



The Alphabet of Coins

Subject: History & Government

Grade Level: K-2nd grades

Summary: Students will use letter and sound relationships of initial consonants to complete sentences that follow a given repeating pattern. These sentences will be based on coin terms found on the U.S. Mint Coin Classroom.

BIG QUESTION

Which words can we learn about and use to make a coin alphabet book?

TIMING

0 to 45 minutes

LEARNING OBJECTIVES

- Students will use letter and sound relationships of initial consonants.
- Students will complete a sentence that follows a given repeating pattern.
- Students will identify and write the initial consonant in a given word.
- Students will learn about coins and the history of money.

MATERIALS

- Internet access
- U.S. Mint Coin Classroom: kids.usmint.gov
- Children's books about coins and money
- Journals or paper
- Grade level appropriate picture story paper

PROCEDURE

1. Explain to the students that they will each be creating one page of an alphabet book. Their page will follow a 3-sentence pattern like these:
 - Dana found a dime. Dime begins with the letter D. A dime is worth ten cents.

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- Eddie found an Eagle. Eagle begins with the letter E. An eagle is on some U.S. quarters.
 - Frank found five cents. Five begins with the letter F. A nickel is worth five cents.
2. Assign each student a letter of the alphabet. As a class, look through the U.S. Mint Coin Classroom website. As students look through the information, each student can be looking for words (nouns) that begin with their letter. (You may wish to develop a list of age-appropriate words for your students to read, rather than exploring the extensive coin glossary, which may not meet their needs. You may also choose to bring in sets of circulating coins for your students to inspect to help in their selection of coin terms.)
 3. Have each student find a fact about the word they found. Students can record their word and fact in their journal or piece of paper.
 4. Create and post a sample to show the class the pattern they will need to follow.
 5. Have your students write their sentences in their journals. Help your students proofread their writing if desired.
 6. Once all sentences have been reviewed, have your students rewrite and illustrate their sentences on the picture story paper.
 7. When the students have completed their page, assemble the classroom book and place it in the classroom library.

ASSESSMENT

Evaluate the individual pages to see whether the students have met the lesson objectives.

DIFFERENTIATE

- Students can research and create their pages with a partner or an older student buddy.
- Add the list of coin terms that your students generate to spelling lists or on your class "Word Wall." This will reinforce the sound patterns that your students have learned, and will help them when using these terms in future writings.

RELATED

- U.S. Mint Coin Classroom circulating coin information:
<https://kids.usmint.gov/learn/kids/about-the-mint>

STANDARDS

[CCSS.ELA-Literacy.RF.K.1](#)

Demonstrate understanding of the organization and basic features of print.

[CCSS.ELA-Literacy.RF.K.1.a](#)

Follow words from left to right, top to bottom, and page by page.

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[CCSS.ELA-Literacy.RF.K.1.b](#)

Recognize that spoken words are represented in written language by specific sequences of letters.

[CCSS.ELA-Literacy.RF.K.1.c](#)

Understand that words are separated by spaces in print.

[CCSS.ELA-Literacy.RF.K.1.d](#)

Recognize and name all upper- and lowercase letters of the alphabet.

[CCSS.ELA-Literacy.RF.K.2](#)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

[CCSS.ELA-Literacy.RF.K.2.a](#)

Recognize and produce rhyming words.

[CCSS.ELA-Literacy.RF.K.2.b](#)

Count, pronounce, blend, and segment syllables in spoken words.

[CCSS.ELA-Literacy.RF.K.2.c](#)

Blend and segment onsets and rimes of single-syllable spoken words.

[CCSS.ELA-Literacy.RF.K.2.d](#)

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

[CCSS.ELA-Literacy.RF.K.2.e](#)

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

[CCSS.ELA-Literacy.RF.K.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-Literacy.RF.K.3.a](#)

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

[CCSS.ELA-Literacy.RF.K.3.b](#)

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

[CCSS.ELA-Literacy.RF.K.3.c](#)

Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

[CCSS.ELA-Literacy.RF.K.3.d](#)

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[CCSS.ELA-Literacy.RF.K.4](#)

Read emergent-reader texts with purpose and understanding.