

2008 Lesson Plans



This teaching guide includes:

- ◆ 6 teacher-friendly lesson plans that fit easily into your curriculum
- ◆ Reproducible student worksheets that coincide with each lesson
- ◆ Fun state facts and information on the new quarter designs
- ◆ USA map template with state outlines



The Greatest Educational Change America Has Ever Seen



Grades
K&1



The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public for free three new sets of lesson plans (for grades K and 1, 2 and 3, and 4 through 6). Two sets of free plans for grades 7 and 8 and 9 through 12 are also available. All are designed to bring to life the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. Appearing on the cover as well as within the plans themselves, the coin-loving H.I.P. Pocket Change Pals will show you ways to supplement the quarter activities with fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, located at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, the site introduces students to what's H.I.P. about coins: they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



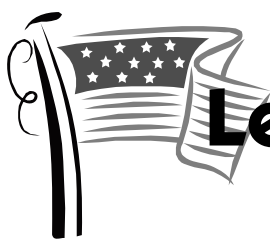
Visit us online at
www.usmint.gov/kids



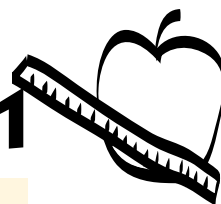
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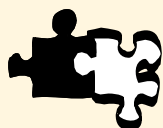
The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades K&1



Objective



Connections



Groupings



Class Time



Page

1: Symbols in My Eyes (Oklahoma)

Understanding the meaning and use of symbols

- Social Studies
- Language Arts

- Whole group
- Individual work

Two 20- to 30-minute sessions

2

2: All About Nicknames (New Mexico)

Exploring nicknames and topographical maps

- Social Studies
- Language Arts
- Art

- Whole group
- Individual work

Three 20- to 30-minute sessions

8

3: Super Saguaro (Arizona)

Learning about the saguaro cactus, its life cycle, and the animals that live in it

- Science
- Art
- Mathematics

- Whole group
- Small groups
- Individual work

Three 20- to 30-minute sessions

15

4: Water Cycling in the Wilderness (Alaska)

Recognizing the importance of water and the water cycle

- Language Arts
- Science
- Art

- Whole group
- Small groups
- Individual work

Four 20- to 30-minute sessions

25

5: How Will We Get There? (Hawaii)

Looking at islands and island transportation

- Social Studies
- Science

- Whole group
- Individual work

Two 20- to 30-minute sessions

35

6: Coin Connections

Learning coin values and comparative math symbols

- Mathematics
- Language Arts

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

44

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2007

Montana, Washington, Idaho, Wyoming, Utah

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United States of America Map

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50 State Quarters Program Designs

55

Reproducible Coin Sheet

58

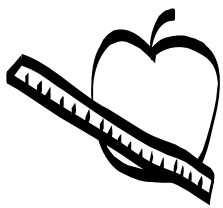
50 State Quarters Program Release Schedule

60

Lesson plans and other related 50 State Quarters® Program materials are provided solely for teaching purposes.

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1: Symbols in My Eyes

Based on the Oklahoma quarter reverse



OBJECTIVE

Students will understand the importance and use of symbols.



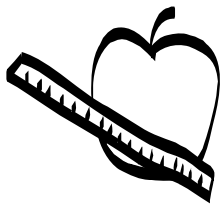
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Oklahoma Quarter Reverse” page
- 1 overhead transparency of the “Class Coin” worksheet
- “Class Coin” worksheet
- “Oklahoma Quarter Reverse” page (optional)
- 1 class map of the United States
- 1 copy of a text that gives information about symbols. For example:
 - *I Read Symbols* by Tana Hoban
 - *U.S. Symbols* by Ann-Marie Kishel
 - *S is for Sooner* by Devin Scillian
 - *Oklahoma Facts and Symbols (The States and Their Symbols)* by Karen Bush Gibson
- Chart paper
- Markers
- Drawing paper
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Oklahoma Quarter Reverse” page
 - “Class Coin” worksheet
- Make copies of each of the following:
 - “Oklahoma Quarter Reverse” page (1 per student) (optional)
 - “Class Coin” worksheet (1 per student)
- Locate a text that gives information about symbols (see examples under “Materials”).



Symbols in My Eyes



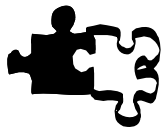
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



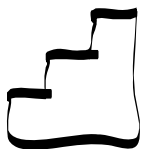
TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Scissor-tailed flycatcher
- Obverse (front)
- Symbols
- Indian blanket



BACKGROUND KNOWLEDGE

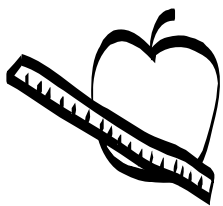
Students should have a basic knowledge of symbols of the United States of America.



STEPS

Session 1

1. Discuss the term “symbol” with the students. Tell the students that a symbol is something that represents or stands for another thing. Write the definition at the top of a piece of chart paper.
2. Ask the students to give some examples of symbols and record their responses on the chart paper. Student responses may include a red octagon for a stop sign or a book for a library.
3. Introduce the students to the selected text on symbols. Preview the text and illustrations and allow the students to generate observations about symbols.
4. Read the text aloud. During the reading, attend to any unfamiliar vocabulary and discuss symbols again and what symbols they noticed in the text. List the responses on the chart paper.

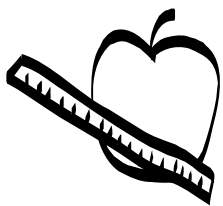


Symbols in My Eyes

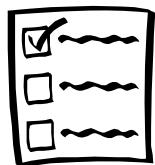
5. After the reading, discuss symbols that represent the United States of America (for example: bald eagle, American flag, Statue of Liberty). Record these on the chart paper and label them.
6. Distribute a piece of drawing paper to each student. Direct the students to draw some symbols that represent the United States of America.
7. Share the drawings with the class and display them in the classroom.

Session 2

1. Review the previous session and discussion on symbols.
2. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Oklahoma quarter reverse, mentioning that an image must be special to be on a quarter. Locate Oklahoma on a classroom map. Note its position in relation to your school's location.
3. Tell the students that the back of a coin is also called the reverse, and "obverse" is another name for the front of a coin. With the students, examine the design on the Oklahoma quarter. Look at the images on the coin. Discuss that the bird is called the scissor-tailed flycatcher, the state bird of Oklahoma and the flowers are the Indian blanket, the state wildflower. Show them the date at the top of the coin and tell them that is the date Oklahoma became part of the United States.
4. Ask the students why these symbols may have been chosen to be used on the coin. Tell the students that the symbols represent Oklahoma because they are the state bird and wildflower. Introduce to the students (or remind them of) their own state bird and wildflower.
5. Review the symbols collected on the previous session's chart paper.
6. Discuss some examples of symbols that could represent the class. List them on chart paper.
7. Distribute a "Class Coin" worksheet to each student. Explain to the students that they are to pick at least three symbols that represent the class and draw them on the coin. Model this activity using the list on the chart paper.
8. After allowing time for the students to finish the coin worksheet, share the coins with the class.
9. Review the various symbols and what they stand for.



Symbols in My Eyes



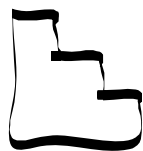
ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets for understanding of the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students create a coin to represent the United States of America using various symbols.
- Have students research their home state. Have students create a new coin design for their state using state symbols.
- Have students create a class book in which they create a symbol to represent themselves or their family. Have them use drawings and include a sentence or two about why the symbol was chosen.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Have students use texts at various reading levels for their research materials.
- Allow students to use clip art for the class coin.
- Allow students to use a scribe rather than write the description.



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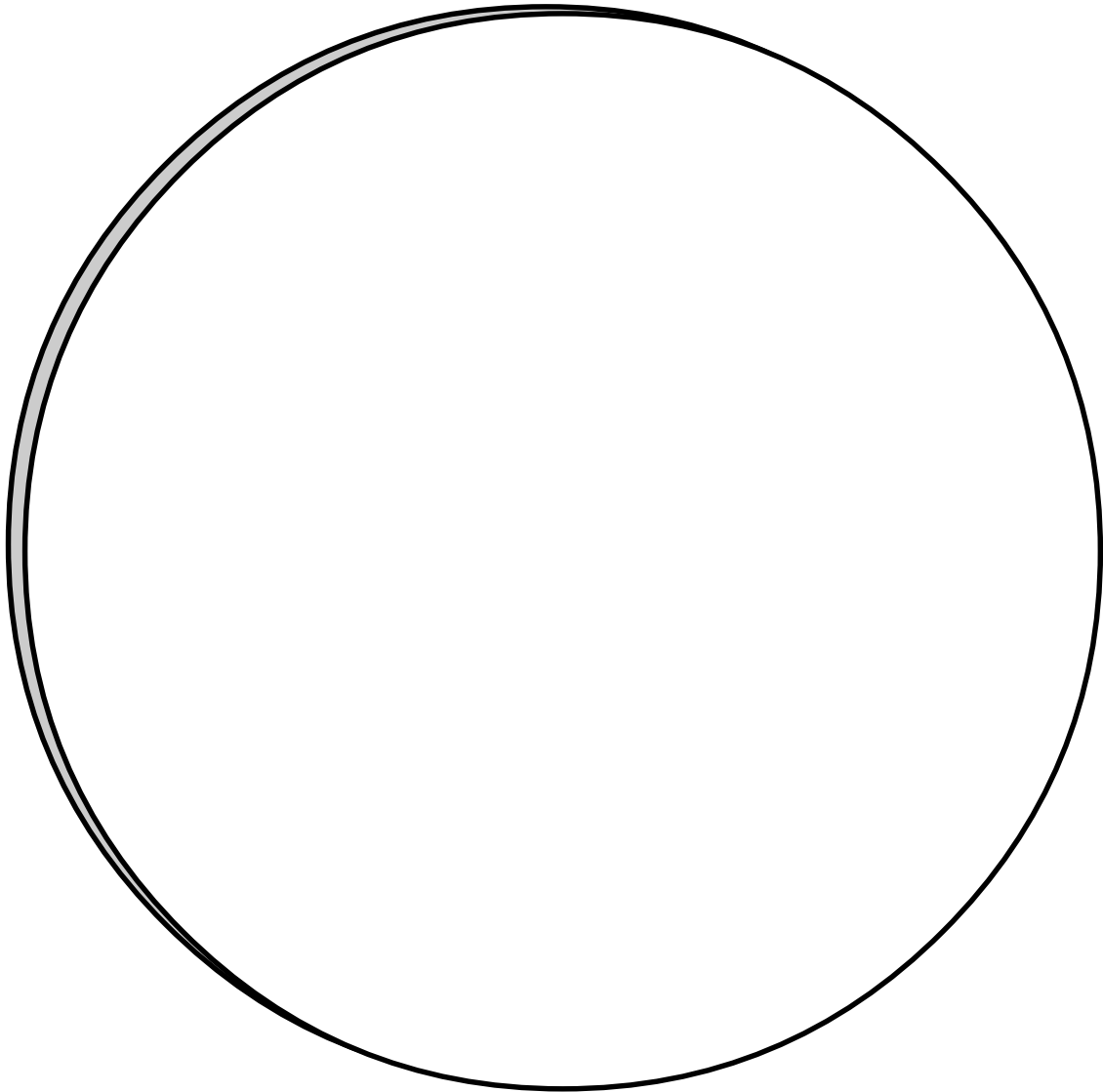
Have students learn more about symbols using the Texas quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/_k01-3.pdf.



Name _____

Class Coin

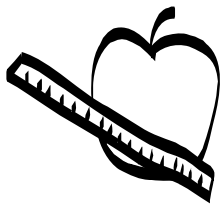
Directions: Draw three symbols of your class on the coin below.
Write what the symbols mean on the lines beneath the coin.





Oklahoma Quarter Reverse





2: All About Nicknames

Based on the New Mexico quarter reverse



OBJECTIVE

Students will understand nicknames and their origins. Students will understand the characteristics of a topographical map.



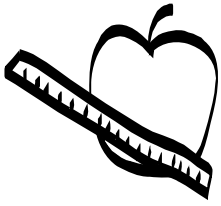
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “New Mexico Quarter Reverse” page
- 1 overhead transparency of the “Introducing...” worksheet
- “New Mexico Quarter Reverse” page
- “Introducing...” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about nicknames. For example:
 - *Franklin’s Nickname* by Sharon Jennings
 - *Brian Banana Duck Sunshine Yellow* by Chris McKimmie
 - *Wee Jimmy* by DJ Sharp
 - *Princess Baby* by Karen Katz
- 1 copy of a text that gives information about New Mexico. For example:
 - *New Mexico Alphabet: Land of Enchantment* by Jan Mike
 - *E is for Enchantment: A New Mexico Alphabet* by Helen Foster James
 - *New Mexico* by Cynthia Walker
 - *New Mexico (From Sea to Shining Sea)* by Therese DeAngelis
- Chart paper
- Markers
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “New Mexico Quarter Reverse” page
 - “Introducing...” worksheet
- Make copies of each of the following:
 - “New Mexico Quarter Reverse” page (1 per student)
 - “Introducing...” worksheet (1 per student)



All About Nicknames

- Locate a text that gives information about New Mexico (see examples under “Materials”).
- Locate a text that gives information about nicknames (see examples under “Materials”).
- On chart paper, make a large circle and divide it into four equal sections for Sessions 2 and 3.



