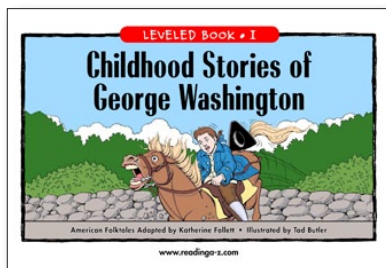


Lesson Plan

Childhood Stories of George Washington



About the Book

Text Type: Fiction/Historical Page Count: 14 Word Count: 318

Book Summary

This is an illustrated collection of famous stories about the childhood of the first U.S. president, George Washington. Each story includes examples of how George Washington was an honest person, even as a child.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Cause and effect
- Discriminate initial and final consonant *st*-blends
- Identify initial and final consonant *st*-blends
- Place periods in the correct location within a story
- Identify and use antonyms

Materials

Green text indicates resources available on the website

- Book—*Childhood Stories of George Washington* (copy for each student)
- Chalkboard or dry erase board
- Chart paper and markers
- Word journal (optional)
- *Cause and effect, initial and final consonant st-blends, periods worksheets*
- *Discussion cards*



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *did*, *down*, *no*
- Content words:
Story critical: *bucked* (v.), *harshly* (adv.), *hatchet* (n.), *honest* (adj.), *president* (n.), *tumbled* (v.)

Before Reading

Build Background

- Explain to students that this story is historical fiction. Discuss with them that historical fiction uses real people from the past as characters, but some of the things they do may be made up. Some parts of a historical fiction story may be true but the details could have been forgotten or changed over time. This story is historical fiction because George Washington was a real person, but some of the stories may not have actually occurred.
- Ask students to tell what they know about George Washington. Ask them who George Washington was, where students have seen pictures of him, and whether they have ever heard stories about when he was a child. Add key information to students' contributions.

Book Walk

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask them what they might read about in a book called *Childhood Stories of George Washington*. (Accept any answers students can justify.)
- Show students the title page. Discuss with students the information on the page (title of book, author's name, illustrator's name) and why it says *American Folktales Adapted by Katherine Follett*. Explain to students that the author is retelling stories that have already been written or told in the past. Tell them there are three stories in the book.
- Discuss with students the pictures on the front cover and title page. Ask them how the boy riding the horse might be feeling and what might happen next. Say: *As I look at the picture on the cover, I wonder who the boy is on the horse. I also wonder what might happen to the boy. How can we find out who the boy is and what will happen to him?*

Introduce the Reading Strategy: Ask and answer questions

- Explain to students that one way to understand a book is to ask questions about the story before and during reading, and then to look for the answers as they read.
- Model asking a question based on the front cover.
Think-aloud: I know that good readers ask questions before they read a book. I know that this helps them set a purpose for reading. When I look at the pictures on the front and back covers of the book, I see a boy riding a horse. The boy might be George Washington. Both the boy and the horse look scared. I wonder what happened and whether the boy and horse will be all right.
- Write these questions on the board. Have students preview the covers and title page of the book. Ask them to share questions they have about the book. Write these questions on the board.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Use the Book Walk as an opportunity to introduce unfamiliar vocabulary to students and to model language patterns. For example, on page 9, say: *I see that George's mother has a harsh expression on her face. She looks very angry. I wonder whether George is in trouble for something.*
- Model for students the strategies they can use to work out words they don't know. For example, point to the word *bucked* on page 11. Model using the familiar word part *buck* and the picture to think about what the horse might be doing. Then read the sentence to students and ask whether the word *bucked* makes sense and looks right.
- Encourage students to add new vocabulary words to their word journals.

Set the Purpose

- Have students read the story to find out what happens to George Washington in each of the three short stories. Remind them to ask "I wonder" questions and read on to find answers to their questions.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number at the bottom corner of page 3. Have them read to the end of page 8, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model answering questions.
Think-aloud: Before reading, I wondered what happened to scare the boy and the horse and whether they would be all right. I learned that the horse hurt its foot while on a fox hunt with George. That is why George and the horse look scared. I'll keep reading to find out whether they are all right. I wonder what George will do about the hurt horse. Asking questions in my head helps me want to read on to find out the answers.

Lesson Plan *(continued)*

Childhood Stories of George Washington

- Ask students what questions they asked themselves as they were reading. Ask them what answers they found as they kept reading.
- Have students read the remainder of the story. Remind them to use “I wonder” questions to help them read on and understand what they are reading.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss with students how using “I wonder” questions and reading on to find the answers helped them understand and enjoy what they read. Invite students to share additional examples of how asking questions helped them understand what they read.
- **Think-aloud:** *When I looked at the picture on page 12, I wondered how badly the horse was hurt. I wanted to know what would happen to George this time. I kept reading and I was pleased that George’s mother was proud of him for his courage to be honest.*
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: Cause and effect

