

Guided Reading Level: E**Genre:** Nonfiction**Text Features:** table of contents, headings, photographs, boldface text, captions, glossary, index**Lesson Objective: Social Studies**

Students will generate questions about individuals and groups who have shaped a significant historical change.

Essential Question

Why is George Washington important?

Lesson Objective: ELA

Students will recognize simple contractions.

Background Knowledge

Ask students why it is important for us to study history. Lead them to understand that we can learn about how things in our world today came to be and that we can also learn lessons from mistakes other people have made in the past. Tell students they are going to read about George Washington who lived a long time ago. Explain that George Washington was our first president and played an important role in creating our country. Ask students what they know about George Washington. Record their ideas on a concept web.

List and read aloud the vocabulary words below. Have students repeat each word. Tell students they will read these words in the book. Discuss the meanings of the words with students. Use prompts to have students use the words in meaningful contexts. For example, *What is the capital of our state? What people wear uniforms for their jobs? Name an important landmark (in our town/state/country).*

Vocabulary

capital (p. 3)	landmarks (p. 3)
colonies (p. 8)	quarter (p. 3)
elected (p. 10)	Revolutionary War (p. 9)
fence (p. 5)	uniforms (p. 5)
honorable (p. 5)	widow (p. 7)
ivory (p. 6)	



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George Washington

by: Janet Slike

Why This Text?

The text recounts the life of George Washington and his contributions to our nation. Students can discuss how he and others of his time shaped our history.

Preparing to Read

Show students the cover of the book and read aloud the title. Point out the text features: table of contents, headings, photographs, captions, words in boldface, glossary, index. Discuss with students the purpose of each feature.

Give each student a copy of the book, and have students turn to page 11. Point out and name each of the 13 colonies.

Have students preview the book with a partner and talk about the pictures. Ask several students what their purpose is for reading this book.

Reading Nonfiction Text

Read aloud the text while students listen and follow along in their books. Then choral read the text with students. Ask partners to take turns reading aloud a page while their partner listens. Have students tell each other one thing they learned after reading a page.

Connect and Respond

1. *What things did Washington do?* (president, army general, farmer, designed army uniforms)
2. *What are two things that people often believe about Washington that aren't true? Find the page that tells you this.* (He didn't chop down a cherry tree and he didn't have wooden teeth; p. 6)
3. *Why do you think people wanted George Washington to be our first president?* (Possible answers: He showed he was a good leader in the Revolutionary War; he was one of the people who helped the colonies become states; he was an honorable man.)

Morphology

Have students turn to page 6 and read it aloud with them. Point out the words *aren't* and *didn't*. Write the words where all students can see. Say, *These words are called contractions. They are words made from two other words.* Write the words *are* and *not* next to *aren't*. Say, *the word aren't means the same thing as are not. We can say, "We are not late" or "We aren't late." Both sentences mean the same thing. To make the contraction, we take out the o in the word not and add an apostrophe in its place.* Demonstrate creating the contraction. Then repeat with the word *didn't*.

Write the following where all students can see: *is not, was not, do not*. Show students how to write the contractions for each example.

Provide a worksheet you have prepared prior to the lesson that lists contractions on the left and has a blank space next to each contraction for students to write in the two words that make up each contraction. When students have finished, have them compare their worksheets with a partner.

Language Arts Activity

Point out the Washington Monument and the quarter on the back cover of the books. Tell students that the Washington Monument is in Washington, DC. It was finished in 1884 and was built to honor George Washington. It is 555 feet tall. Involve students in a discussion: *What did Washington do that was important? Why it is important to honor him on a statue or on a quarter? How do you think people feel when they visit the monument? Would you like to visit the Washington Monument? Why or why not?*

Ask students to think about someone they know that they would like to honor with a monument. Provide modeling clay and ask students to design their monument. Help students write a label on an index cards for their Monument. For example: *This monument honors _____ because _____*. Place students' monuments with labels on display in the classroom.

Primary Source Activity

Provide photographs of the Washington Monument from books and online. The National Park Service's site contains photos of the people involved in building it and what it looked like at the first phase of construction. Have students compare what the monument looked like then to what it looks like now. Discuss how they can learn about history from old photographs.

Have students look at U.S. currency to see who is on the front and what is on back. Point out currency with monuments on the back such as the penny (Lincoln Memorial), nickel (Monticello), twenty-dollar bill (White House). Discuss why these people and places are important.

Social Studies Activity

Call on students to share what they learned about George Washington. Then have them think about what questions they would like to ask Washington if he came into their classroom. For example: *How did you feel about being the first president of our country? What other Americans in history do you think are important? How did you feel when the colonies won the war against the British? Was it a hard job being president? Why?* Record their questions where all students can see. Go through each question and have students suggest how Washington might have answered it.

Call on volunteers to play the role of George Washington. Have members of the class ask George questions. Explain that students who play the part of George Washington can use historical facts to help them answer the questions as well as their imaginations.

Materials/Resources Needed

prepared contractions worksheets
index cards
markers
modeling clay
photographs of Washington Monument
from books and online sources
U.S. coins and bills with Washington and/or
monuments on the reverse side

Support English Learning

- Provide the following cognates for your Spanish-speaking students:
president/presidente; general/general;
monument/monument; colony/colonia;
state/estate.
- Show students a chart that lists American presidents. Point to George Washington and say, *This is George Washington. He was the first president of the United States of America.*
- Paraphrase the information on each page of the book for students, using simple language, gestures, and sketches. Have them follow along as you paraphrase the text.
- Show students a quarter and a dollar bill and point out the pictures of Washington. Say, *This is a quarter. This is a one dollar bill.* Have students repeat.