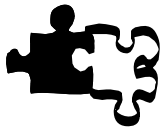
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

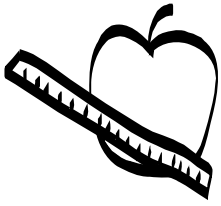
- Quarter
- Reverse (back)
- Topographical map
- Obverse (front)
- Zia Sun symbol
- Nickname



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Family
- Characteristics
- American Indians
- Numbers
- Symbols



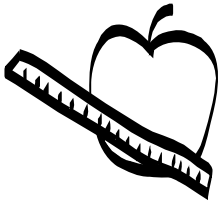
All About Nicknames



STEPS

Sessions 1 and 2

1. Explain to the students that a nickname is a substitute name given to a person or thing, often as a sign of close affection. Some are descriptive names, like Red, Slim, or Lefty. Some are variations of a person's real name, ones that are easier to spell or pronounce.
2. Introduce the students to the selected text on nicknames. Preview the text and illustrations and allow the students to generate observations about nicknames.
3. Read the text aloud. During the reading, attend to any unfamiliar vocabulary.
4. After the reading, discuss nicknames again and how the character in the text got his or her nickname. List the responses on chart paper.
5. Ask the students for nicknames that would be appropriate for the class. Provide an example and then discuss other possibilities and their appropriateness (for example, "The Baker's Dozen" because the class has 13 members).
6. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the "New Mexico Quarter Reverse" page, mentioning that an image must be special to be on a quarter. Locate New Mexico on a classroom map. Note its position in relation to your school's location.
7. Tell the students that the back of a coin is also called the reverse, and "obverse" is another name for the front of a coin. With the students, examine the design on the New Mexico quarter. Show them the date at the top of the coin and tell them that is the date New Mexico became part of the United States.
8. Tell the students that the symbol in the middle of the design is called the Zia Sun symbol. Explain to the students that this symbol was created long ago by the Zia people of New Mexico and shows something about their beliefs. The Zia believed that the giver of all good gifts gave gifts to them in groups of four—the four cardinal directions (North, East, South, and West), the four seasons of the year (spring, summer, autumn, winter), the four times of day (morning, noon, evening, and night), and the four phases of life (childhood, youth, adulthood, and old age). As they are discussed, record each of them on the circle chart paper in each of the four sections, labeling them and adding a corresponding picture. This symbol is used in many ways in New Mexico today--on license plates, highway markers, and the state flag, for example.
9. Tell the students that the map of New Mexico shown on the coin is called a topographical map. A topographical map shows the area's surface features (for example, hills, rivers, roads, and mountains). New Mexico has such a variety of features that its land ranges from wide deserts to forested, snowcapped mountains.

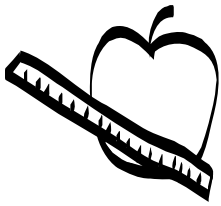


All About Nicknames

10. Point out the words “The Land of Enchantment” on the coin. Tell the students that that phrase is the nickname of New Mexico. Tell the students that the term “enchantment” means a great liking for something wonderful and unusual. Write the term on a piece of chart paper and ask students to give examples of things that give them great delight and record them on the chart paper.
11. Explain to the students that they are going to investigate how New Mexico got its nickname.
12. Introduce the students to the selected text on New Mexico. Preview the text and illustrations and allow the students to generate observations about things that can be found in New Mexico that might contribute to its nickname.
13. Read the text aloud. During the reading, attend to any unfamiliar vocabulary and discuss New Mexico again and what characteristics are mentioned in the text that could relate to its nickname. List the responses on the chart paper. Referring back to the “enchantment” chart paper, encourage students to give examples of the colors seen in New Mexico and discuss how they might be enchanting.
14. After the reading, discuss the various landforms in New Mexico and what role they play in the nickname. Explain to the students that New Mexico’s history and scenic beauty are what give the state its nickname and make people who visit and live there find it enchanting (delightful).
15. As a class, act out what some of the landscapes in New Mexico are like (for example, make tall arms for mountains, horizontal arms for plains). Ask the students how the landscapes may be represented on a map (for example, triangles for mountains, curvy lines for rivers).
16. Distribute a copy of the “New Mexico Quarter Reverse” page to each student. Have them color the page and cut out the coin shape. Encourage the students to color it so that it would reflect the nickname. Refer back to the discussion on the Zia Sun symbol and enchanting colors to encourage them to use different colors.

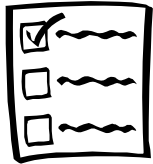
Session 3

1. Review the previous session and discussion on nicknames.
2. Explain to the students that they will be coming up with a nice nickname for their family, just as they did for the class. Remind them that nicknames are usually descriptive. Tell the students they will need to choose a number that is special to their family (for example, three because there are three kids, five because there are five boys) and illustrate that same number of special things that represents their family. Tell them that this number should be important to their family just as the number four is important to the Zia people, and is featured in their Sun symbol with its four groups of four rays.



All About Nicknames

3. Display a copy of the “Introducing...” worksheet on the overhead projector. Provide an example for the students using the class nickname from session 1. Model how to illustrate it on the worksheet using a number specific to the class.
4. Distribute a copy of the “Introducing...” worksheet to each student. Allow the students an appropriate amount of time to complete the worksheet.
5. Collect the worksheets. Share the with the class and review nicknames and their origins.
6. Display the worksheets.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students research the Zia Sun symbol and other symbols that were important to the Zia Indians. Have the students create a nickname and a coin for the Zia Indians based on some of the other symbols found in their research.
- Have students research the geography of New Mexico and of their home state. Have students create a topographical map for their home state and compare it to the one for New Mexico.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use a scribe or clip art rather than complete on their own.



CONNECTION TO WWW.USMINT.GOV/KIDS

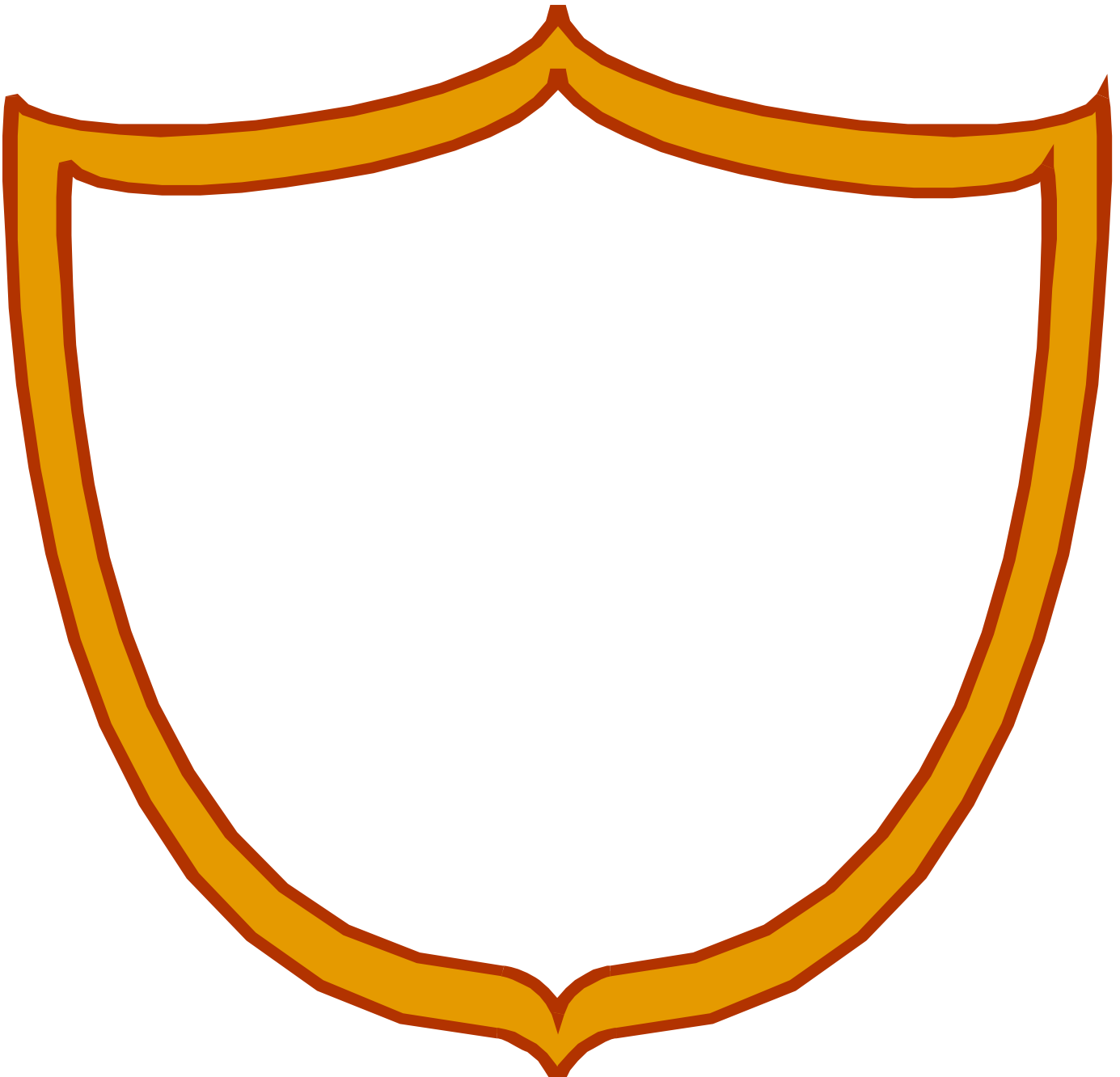
- Have students learn more about topographical maps and geography using the Colorado quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf.
- Have students play “Cents of Color” at <http://www.usmint.gov/kids/games/centsOfColor/> and display their coins.
- Have students learn more about maps using the Monticello Nickel lesson plan at www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/_k-monticello.pdf.
- Have students learn more about nicknames using the 2008 2-3 generic lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-6.pdf

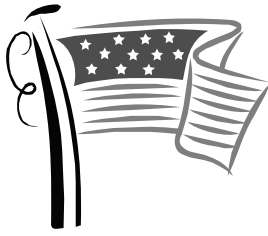


Name _____

Introducing...

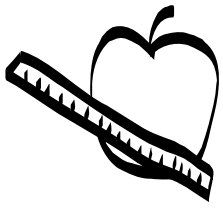
Directions: Write a descriptive and honoring nickname for your family. Write the name on the line at the top. Choose a number to represent your family (as 4 is used in the Zia sun symbol). Draw that number of things to represent your family.





New Mexico Quarter Reverse





3: Super Saguaro

Based on the Arizona quarter reverse



OBJECTIVE

Students will understand the life cycle of the saguaro cactus and identify different animals which call the saguaro home.



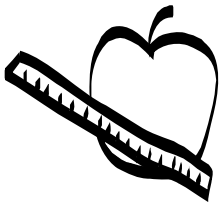
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
 - “Arizona Quarter Reverse” page
 - “Life Cycle of the Saguaro” page
 - “From Seed to Giant” worksheets (set of 3)
- Copies of the following:
 - “Arizona Quarter Reverse” page
 - “Life Cycle of the Saguaro” worksheet
 - “From Seed to Giant” worksheets (set of 3 pages)
- 1 class map of the United States
- 1 copy of a text that gives information about the saguaro cactus. For example:
 - *Cactus Hotel* by Brenda Z. Guiberson
 - *The Seed and the Giant Saguaro* by Jennifer Ward
 - *Saguaro Cactus* by Paul and Shirley Berquist
 - *Desert Giant* by Barbara Bash
- Chart paper
- Markers
- Paper plates
- Pencils
- Crayons
- String
- Yardstick or tape measure



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Arizona Quarter Reverse” page
 - “Life Cycle of the Saguaro” worksheet
 - “From Seed to Giant” worksheets (3 pages)



Super Saguario

- Make copies of each of the following:
 - “Arizona Quarter Reverse” page (1 per student)
 - “Life Cycle of the Saguario” worksheet (1 per student)
 - “From Seed to Giant” worksheets (6 half pages, 1 set per student, cut and assembled)
- Locate a text that gives information about the saguario cactus (see examples under “Materials”).
- Locate an image of a mature saguario cactus.
- Locate an image of a decaying saguario cactus.



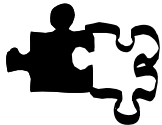
GROUPINGS

- Whole group
- Small groups or pairs
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Science
- Art
- Math



TERMS AND CONCEPTS

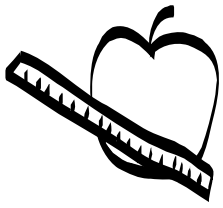
- Quarter
- Obverse (front)
- Reverse (back)
- Life cycle
- Decay
- Features
- Saguario cactus (plural: cacti or cactuses)



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Plants
- Deserts, desert environment
- Symbols



Super Saguaro



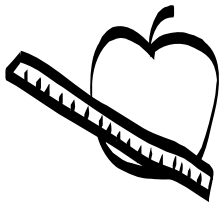
STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Arizona on a classroom map. Note its position in relation to your school's location.
2. Display the "Arizona Quarter Reverse" overhead transparency. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front of a coin. With the students, examine the coin design. Identify the saguaro (suh-WAH-row) cactus and Grand Canyon as symbols of the state of Arizona. Ask the students if they know what a cactus is.
3. Display the image of a mature saguaro cactus. Explain that the saguaro cactus grows in the Sonoran desert in Arizona. Ask the students to describe a cactus. Discuss the characteristics of a cactus and record responses on chart paper.
4. Ask the students what a life cycle is. Write the term "life cycle" and a definition on chart paper. Tell the students that they will learn about the life cycle of the saguaro cactus.
5. Introduce the students to the selected text about the saguaro cactus. Preview the text and illustrations and allow students to generate observations about the saguaro cactus. Review what a desert environment is.
6. Read the selected text, focusing on the life cycle of the saguaro cactus. Attend to any unfamiliar vocabulary. During the reading, display the "Life Cycle of the Saguaro" transparency. Cover up the images on the transparency. Uncover each image, one at a time, as you read the text.
7. Distribute the "Life Cycle of the Saguaro" worksheet to each student. Have the students color in the pictures on the "Life cycle of the Saguaro" worksheets, cut out the pictures, and then paste the shapes in order on a paper plate. Display the "Life Cycle of the Saguaro" transparency as an example. Have the students draw arrows from one picture to the next to form a circle. Have the students write the title "Life Cycle of the Saguaro" in the middle of the paper plate. Attach a piece of string to each paper plate.
8. Display the "Life Cycle of the Saguaro" projects in the classroom.

