

5: Over, Under, In, and Out

Based on the West Virginia quarter reverse



OBJECTIVE

Students will follow simple directions based on positional words.



MATERIALS

- 1 overhead projector (optional)
- “West Virginia Quarter Reverse” page
- 1 class map of the United States
- Chart paper/markers
- Construction paper
- Masking tape
- “Connect the Spots” worksheet
- Pencils
- Crayons



PREPARATIONS

- Make copies of the “Connect the Spots” worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the “West Virginia Quarter Reverse” page.
- Use masking tape to create a large circle on the floor of your classroom.



GROUPINGS

- Whole group
- Individual work



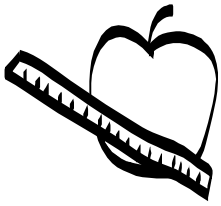
CLASS TIME

One 20- to 30-minute session



CONNECTIONS

- Language Arts
- Social Studies



Over, Under, In, and Out



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Positional words



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

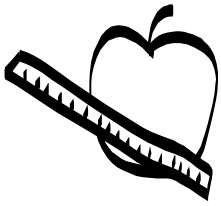
- Following directions
- Positional words



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 transparency or photocopy of the West Virginia quarter reverse. Locate West Virginia on a classroom map. Note its position in relation to your school's location.
2. With the students, examine this coin's reverse. Read the coin inscriptions to the class. Have the students identify the images in this coin design, including the bridge, the water, the trees, and the rocks.
3. Ask the students what this quarter design tells them about the state of West Virginia. Answers should include that the state has mountains and a lot of trees.
4. Ask the students why they think this bridge and river might be important to West Virginia and accept all responses. Explain that this bridge made it possible for people to easily cross from one part of the state into another. Before this bridge was built, it took a very long time to cross this gorge.
5. Ask the students to describe—without pointing—where the river is located in this picture. Direct the students to use a positional word to accurately describe the location of the river. The students should say that the river is **BETWEEN** the mountains or **UNDER** the bridge.
6. Again, ask the students to describe where the bridge is located in the picture. The students should say that the bridge is **BETWEEN** the mountains or **OVER** the river.
7. Move the students to an open area (preferably carpeted) in the classroom.
8. Tell the students that they will be playing a game in which they will need to follow simple directions. Explain that you will give the students a direction and then you will count to five. By the time you reach the number five, the students should be quietly in their position. Tell the students that they will need to listen carefully to the directions for this game.



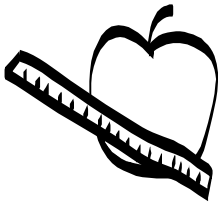
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9. Distribute a piece of construction paper to each student.
10. Give the students the following directions and count to five between each movement. As you give the directions, write the positional word on a piece of chart paper. After the students are in position, draw their attention to the written positional word you used and the sounds or letters in the word.
 - Stand **ON** the construction paper.
 - Sit **NEXT TO** the construction paper.
 - Put the paper in **FRONT** of you.
 - Put the paper **UNDER** one foot.
 - Put the paper **BETWEEN** your feet.
 - Put the paper **AROUND** your arm.
11. Draw the students' attention to the tape circle on the floor of the classroom.
 - Direct the students to stand **IN** the circle.
 - Direct the students to stand **ON** the circle.
 - Have the students identify what is **UNDER** their feet.
 - Direct the students to stand **OUTSIDE** of the circle.
 - Direct the students to hold their hands **OVER** the circle.
12. Direct the students to return to their seats. Post the positional words chart on the board.
13. Distribute a "Connect the Spots" worksheet to each student and direct the students to write their names at the top of the page.
14. Direct the students to look at the pictures on their pages and determine which word describes where the first image is in relation to the second on the West Virginia quarter (Ex.: The bridge is **OVER** the river.)
15. As a class, find this positional word on the chart and direct the students to write that word on the line.
16. Repeat this process for all of the missing words on this page.
17. Distribute crayons to each student. Allow the students to color the pictures on the page.
18. Collect the student worksheets.

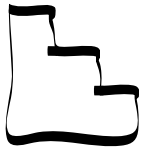


ENRICHMENT/EXTENSION

If your state's quarter design already exists, make a copy of the design for each student. Direct the students to create a sentence about the images on this coin's design using one of the words from the class chart. Direct the students to illustrate this sentence once it is written.



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DIFFERENTIATED LEARNING OPTION

- Rather than having the students copy the positional word from the class chart, write the words on the lines using dashed letters. Guide the students to read or identify the word on the line and then to trace it on their paper.
- Create a class center to review positional words. Have an image of a dog and a dog-house. Have students place the dog, according to the directions, in a specific place (Ex.: above the house, on the house, under the house).



CONNECTION TO WWW.USMINT.GOV/KIDS

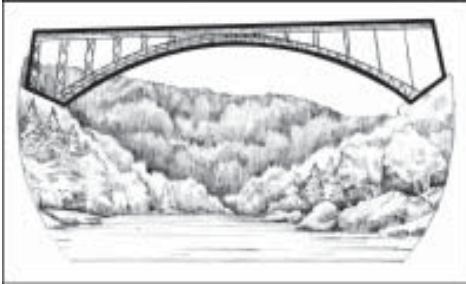
Let your students locate West Virginia and color in the quarter to their liking when they visit the game “Cents of Color” on the United States Mint H.I.P. Pocket Change™ Web site. (www.usmint.gov/kids/index.cfm?fileContents=games)

NAME _____

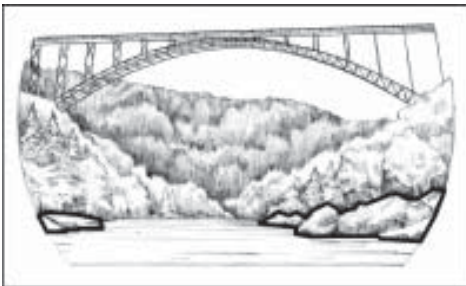


Connect the Spots

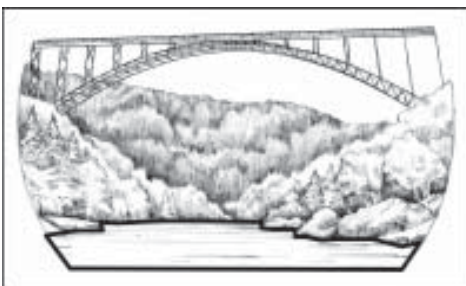
Directions: On the line, write the positional word that best completes the sentence.



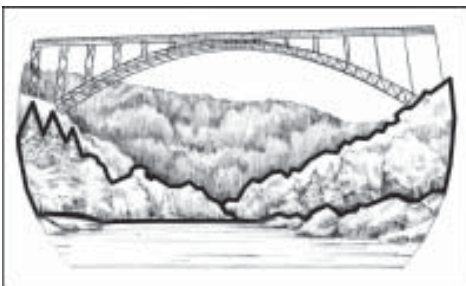
The bridge is _____ the river.



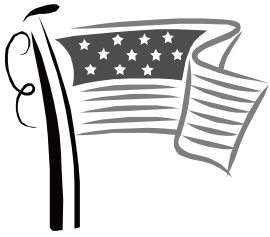
The rocks are _____ the river.



The river is _____ the bridge.



The trees are _____ the river.



West Virginia Quarter Reverse