- **Discussion:** Ask students the following questions: *What happened at the end of each story about George Washington? How did his actions show that he was honest? Why is this an important characteristic for a president?*
- **Introduce and model:** Explain to students that a cause is an event that makes something happen, and the effect is what happens because of, or as a result of, the event. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the heading *Cause*: *I hit a baseball through a window.*
- **Model identifying cause-and-effect relationships.**
Think-aloud: *If I hit a baseball through a window, the window might break. I might have to pay for the window by taking money out of my savings account. If I had to take money out of my savings account, I wouldn’t have enough money to buy the item for which I was saving my money. Hitting the baseball through the window causes me to take money out of my savings, which has the effect of there not being enough money in my account to buy something I wanted.*
- Write the effects of the cause on the chart on the board. Point out that sometimes a cause can have more than one effect.
- Have students read pages 5 and 6 and identify a cause and effect (George chopped down the cherry tree and George’s father becomes angry). Write the cause and effect on the chart.
- **Check for understanding:** Have students read pages 7, 8, and 9 to find another cause-and-effect relationship in the book (George takes out the horse; the horse hurts its foot; George’s mother is angry).
- **Independent practice:** Introduce, explain, and have students complete the **cause-and-effect worksheet**. If time allows, discuss their answers.



Extend the discussion: Instruct students to use the last page of their book to draw a picture of a time when they did something wrong and then told the truth about it. Ask students to write what they did wrong and what happened when they told the truth. Allow students to share with the group when they are done.

Build Skills

Phonological Awareness: Initial and final consonant *st*-blends

- Say the word *story* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Say the word *most* aloud to students, emphasizing the final /st/ sound. Have students say the word aloud and then say the /st/ sound.
- Read page 7 aloud to students. Have them raise their hand when they hear a word that begins with the /st/ sound.
- Read page 14 aloud to students. Have them raise their hand when they hear a word that ends with the /st/ sound.
- **Check for understanding:** Say the following words one at a time. Have students give the thumbs-up signal if the word begins with the /st/ sound or the thumbs-down signal if the word ends with the /st/ sound: *story, first, best, stable, honest, stableman*.

Phonics: Initial and final consonant *st*-blends

- Write the words *story* and *most* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students which two letters together represent the /st/ sound at the beginning of the word *story* and the end of the word *most*.
- Have students practice writing the *st* letter combination on a separate piece of paper while saying the /st/ sound.
- **Check for understanding:** Write the following words that begin and end with the *st* blend on the board, leaving off the initial and final blend *st*: *must, best, most, stop, stand, start*. Say each word, one at a time, and have volunteers come to the board and add the *st* blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial-and-final-consonant-st-blend worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Periods

- Explain to students that periods are used to signal the end of a sentence. Tell them that periods show where one thought, or idea, ends and another begins.
- Read the sentences on page 3 in the book without pausing between sentences. Ask students what was wrong with the reading. Have them turn to page 3 in their book. Identify the periods on the page. Ask students what they notice after the first period (capital letter). Explain to them that capital letters signal the beginning of a new sentence. Reread the page with students, pausing briefly at the periods.
- **Check for understanding:** Have students locate each period on page 5. Have them practice reading the sentences, stopping the reading briefly between sentences.
- **Independent practice:** Introduce, explain, and have students complete the [periods worksheet](#). If time allows, discuss their answers.

Word Work: Antonyms

- Direct students to page 4 of the book and have them put their finger on the word *little*. Tell them that there is a word on the page that means the opposite of *little*. Ask students to find it (*big*). Ask them to think of another word that means the opposite of *little* (*large, huge*). Explain that these words are called *antonyms*.
- Have students turn to page 7 and put their finger on the word *best*. Ask them to say a word that means the opposite (*worst*). Ask students what might have happened in the story if George had ridden the worst horse. Explain how choosing words to use in a story is important for its meaning.
- **Check for understanding:** Write the following words on the board: *first, honest, out, pretty, angry, afraid*. Read each word aloud with students. Ask students to think of antonyms for each word and share their answers with the class.

Lesson Plan *(continued)*

Childhood Stories of George Washington

- **Independent practice:** Have students work with partners to find a word on page 9 and a different word on page 10 for which they can think of antonyms. Have them share their suggestions with the class and talk about how changing the words would change the meaning of what happened in the story.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing and Art Connection

Review with students what the stories told us about George Washington's character (he was honest). Ask students whether they think a person's actions tell something about that person. Say to them: *If I laugh, this tells you I am happy. I can write this sentence on the board: When I laugh, it shows I am happy. If I cry, what does this show you?* Have students use the pattern: *When I _____, it shows I am _____*, to write their own sentences. Then have them illustrate their sentences. Display the pages on a bulletin board titled *Learn about Me from My Actions*.

Social Studies Connection

Have students read books about other American presidents. Have them select one president and prepare a short oral presentation to share what they learned about their chosen president.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use self-questioning to guide reading and understand text
- correctly identify cause-and-effect relationships during discussion and on a worksheet
- correctly discriminate initial and final consonant *st*-blends
- accurately identify words with initial and final consonant *st*-blends during discussion and on a worksheet
- correctly use periods and capitalization during discussion and on a worksheet
- correctly identify antonyms during discussion and in the text

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**