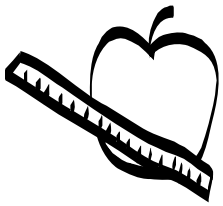
Sessions 2 and 3

1. Review the information about the life cycle of the saguaro cactus from the previous session.
2. Display the image of the mature saguaro cactus. Ask the students if anyone noticed how old and tall saguaro cacti can grow. Tell the students saguaro cacti grow very slowly compared to people.



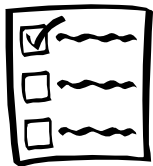
Super Saguaro

3. Display a yard stick or tape measure. Select a student and measure his or her height.
4. Review the selected text, focusing on the sections that discuss the growth of the saguaro cactus. During the review, display and overlay the “From Seed to Giant” transparencies (numbered 1 through 6) to correspond with the information in the book. Make anecdotal comparisons with students about the size of the saguaro cactus at different stages of the saguaro’s life cycle.
 - At 10 years, the cactus is between 2 to 4 inches tall, about the size of a large paper clip.
 - At 25 years, the cactus is about 2 feet tall, which is about the height of a student desk.
 - At 35 years, the cactus begins to produce flowers and may be 3 feet tall.
 - At 50 years, the cactus is about 10 feet tall, which is about the height of a basketball hoop.
 - At 50 to 70 years, branches begin to grow.
 - An adult at around 125 years, the saguaro cactus can grow to as tall as 50 feet (which is about the height of a four story house).
 - The cactus usually lives between 150 and 175 years, although some scientists believe some may live more than 200 years!
 - The plant’s growth rate depends on the amount of rainfall it receives.
5. Display the image of the mature saguaro cactus. Tell the students that the grown saguaro cactus is as big as a four-story house. Tell the students that the saguaro cactus can help desert animals. Just like a big house or an apartment building, the saguaro cactus can have different animals using it as a home.
6. Review the selected text to locate animals that make their homes in the saguaro cactus. Write the names of animals that use the growing saguaro cactus as a home on the “From Seed to Giant” transparencies or list them on chart paper (for example: Gila woodpecker, elf owl, Harris’ hawk, red-tailed hawk, horned owl, white winged dove, lizards, spiders, bats, and even pack rats and mice).
7. Discuss what happens at the end of the life cycle of the saguaro cactus. Ask the students what happens to the cactus when it dies. Discuss the term “decay” with the students and add the term and definition to the chart paper.
8. Tell the students that the decaying saguaro cactus can still help plants and animals just as it did when it was growing. The decaying saguaro cactus can protect and shade a tiny new saguaro cactus from the sun, heat, and animals. The decaying saguaro cactus is also a new home for other animals.
9. Ask the students which animals and insects use the decaying saguaro cactus for a home (for example: ants, termites, spiders, centipedes, lizards, mice, snakes, scorpions, giant millipedes, and beetles).



Super Saguaro

10. Explain to the students that they will create a book about the life cycle of the saguaro cactus. Display the “From Seed to Giant” worksheets, which are the pages of the book.
11. Distribute a set of the “From Seeds to Giant” worksheets to each student. Explain that they are to color the different stages of the life cycle of the saguaro cactus, adding details. Have the students draw three different animals or insects that call the saguaro home and label each animal.
12. Allow an appropriate amount of time for the students to complete the book.
13. Collect the finished books. Share them with the class.



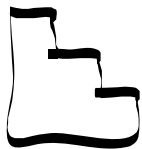
ASSESSMENT

Use the students’ class participation, life cycle displays, and life cycle books to evaluate whether they have met the lesson objectives.



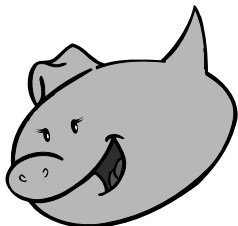
ENRICHMENTS/EXTENSIONS

- Have students observe a tree in your area for signs of animal life and have them draw what they noticed.
- Have students create a life cycle of their state tree or a local tree.
- Have students create a life-size saguaro out of paper or draw it with chalk on a blacktop area and include animals that live in the saguaro.



DIFFERENTIATED LEARNING OPTIONS

- Provide pictures of different animals and insects for the students to use, including labels.
- Allow students to work with a partner.



CONNECTION TO WWW.USMINT.GOV/KIDS

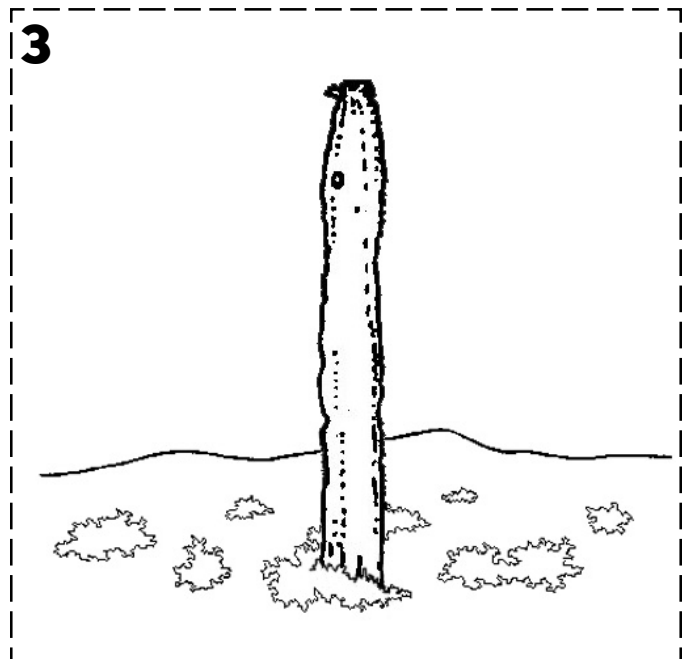
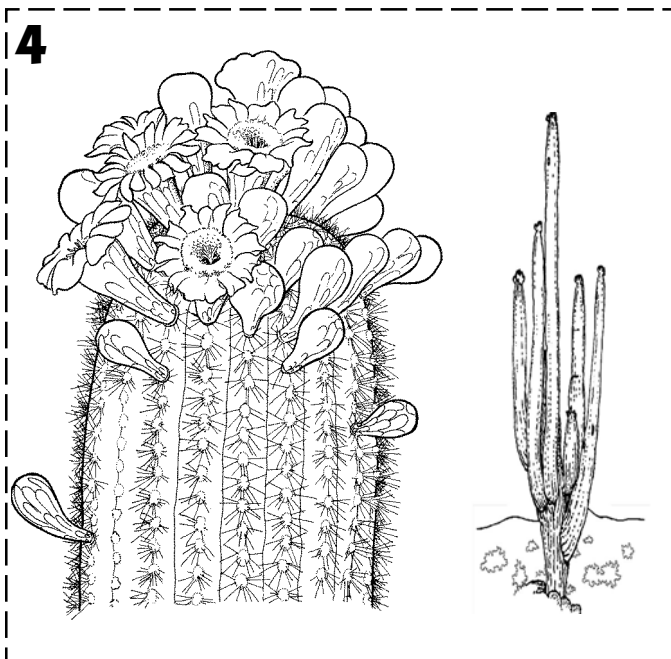
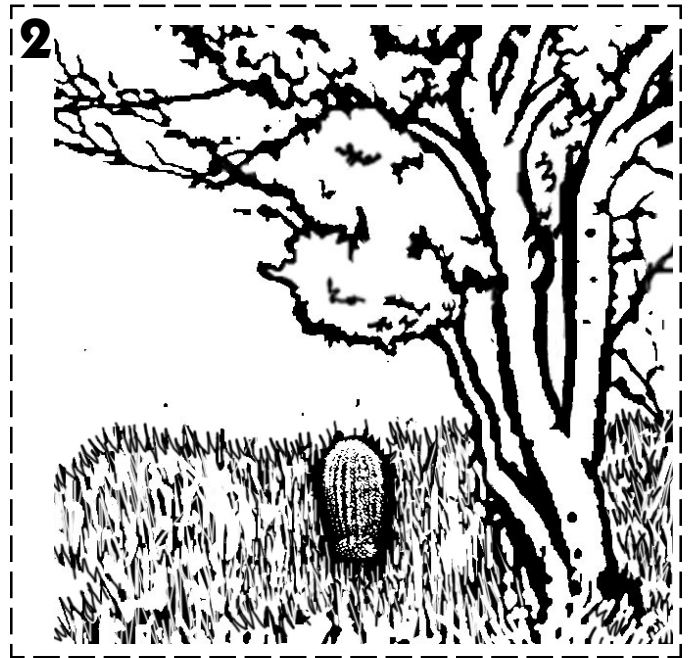
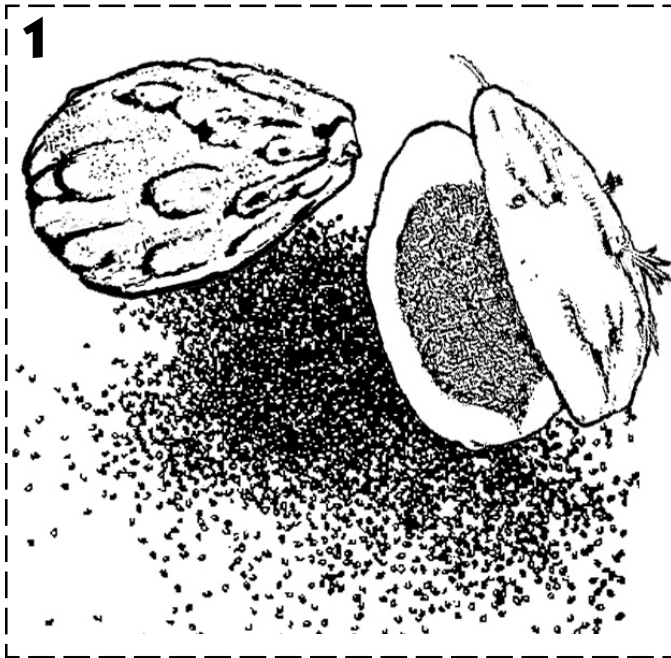
Have students learn more about plants and animals with the K–1 Nevada quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/download.cmf?grade=1.



Name _____

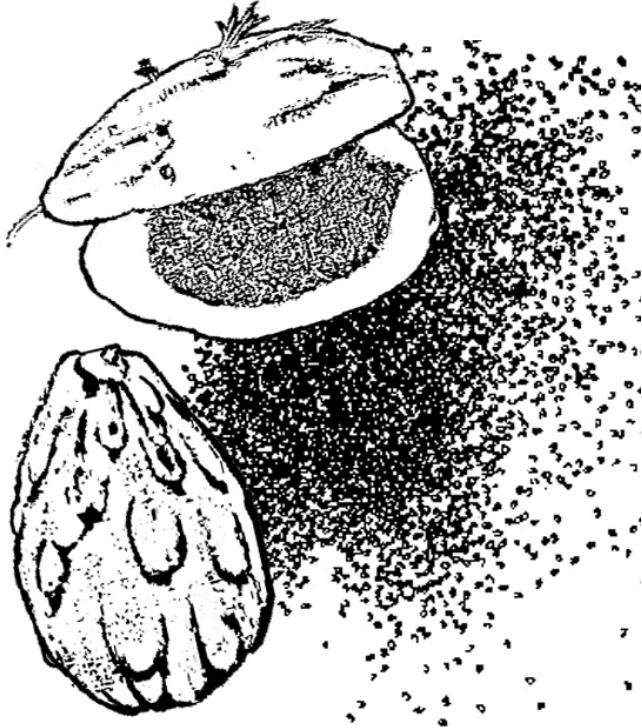
Life Cycle of the Saguaro

Directions: Color in each picture in the life cycle of the saguaro cactus. Cut out and paste each picture in order in the shape of a circle on the paper plate. Add arrows to form a circle. Label with the words "Life Cycle of the Saguaro Cactus." Write your name on the back.



From Seed to Giant

Color in each picture in the life cycle of the saguaro cactus.



