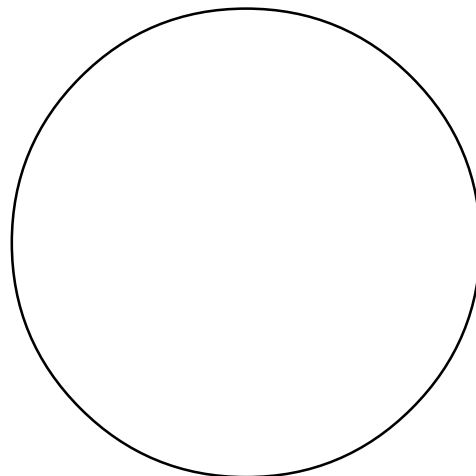
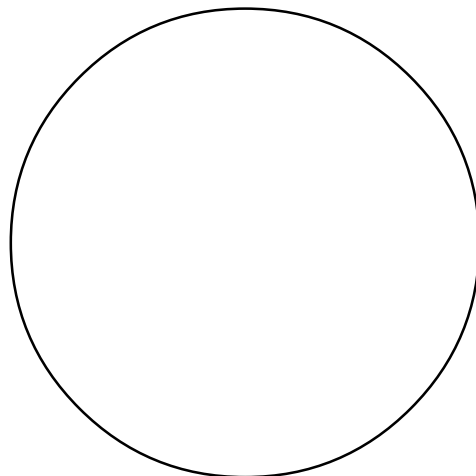
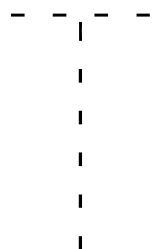
Louisiana



Ohio



Tennessee





NAME \_\_\_\_\_

# A Quarter for Our School