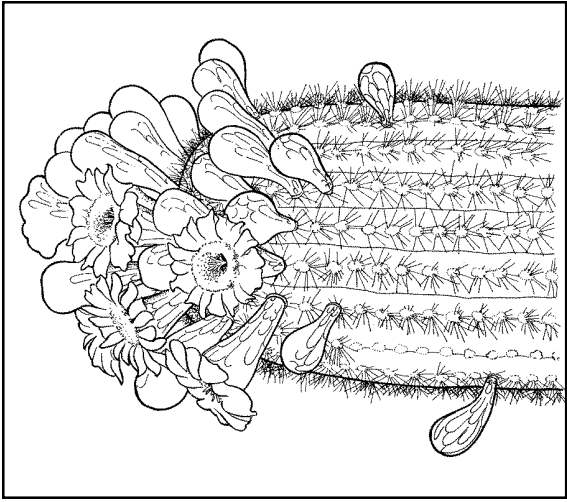
Fruit and seed

1

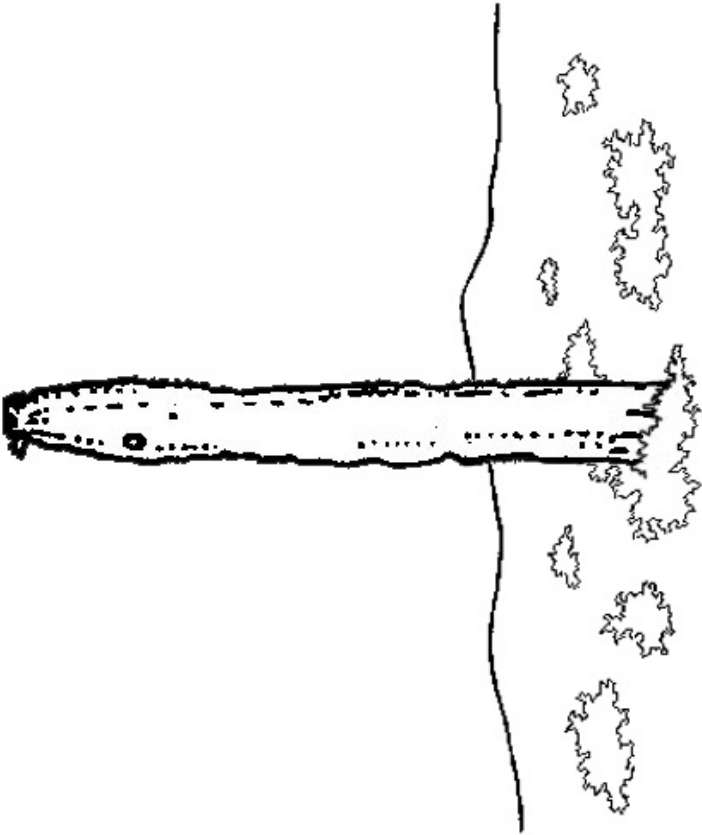


10 years old

2

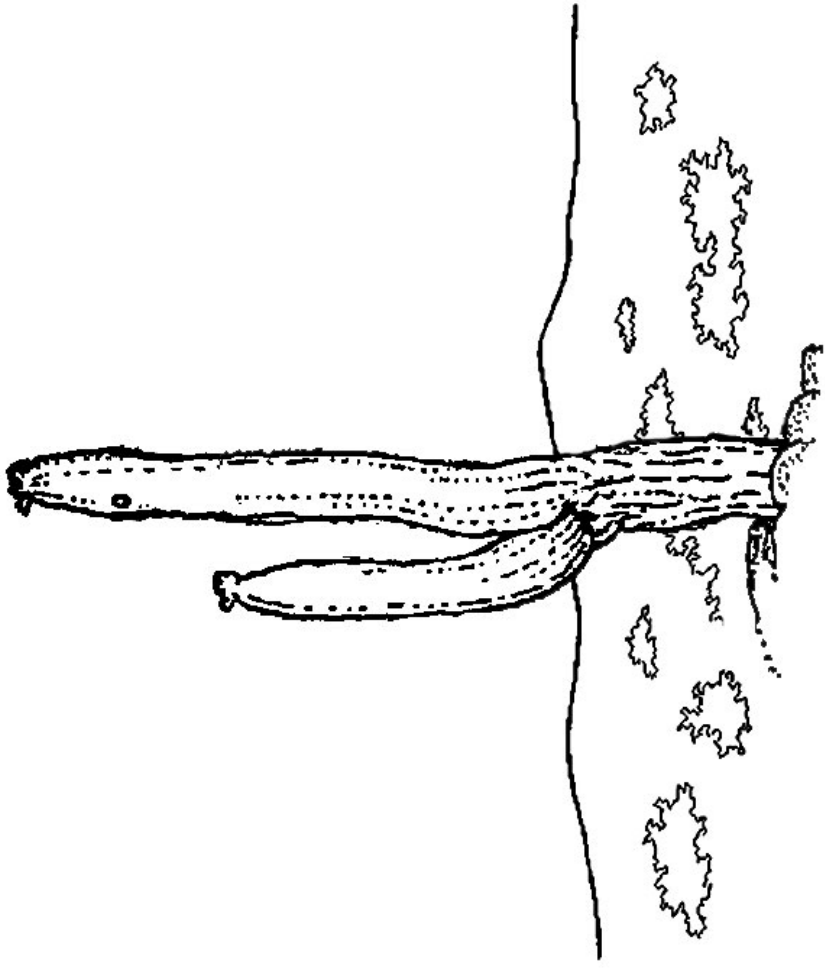


Draw at least one animal or insect that calls the saguaro home. Label the animal or insect.



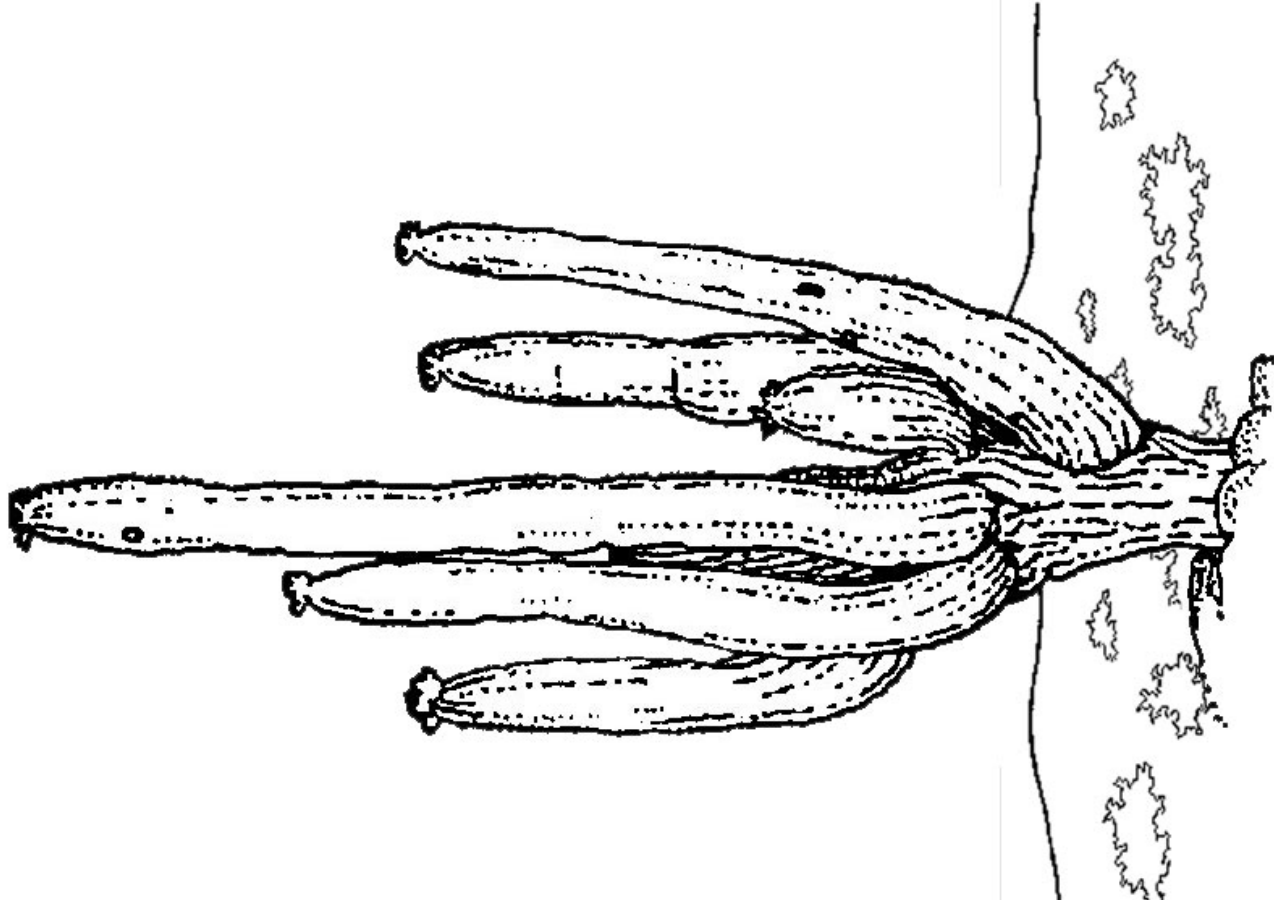
35 years old

3



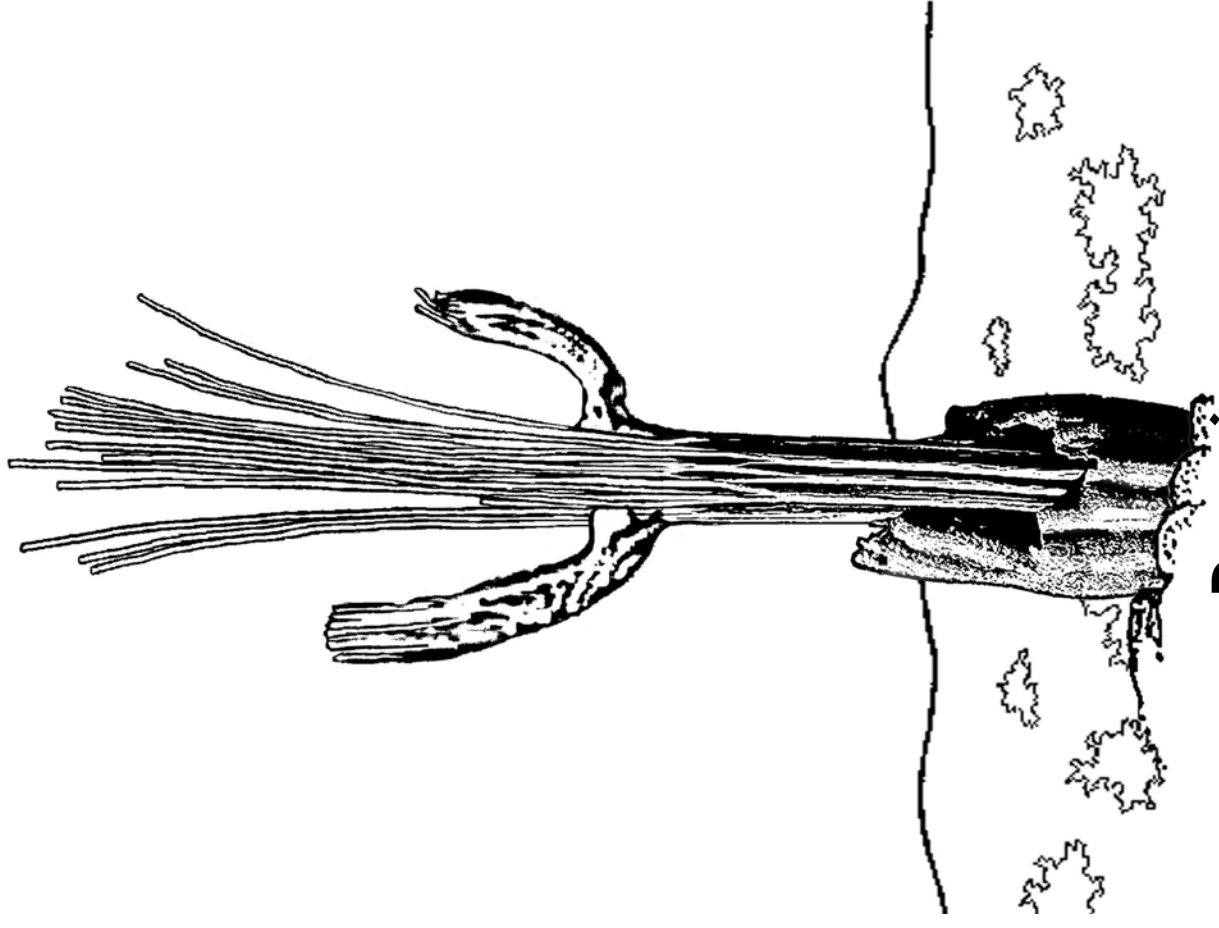
50 to 75 years old

4



125 years old

5



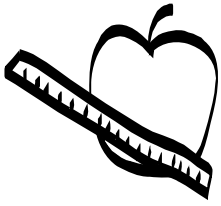
Decaying

6



Arizona Quarter Reverse





4: Water Cycling in the Wilderness

Based on the Alaska quarter reverse



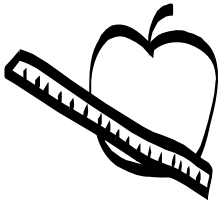
OBJECTIVE

Students will identify stages in the water cycle. Students will identify the importance of water to all living things.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “Alaska Quarter Reverse” page
 - “Round and Round It Goes” worksheet
- “Alaska Quarter Reverse” page
- “Round and Round It Goes” worksheet
- “The Water Cycle” songsheet
- 1 class map of the United States
- 1 copy of a text that gives information about the water cycle. For example:
 - *The Drop Goes Plop: A First Look at the Water Cycle* by Sam Godwin
 - *The Water Cycle (Nature’s Changes)* by Bobbie Kalman and Rebecca Sjonger
 - *The Life and Times of a Drop of Water: The Water Cycle* by Angela Royston
 - *The Snowflake: A Water Cycle Story* by Neil Waldman
- 1 copy of a text that gives information about Alaska. For example:
 - *Count Alaska’s Colors* by Shelley Gill
 - *Far North In the Arctic: Counting Alaska’s Animals* by Corey Hansen and Kathryn Kunz Finney
 - *Alaska’s 12 Days of Summer* by Pat Chamberlain-Calaman
 - *Alaska ABC Book* by Charlene Kreeger
 - *Under Alaska’s Midnight Sun* by Deb Vanasse
- Chart paper
- Markers
- Small clear plastic cups
- Hot water
- Tape
- Bag of ice cubes
- Cotton Balls
- Small paper cups



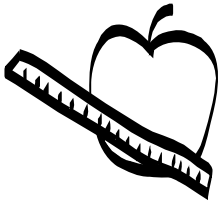
Water Cycling in the Wilderness

- Cold water
- Construction paper (11 by 17 inches)
- Sequins
- Scissors
- Glue
- Butcher drawing paper
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Alaska Quarter Reverse” page
 - “Round and Round It Goes” worksheet
 - “The Water Cycle” songsheet
- Make copies of each of the following:
 - “Alaska Quarter Reverse” page (1 per student) (optional)
 - “Round and Round It Goes” worksheet (1 per student)
 - “The Water Cycle” songsheet (1 per student)
- Locate a text that gives information about the water cycle (see examples under “Materials”).
- Locate a text that gives information about Alaska (see examples under “Materials”).
- Gather for observation in Session 2:
 - 2 small clear plastic cups
 - Tape
 - Hot water
 - Bag of ice cubes
 - Cotton balls (1 per student)
 - Small paper cup (1 per student)
 - Cold water (place a small amount in each cup)
- Cut large circles from constructions paper (1 per student).
- Gather sequins and cotton balls for illustration of the water cycle in Session 2.
- Cut a piece of butcher paper for a class mural.



Water Cycling in the Wilderness



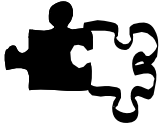
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Four 20- to 30-minute sessions



CONNECTIONS

- Science
- Language Arts
- Art



TERMS AND CONCEPTS

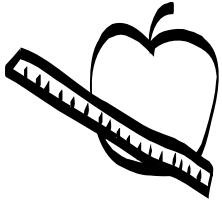
- Quarter
- Obverse (front)
- Reverse (back)
- Water cycle
- Condensation
- Evaporation
- Precipitation
- Glacier
- Waterfall
- Solid
- Liquid
- Gas



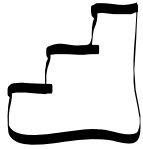
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Water
- Needs of living things
- Weather
- Cycles
- Mural



Water Cycling in the Wilderness



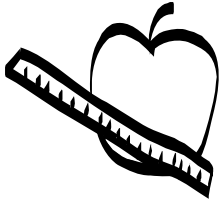
STEPS

Session 1

1. Review the term “cycle” with the students. Discuss the cycles that they are already familiar with (for example: recycle, life cycle, the seasons).
2. Ask the students to give ideas of the forms that water takes and record their responses on chart paper.
3. Introduce the term “water cycle” to the students. Tell the students that the water cycle is the process by which water changes forms over and over again. Write the definitions at the top of a piece of chart paper.
4. Introduce the students to the selected text on the water cycle. Preview the text and illustrations and allow students to generate observations about the water cycle.
5. Read the text aloud. During the reading, attend to any unfamiliar vocabulary.
6. After the reading, discuss the water cycle again and the forms they noticed in the text. Add the responses to the chart paper.
7. Discuss the stages of the water cycle: evaporation, condensation, and precipitation. Explain each. (In evaporation, the sun heats the water and turns it into vapor or steam—tiny droplets that can’t always be seen. In condensation, the vapor in the air gets cold and turns back into liquid. In precipitation, so much water has condensed on particles in the air that the air can’t hold them anymore.
8. On another piece of chart paper, label three columns with the terms evaporation, condensation, and precipitation.
9. Discuss which form of water is created by each of these processes.
10. Display the overhead transparency of the “The Water Cycle” songsheet. Introduce students to the song and act out the lyrics a few times. Then distribute a copy of the “The Water Cycle” songsheet to each student so they can practice the song and motions at home.

Session 2

1. Sing the “The Water Cycle” as a review of the previous session.
2. Show the students the two clear plastic cups of water, one empty and one filled with hot water. Tape them together, the empty one upside down on top of the other.
3. As the upper cup starts to fog, ask the students which stage of the water cycle is occurring (evaporation).
4. Next put a bag of ice cubes on the top of the upper cup and explain that it is very cold up high in the air. As beads of water form, ask the students which stage of the water cycle they are observing now (condensation).

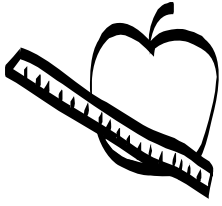


Water Cycling in the Wilderness

5. Once the droplets begin to fall from the top cup, ask the students which stage is taking place (precipitation).
6. Explain to the students that they will be doing a short observation to show them the stages of the water cycle. Show the students the materials they will be using. Remind the students that the materials are for an observation and should be used appropriately (for example: don't drink the water, don't put cotton balls in their ears).
7. Distribute a cotton ball and a small paper cup with a little water in it to each student.
8. Direct the students to hold the cotton ball and pretend they are holding a cloud. Explain that the water has evaporated and formed the cloud because it is so much colder high up in the sky (evaporation). Ask the students if it feels heavy or light.
9. Tell the students to place the "cloud" (cotton ball) in the cold water until it's wet, then hold it over the cup. Ask the students how the "cloud" feels now, heavy or light.
10. Ask the students what is happening to the water. Encourage them to say it is dripping from the cotton ball. Explain to the students that at this stage the clouds get very heavy with water and cannot hold anymore so water falls from the clouds in the form of rain or, if it is really cold, snow (precipitation).
11. Collect the materials.
12. Display the transparency of the "Round and Round it Goes" worksheet and distribute a copy to each student.
13. Explain to the students that they are going to illustrate the water cycle on a coin made of construction paper. They will use cotton balls, crayons, and sequins to make the illustration. Ask the students what they think each of the materials will represent (cotton balls are clouds, sequins are rain, small pieces of cotton could be snow, etc.).
14. Direct the students to cut out the terms from the "Round and Round it Goes" worksheet and glue them next to the appropriate illustration on their water cycle coin. Remind the students to include the Sun in their illustration since it plays a role in the water cycle. Allow them time to complete the coin illustration.
15. Review the students' coins as a class and display them.

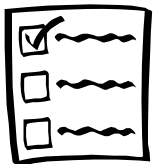
Sessions 3 and 4

1. Review the previous sessions and discussions on the water cycle.
2. Discuss how each of the stages of the water cycle are important to all living things.



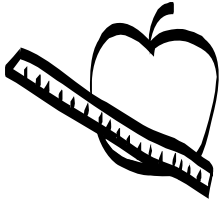
Water Cycling in the Wilderness

3. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Alaska quarter reverse, mentioning that an image must be special to be on a quarter. Locate Alaska on a classroom map. Note its position in relation to your school's location.
4. With the students, examine the design on the Alaska quarter. Tell the students that the back of a coin is also called the reverse, and "obverse" is another name for the front of a coin. Look at the images on the coin. Discuss that the design shows a bear clutching a salmon in its mouth and a waterfall behind them. Show the students the date at the top of the coin and tell them that is the date Alaska became part of the United States. Explain that "The Great Land" is a nickname for Alaska.
5. Introduce the students to the selected text on Alaska. Preview the text and illustrations and allow students to generate observations about the Alaska.
6. Read the text. During the reading, attend to any unfamiliar vocabulary.
7. After the reading, discuss Alaska and living things that can be found in Alaska. Record the responses on a piece of chart paper.
8. Explain to the students that Alaska has a lot of water. Ask the students what forms of water might be seen in Alaska (for example: waterfalls, lakes, rivers, the ocean, snow, ice). Tell the students that the word "Alaska" means "the mainland" or "the object towards which the action of the sea is directed." Discuss the importance of water in Alaska based on the images on the coin (for example: it is a home for fish, the bear needs it to drink, the trees need it to grow).
9. Divide the class into small groups. Explain to the students that as a class they will create a mural of the water cycle. Each group will be responsible for illustrating something from the chart paper on Alaska. Tell the students the mural needs to include waterfalls, glaciers, ice, snow, and plants and animals seen in Alaska. Half of the class will illustrate the stages of the water cycle and the forms of water seen in Alaska and the other half will illustrate the living things found in Alaska. All must label their drawings appropriately.
10. Allow an appropriate amount of time for the students to complete the mural.
11. As a class, review the mural and the stages of the water cycle.



ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets and mural for understanding of the lesson objectives.

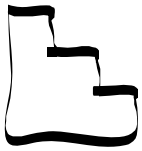


Water Cycling in the Wilderness



ENRICHMENTS/EXTENSIONS

- Have students relate the water cycle to their own state and the various living things found there.
- Have students research other states that are made up primarily of water. Have them report on the various living things found in those places and why the water is important to them.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Provide students with a completed copy of the “Round and Round It Goes” worksheet.
- Allow students to use clip art on the mural.



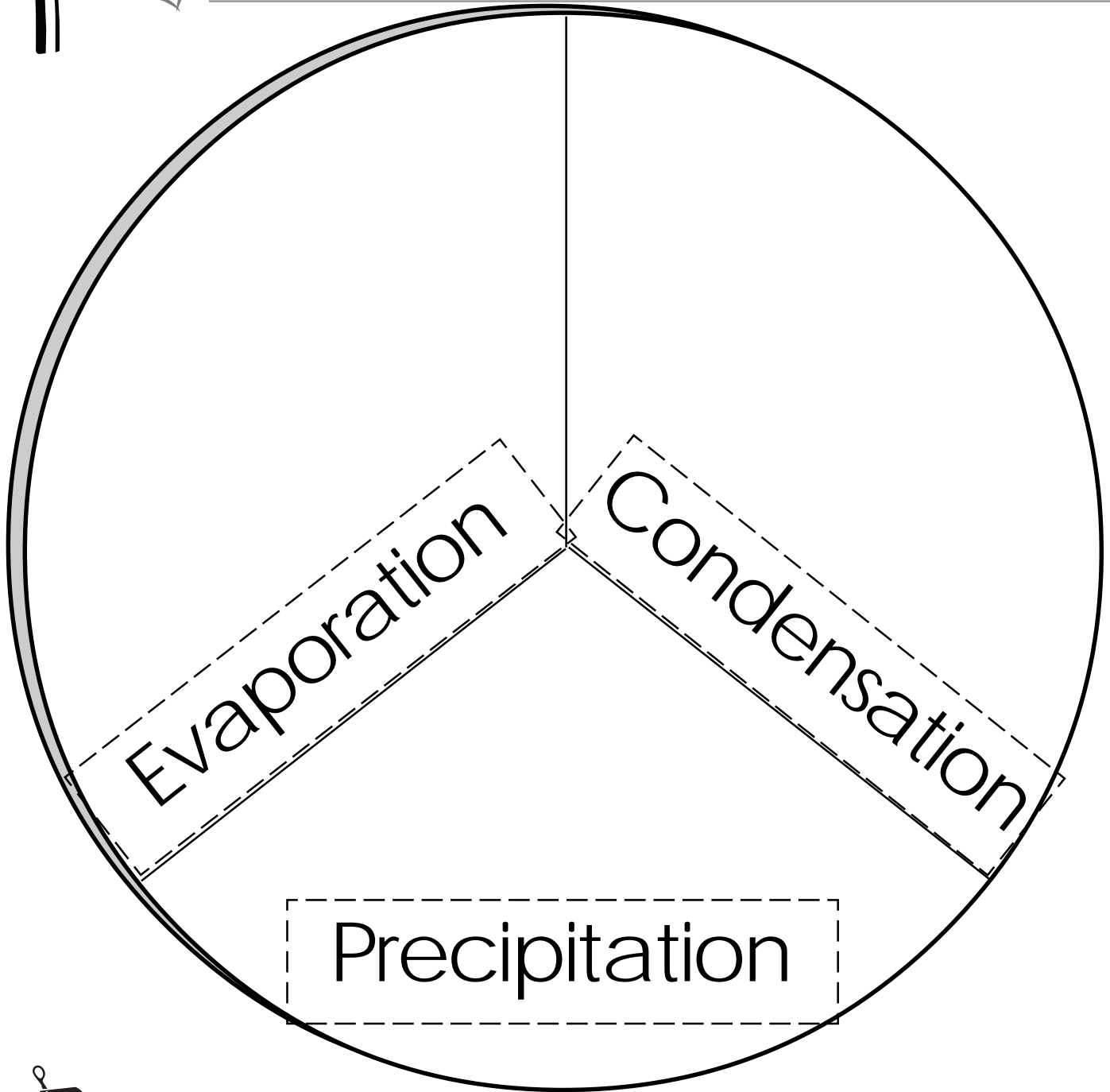
CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about water by using the Washington quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/_k01-2.pdf.



Name _____

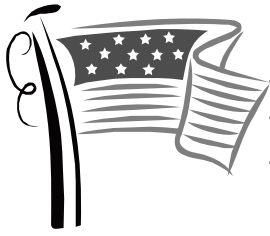
Round and Round It Goes



Evaporation

Directions: Draw the three stages of the water cycle on the coin. Trace the words in the boxes. Cut out the boxes and glue them onto your coin as indicated.

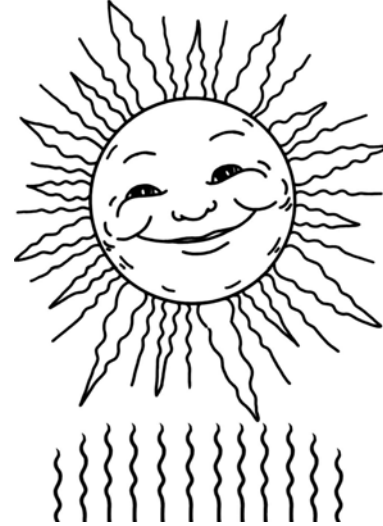
Condensation Precipitation



The Water Cycle

(Sung to the tune of "Clementine")

The water cycle, the water cycle,
The water cycle goes around:
(Make a large circle with one arm)



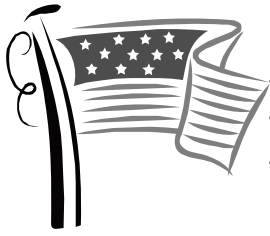
Evaporation,
(Raise hands, palms up)

Condensation,
(Bring hands together overhead)



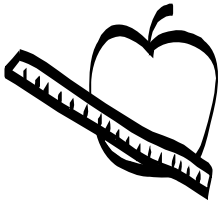
Precipitation falling down.
(Lower hands slowly, palms down,
wiggling fingers)





Alaska Quarter Reverse





5: How Will We Get There?

Based on the Hawaii quarter reverse



OBJECTIVE

Students will understand that the state of Hawaii is composed of a group of islands. Students will identify different types of transportation used in the United States.



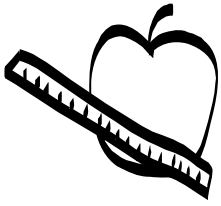
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
 - “Hawaii Quarter Reverse” page
 - “Detailed Map of Hawaii” page
 - “Map of the United States” page
 - “How Will We Get There?” worksheet
- “How Will We Get There?” worksheet (1 per student)
- 1 class map of the United States
- Globe
- 1 copy of a text that gives information about transportation and islands. For example:
 - *I had a Dollar in Hawai'i* by Jodi Endicott
 - *Hawaii: Islands in the Sea* by William Russell
 - *Bunnies on the Go* by Rick Walton
 - *How We Travel* by Rebecca Weber
 - *The Island Light* by Rosemary Wells
- Chart paper
- Markers
- String
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Hawaii Quarter Reverse” page
 - “Detailed Map of Hawaii” page
 - “Map of the United States” page
 - “How Will We Get There?” worksheet



How Will We Get There?

- Make copies of each of the following:
 - “Hawaii Quarter Reverse” (1 per student)
 - “How Will We Get There?” worksheet (1 per student)
- Arrange to use the school gymnasium or an open area of the playground for a brief “field trip.”



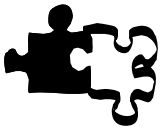
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Science
- Social Studies



TERMS AND CONCEPTS

- Quarter
- Archipelago
- Mainland
- Obverse (front)
- Transportation
- Reefs
- Reverse (back)
- Island
- Shoals



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

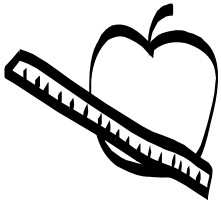
- Land and water forms
- Different forms of travel



STEPS

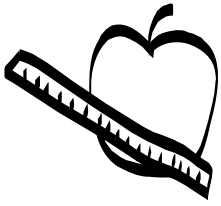
Session 1

1. Discuss the term “transportation” with the students. Explain that transportation is a means or system of carrying things, people, or goods from one place to another. Write the definition on chart paper. Brainstorm about different forms of transportation. Record the student responses on chart paper.



How Will We Get There?

2. Select one student to retrieve an item from across the classroom. The student should bring the object (such as a piece of chalk, a paper towel, a stapler, or a book) back to you.
3. Ask the class whether walking was the best way for the student to get the object. Ask if it would it have been better for the student to run, to take a bus, or to fly. Lead the students to conclude that the best way to retrieve the object was for the student to walk. Explain to the students that they will discuss the best ways to travel to other places.
4. Discuss the term “island” with the students. Explain that an island is a body of land completely surrounded by water. Record this information on chart paper. Have the students raise their hands if they have ever visited an island before. Ask the students what type of transportation they used to get to the island (for example: walking across a stream or footbridge, riding across a larger bridge in a car or train, taking a canoe or rowboat to an island in a lake, or taking a boat or plane to a larger island).
5. Explain to the students they will be learning about the only state in the United States made up entirely of islands. Ask if anyone can identify the state.
6. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency of the “Hawaii Quarter Reverse” page.
7. Tell the students that the back of a coin is also called the reverse, and “obverse” is another name for the front of a coin. With the students, examine the Hawaii quarter. Ask the students what they notice in the image. Discuss that the design shows the Hawaiian Islands and King Kamehameha I. Identify King Kamehameha I as the first person to unite the people of the Hawaiian islands long ago. Explain that Hawaii is the only one of the United States made up entirely of islands and is surrounded by the Pacific Ocean. Ask the students to count the number of islands shown on the coin.
8. Display the transparency of the “Detailed Map of Hawaii” page. Explain to the students that the state of Hawaii is made up of more than 8 islands; it is an “archipelago” or chain of islands. Although there are only 8 islands shown on the quarter, there are actually more than 130 islands, “reefs” (lines of rocks or coral in the water), and “shoals” (shallow sandy areas) which, all together, form Hawaii, some too small to show on the map. Add the terms and definitions to the chart paper.
9. Ask the students what form of transportation they use to get from one place to another in their town. Discuss different ways to travel around their town, listing the answers on chart paper. Locate your state on a classroom map. Refer to the chart and ask which forms of transportation they use to travel within their state. Ask the



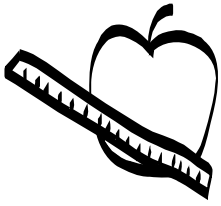
How Will We Get There?

students how they could travel to another state close to their own state. Lead the students to conclude that they could travel many different ways to another state.

10. Locate Hawaii on a classroom map. Note its position in relation to your school's location. Make sure to discuss how Hawaii is often shown in a separate box on United States maps because of its great distance from the mainland. Discuss the term "mainland" and add the term and the definition to the chart paper.
11. Locate Hawaii on the transparency of the "Map of the United States" page or on a globe. Show the students how Hawaii is separated from the rest of the United States by water. Use a string to show the distance from Hawaii to North America. Explain to the students that over 2,000 miles separates the Hawaiian islands from the mainland. Using the same length of string, model the same distance across mainland America. On a globe, model the same distance from Hawaii to Japan. Point out that Hawaii is only a little closer to North America than it is to Japan.

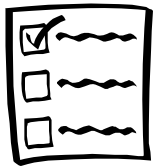
Session 2

1. Review the charts and information from the previous session.
2. Introduce the students to the selected text about transportation and islands. As a group, preview the text and illustrations to generate observations about transportation and islands. Read the selected text to the class and attend to any unfamiliar vocabulary.
3. Create a T-chart with the title "Traveling in Hawaii." Label the left column "Within an Island" and the right column "Between Islands." As picture cues, draw one island on the left side and two islands on the right over the columns. Have the students think of different types of transportation. Add the student responses to the chart. Circle answers that are common to both sides of the chart.
4. Ask the students to look at the chart again and think about how they would travel from the Hawaiian Islands to the mainland. Lead the students to conclude that there are only two ways to and from Hawaii: by air and by water.
5. Take the students to the playground to play "How will you get there?" Divide the students into groups. Label different objects on the playground to represent locations (for example: place a "school" sign on the swings, label the school doors "grocery store," give the area under the monkey bars the name of a local library, and a distant tree could be "Hawaii"). Instead, you could have the students line up on one end of a basketball court and simply announce the destinations one at a time. In either case, have the students act out which type of transportation they would use to get there.



How Will We Get There?

6. Distribute the “How Will We Get There?” worksheet. Have the students draw three different ways to travel within an island and two different ways to travel from one island to another.
7. Review the worksheet with the class. Display the worksheets in the classroom.



ASSESSMENT

Use the students’ class participation and worksheets to evaluate whether they have met the lesson objectives.



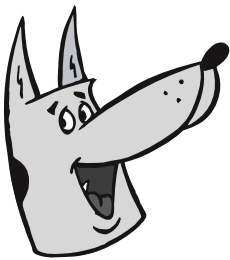
ENRICHMENTS/EXTENSIONS

- Have students explore the economic effects of living on an island (such as the cost of transporting goods and providing services).
- Have students create a classroom book about transportation in your state.
- Have students create a neighborhood map.



DIFFERENTIATED LEARNING OPTIONS

- Have students work with a partner to complete the worksheet.
- Provide pictures for the students to cut and paste onto the worksheet.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about landforms using the Colorado quarter lesson plan for grades Kindergarten and 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf.



Name _____

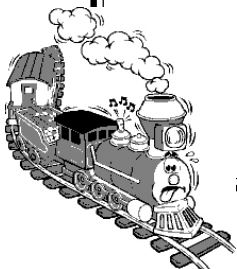
How Will We Get There?

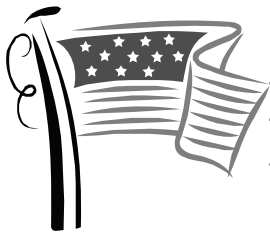


Draw 3 ways to travel on an island.



Draw 2 ways to travel from one island to another.





Detailed Map of Hawaii

PACIFIC OCEAN

NI'HAU

KAUA'I

O'AHU

MOLOKA'I

MAUI

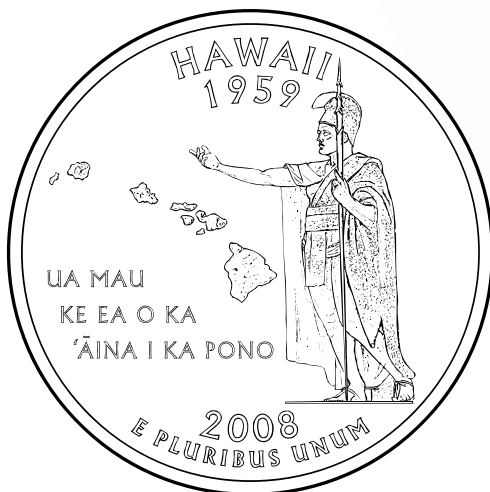
HONOLULU

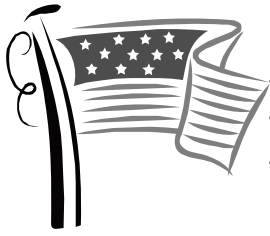
LANA'I

KAHO'OLAWA

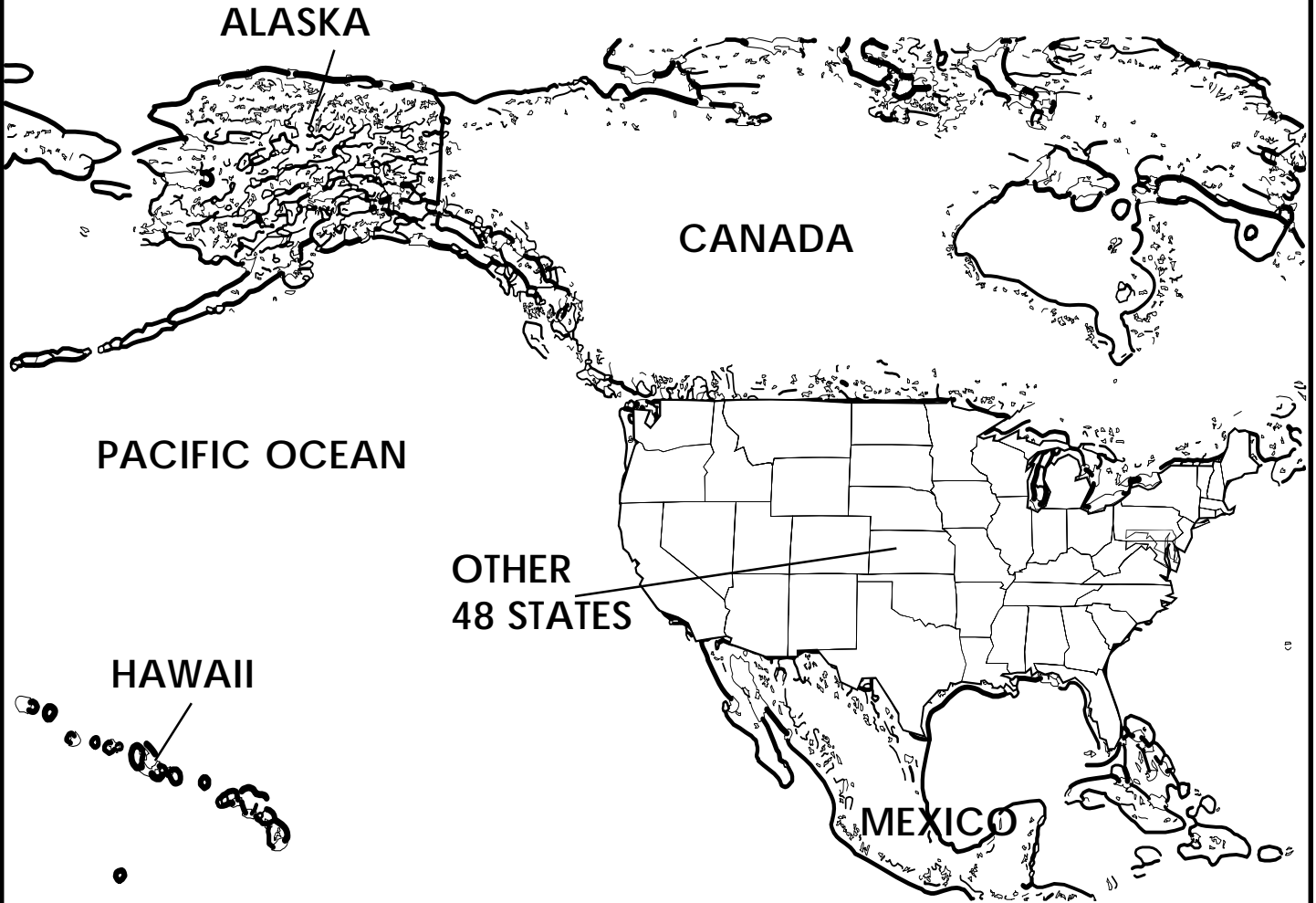
PACIFIC OCEAN

HAWAI'I





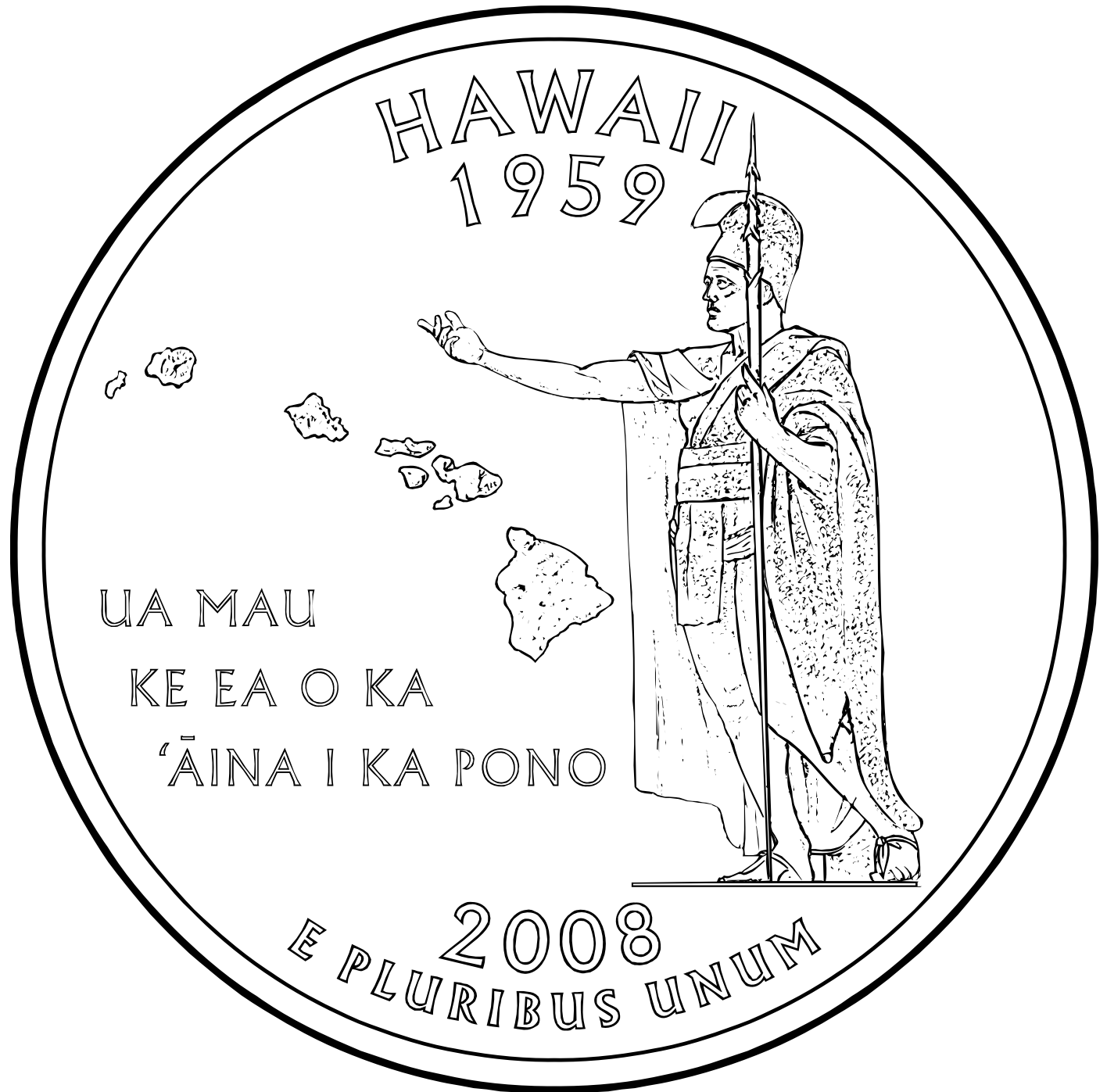
Map of the United States

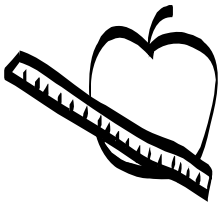


Based on NASA satellite photo



Hawaii Quarter Reverse





6: Coin Connections



OBJECTIVE

Students will recognize and correctly identify the value of the penny, nickel, dime, and quarter. Students will correctly use the symbols for “greater than,” “less than,” and “equal to” and apply these symbols to equations using coins.



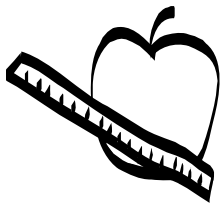
MATERIALS

- 1 overhead projector (optional)
- 1 image of your state’s quarter reverse
- 1 overhead transparency of each of the following:
 - “Quarter Obverse” page
 - “Coin Connections” worksheet
 - “Math symbols” worksheet
 - “More, Less, or Same” worksheet
- “Coin Page” worksheet (1 per student)
- “More, Less, or Same” worksheet (1 per student)
- 1 copy of a grade-level text about United States coins and money
- Overhead transparency markers
- Chart paper
- Pencils

PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Quarter Obverse” page
 - Your state’s quarter reverse
 - “Coin Connections” worksheet
 - “Math Symbols” worksheet
 - “More, Less, or Same” worksheet
- Make copies of each of the following:
 - “Coin Connections” worksheet (1 per student)
 - “More, Less, or Same” worksheet (1 per student)
- On chart paper, prepare a chart with four columns labeled “penny,” “nickel,” “dime,” and “quarter.”





Coin Connections



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Math



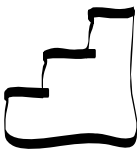
TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Penny
- Nickel
- Dime
- Greater than
- Less than
- Equal to



BACKGROUND KNOWLEDGE

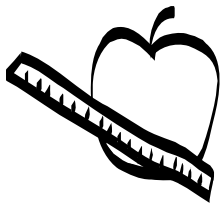
Students should have a basic knowledge of money and coins and the concepts of greater than, less than, and equal to.



STEPS

Session 1

1. Preview the text and illustrations you have selected and allow the students to generate observations about coins and money. Read the text aloud. Afterward, discuss with the students the names of the different coins presented in the text.
2. Display the four-column chart you prepared and introduce the labels “penny,” “nickel,” “dime,” and “quarter.” Explain to the students that these are all types of



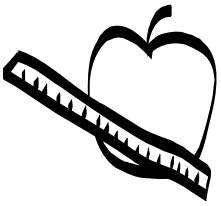
Coin Connections

coins. Ask the students what coins are used for. Student answers may include buying and collecting. Ask the students to tell you what they know about each type of coin. Answers may focus on the colors, sizes, shapes, denominations, and images.

3. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Introduce the word “obverse.” Explain to the students that “obverse” is another name for the front of the coin.
4. Display the “Quarter Obverse” transparency. Ask the students who is pictured on the obverse of the quarter. If necessary, tell them that the man on the quarter is President George Washington.
5. Distribute the “Coin Connections” worksheet to each of the students. Display the “Coin Connections” transparency on the overhead projector. Review each of the coins pictured with the students, including the name of the coin, the images on the coin, and the denomination.
6. Have students trace the common name and denomination of each of the coins pictured on the “Coin Connections” worksheet and then write the words themselves. Collect the “Coin Connections” worksheet.
7. Review the session and charted information about coins.

Session 2

1. Review the previous session and discussion, focusing on the four denominations presented.
2. Display the “Math Symbols” transparency and discuss with the students the symbols used in math to represent “greater than,” “less than,” and “equal to.” Think of ways to help the students differentiate between the “greater than” and “less than” symbols. Ask the students why they think these symbols are used instead of writing the words. Student answers may include that the symbols are easier or quicker to write and that they take up less room.
3. Display and distribute the “More, Less, or Same” worksheet to students. Read and review the directions with the students and answer any questions the students may have. Review question number one and complete as a class as an example.
4. Divide the class into small groups or pairs and have the students complete the “More, Less, or Same” worksheet.
5. As a class, review the “More, Less, or Same” worksheet. Record student answers in the “My Answer” column of the worksheet. Record the correct answer in the “Class Answer” column of the “More, Less, or Same” transparency. Explain the answers and review the “greater than,” “less than,” and “equal to” symbols with the students.



Coin Connections

6. Have the students record the correct answers in the “Class Answer” column of the “More, Less, or Same” worksheet. Answer any student questions.
7. Display the “More, Less, or Same” worksheets around the room.



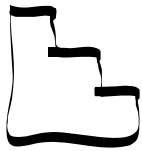
ASSESSMENT

Use the students’ class participation and worksheets to evaluate whether they have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students compare larger coin denominations (half dollar and dollar coins).
- Have students create their own number sentences using the “greater than,” “less than,” and “equal to” symbols.
- Have students learn more about how coins are made by visiting the “Birth of a Coin” cartoon at <http://www.usmint.gov/kids/cartoons/birthOfACoin/>.



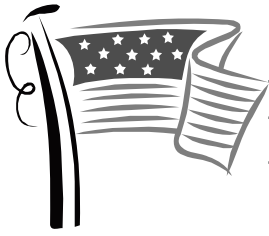
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to work with a scribe to complete the worksheet.

CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the different 50 State Quarters® Program designs by visiting “Cents of Color” at <http://www.usmint.gov/kids/games/centsOfColor/>.
- Have students test their coin recognition skills by visiting the “Coin Memory” game at <http://www.usmint.gov/kids/games/coinMemoryGame/>.





Quarter Obverse





Name _____

Coin Connections

Directions: Trace the name and denomination of each coin in the boxes. Then write them yourself in the space beneath.



Lincoln 1c



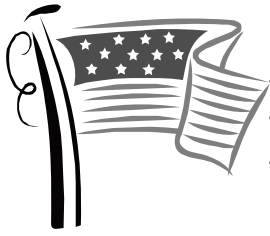
Jefferson 5c



Roosevelt 10c



Washington 25c



Math Symbols



















SYMBOL	MEANING	EXAMPLES
<	Less than	$1 < 5$ $5 < 10$ $10 < 25$
>	Greater than	$5 > 1$ $10 > 5$ $25 > 10$
=	Equal to	$1 = 1$ $5 = 5$ $10 = 10$ $25 = 25$

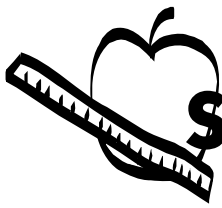


Name _____

More, Less, or Same

Directions: Write the total of each coin group on the line next to the group. Write the correct symbol in the "My Answer" column. When the class reviews the worksheet, put the answer under "Class Answer."

	GROUP 1	><= MY ANSWER	GROUP 2	CLASS ANSWER
1.	 _____ ¢		 _____ ¢	
2.	 _____ ¢		 _____ ¢	
3.	 _____ ¢		 _____ ¢	
4.	 _____ ¢		 _____ ¢	
5.	 _____ ¢		 _____ ¢	
6.	 _____ ¢		 _____ ¢	
7.	 _____ ¢		 _____ ¢	
8.	 _____ ¢		 _____ ¢	
9.	 _____ ¢		 _____ ¢	



State Information 2008 Quarters

Oklahoma

The first commemorative quarter-dollar coin released in 2008 honors Oklahoma, and is the 46th coin in the United States Mint's 50 State Quarters® Program. Oklahoma, nicknamed the "Sooner State," was admitted into the Union on November 16, 1907, becoming our nation's 46th state.

The Oklahoma quarter features an image of the state bird, the scissor-tailed flycatcher, in flight with its distinctive tail feathers spread. The bird is soaring over the state wildflower, the Indian blanket, backed by a field of similar wildflowers. The coin's design also bears the inscriptions "Oklahoma" and "1907."

The depiction of the Indian blanket (*Gaillardia*) symbolizes the state's rich American Indian heritage and native long grass prairies, which are abundant in wildlife. Oklahoma was formed by the combination of the Oklahoma Territory and the Indian Territory of the Five Civilized Tribes (Choctaw, Chickasaw, Creek, Seminole, and Cherokee). The state's name is derived from the Choctaw words "okla" and "homma," meaning "red people."



State Capital: Oklahoma City
State Bird: . . Scissor-tailed flycatcher
State Tree: Redbud
State Flower: Mistletoe
State Motto: "Labor omnia vincit"
meaning "labor conquers all things"

Entered Union (rank): November 16, 1907 (46)

Nickname(s): . . Sooner State, because of some settlers who tried to claim land sooner than others

Origin of Name: From Choctaw for "red people"

State Song: "Oklahoma"

New Mexico

The second commemorative quarter-dollar coin released in 2008 honors New Mexico, and is the 47th coin in the United States Mint's 50 State Quarters® Program. New Mexico, nicknamed the "Land of Enchantment," was admitted into the Union on January 6, 1912, becoming our nation's 47th state. The reverse of New Mexico's quarter features a Zia sun symbol over a topographical outline of the state with the inscription "Land of Enchantment." The coin also bears the inscriptions "New Mexico" and "1912."

The great influence of American Indian cultures can be found throughout New Mexico. The Zia Pueblo believe the sun symbol represents the giver of all good, who gave gifts in groups of four. From the circle representing life and love without beginning or end, the four groups of four rays that emanate represent the four directions, the four seasons, the four phases of a day (sunrise, noon, evening, and night), and the four divisions of human life (childhood, youth, adulthood, and old age).



State Capital: Santa Fe
State Bird: Roadrunner
State Tree: Pinyon Pine
State Flower: Yucca flower
State Motto: "Crescit eundo"
meaning "it grows as it goes"

Entered Union (rank): January 6, 1912 (47)

Nickname(s): Land of Enchantment

Origin of Name: . . . Spanish name for lands north of the Rio Grande River

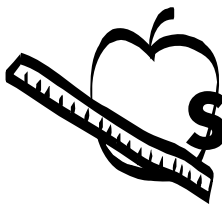
State Song: "O Fair New Mexico"

Arizona

The third commemorative quarter-dollar coin released in 2008 honors Arizona, and is the 48th coin in the United States Mint's 50 State Quarters® Program. Arizona was admitted into the Union on February 14, 1912, becoming our nation's 48th state, and the last in the continental United States.

The Arizona quarter features an image of the Grand Canyon with a saguaro cactus, Arizona's state flower, in the foreground. A banner reading "Grand Canyon State" separates the two images to signify that the saguaro cactus does not grow in the Grand Canyon. The coin also bears the inscriptions "Arizona" and "1912."

One of the seven natural wonders of the world, the Grand Canyon covers more than 1.2 million acres in northwestern Arizona. The Canyon, sculpted by the mighty Colorado River, is 6,000 feet deep at its deepest point and 18 miles wide at its widest. It is home to numerous rare and threatened plant and animal species. The Grand Canyon joined the National Park System in 1919 and is visited by more than four million tourists each year.

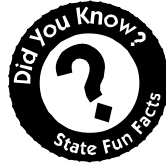


State Information 2008 Quarters



State Capital: Phoenix
State Bird: Cactus Wren
State Tree: Yellow Palo Verde
State Flower: . . Saguaro cactus blossom
State Motto: “Ditat Deus”
 meaning “God enriches”

Entered Union (rank): February 14, 1912 (48)
Nickname(s): The Grand Canyon State
Origin of Name: . . . Aztec “arizuma” (silver-bearing)
 and Pima “arizonac” (little spring place)
State Song: “Arizona”



State Capital: Juneau
State Bird: Willow Ptarmigan
State Tree: Sitka Spruce
State Flower: Forget-Me-Not
State Motto: North to the Future

Entered Union (rank): . . January 3, 1959 (49)
Nickname(s): The Last Frontier
Origin of Name: Aleutian “alaxsxaq” meaning
 roughly “The Great Land”
State Song: “Alaska’s Flag”

Alaska

The fourth quarter released by the United States Mint in 2008 commemorates the state of Alaska. It is the 49th coin to be issued in the Mint’s 50 State Quarters® Program. On January 3, 1959, Alaska became the 49th state to be admitted into the Union. The reverse of the Alaska quarter features a bear emerging from the waters clutching a salmon in its jaw. The coin’s design includes the North Star displayed above the inscription “The Great Land” and the inscriptions “Alaska” and “1959.”

The bear and salmon symbolize Alaska’s natural beauty and abundant wildlife, with the bear representing strength and the salmon representing the nutrition that provides for this strength. The grizzly flourishes in Alaska and can be observed in places such as Denali and Katmai National Parks, Kodiak Island and Admiralty Island. More than 98 percent of the United States’ brown bear population is found in Alaska.

The word “Alaska” comes from the Aleutian word “Alyeska,” meaning “The Great Land.” Populated by Indians, Eskimos, and Aleuts for centuries, Alaska was not explored by Europeans until 1741. Russia established a colony in Alaska to protect its lucrative fur-trading interests, but sold Alaska to the United States in 1867 for \$7.2 million, or two cents per acre, when it could no longer afford to maintain the colony. Although the purchase was derided by many in the United States at the time, its worth became apparent following late 19th century gold rushes and the discovery of oil in the mid-20th century.

Hawaii

The fifth and final quarter-dollar coin released in 2008 honors the state of Hawaii, and is the 50th and last coin in the United States Mint’s popular 50 State Quarters® Program. Hawaii, spelled “Hawai’i” in the Hawaiian language, is nicknamed “The Aloha State.” It became the 50th state admitted into the Union on August 21, 1959.

The reverse of Hawaii’s quarter features Hawaiian monarch King Kamehameha I stretching his hand toward the eight major Hawaiian Islands. Inscriptions are the state motto “Ua mau ke ea o ka ’āina i ka pono” (“The life of the land is perpetuated in righteousness”), “Hawaii,” and “1959.”

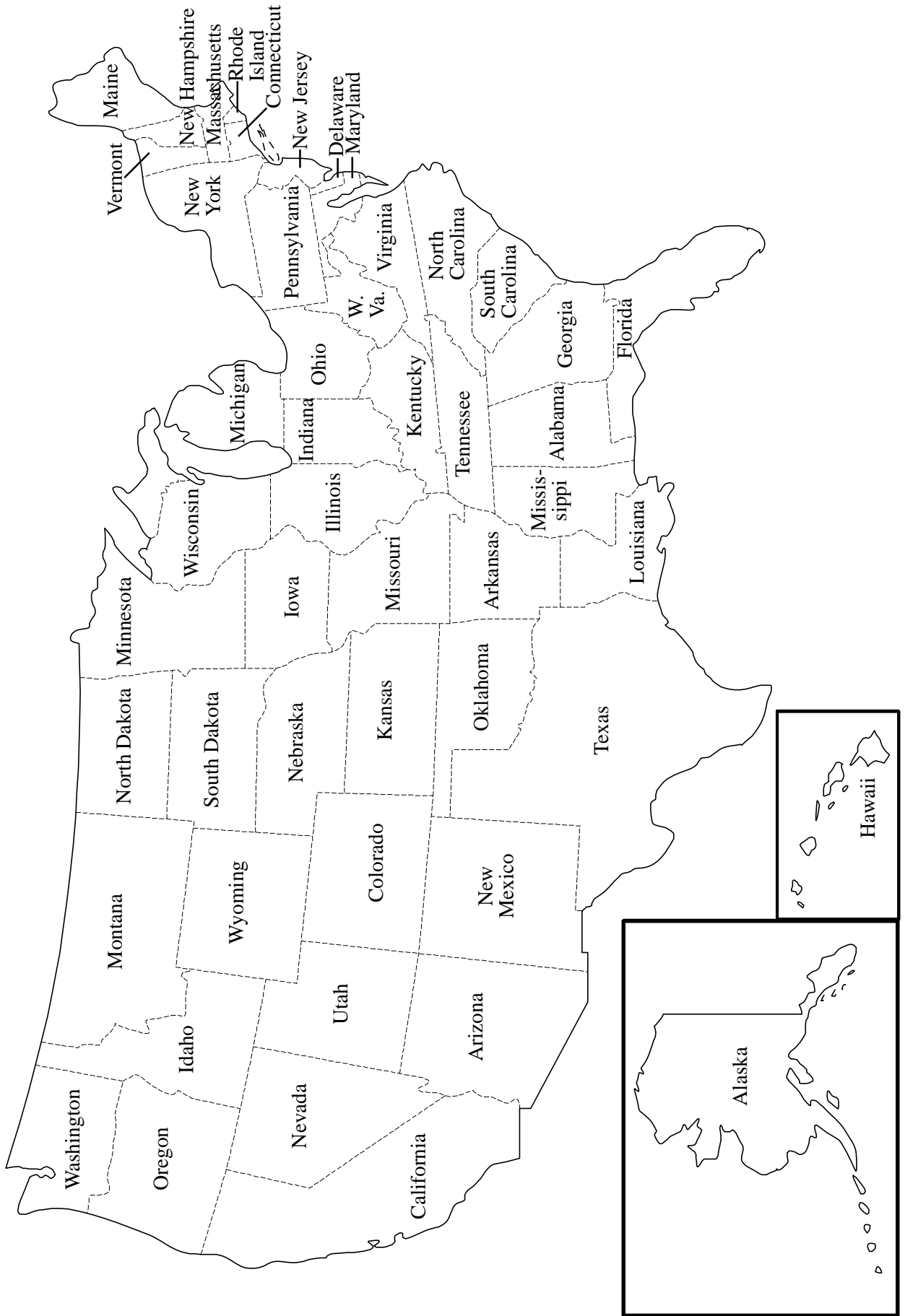
King Kamehameha I is a revered figure in Hawaiian history. He unified the governance of the Hawaiian Islands into one kingdom in the early 1800s and navigated changes in Hawaii, while maintaining the native practices and traditional ways of island life. His “Law of the Splintered Paddle” guaranteed the protection of citizens from harm during war and became a landmark in humanitarian law. He is honored with a statue in the U.S. Capitol’s National Statuary Hall.



State Capital: Honolulu
State Bird: Nene
State Tree: Kukui (Candlenut)
State Flower: Hibiscus
State Motto: . . “Ua mau ke ea o ka ’āina
 i ka pono” meaning “The life of the
 land is perpetuated in righteousness”

Entered Union (rank): August 21, 1959 (50)
Nickname(s): Aloha State
Origin of Name: Possibly Hawaiian “Owhyhee”
 meaning “Homeland”
State Song: “Hawai’i Pono’i” (“Hawaii’s Own”)

The United States of America



50 State Quarters Program Designs

Reverse (1)



50 State Quarters Program Designs

Reverse (2)



50 State Quarters Program Designs

Obverse



Reproducible Coin Sheet

Obverse



Obverse © 1999 U.S. Mint
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TO MAKE DOUBLE-SIDED COINS

1. Print this page and the following page (reverses).
2. Put the two pages back-to-back and hold them up to a strong light to line up the dotted lines on all the coins.
3. Clip the pages together to keep them in position with two clips at the top.
4. Apply glue or glue stick to the backs, especially in the areas where the coins are printed. After pressing the pages together, check the alignment by holding them up to the light again, adjusting the alignment if possible.
5. When the glue dries, cut out the "coins."

Reproducible Coin Sheet

Reverse





The United States Mint

50 State Quarters Program

Release Year/State Statehood Date

1999 _____

Delaware December 7, 1787
 Pennsylvania December 12, 1787
 New Jersey December 18, 1787
 Georgia January 2, 1788
 Connecticut January 9, 1788

2000 _____

Massachusetts February 6, 1788
 Maryland April 28, 1788
 South Carolina May 23, 1788
 New Hampshire June 21, 1788
 Virginia June 25, 1788

2001 _____

New York July 26, 1788
 North Carolina November 21, 1789
 Rhode Island May 29, 1790
 Vermont March 4, 1791
 Kentucky June 1, 1792

2002 _____

Tennessee June 1, 1796
 Ohio March 1, 1803
 Louisiana April 30, 1812
 Indiana December 11, 1816
 Mississippi December 10, 1817

2003 _____

Illinois December 3, 1818
 Alabama December 14, 1819
 Maine March 15, 1820
 Missouri August 10, 1821
 Arkansas June 15, 1836

Release Year/State Statehood Date

2004 _____

Michigan January 26, 1837
 Florida March 3, 1845
 Texas December 29, 1845
 Iowa December 28, 1846
 Wisconsin May 29, 1848

2005 _____

California September 9, 1850
 Minnesota May 11, 1858
 Oregon February 14, 1859
 Kansas January 29, 1861
 West Virginia June 20, 1863

2006 _____

Nevada October 31, 1864
 Nebraska March 1, 1867
 Colorado August 1, 1876
 North Dakota November 2, 1889
 South Dakota November 2, 1889

2007 _____

Montana November 8, 1889
 Washington November 11, 1889
 Idaho July 3, 1890
 Wyoming July 10, 1890
 Utah January 4, 1896

2008 _____

Oklahoma November 16, 1907
 New Mexico January 6, 1912
 Arizona February 14, 1912
 Alaska January 3, 1959
 Hawaii August 21, 1959