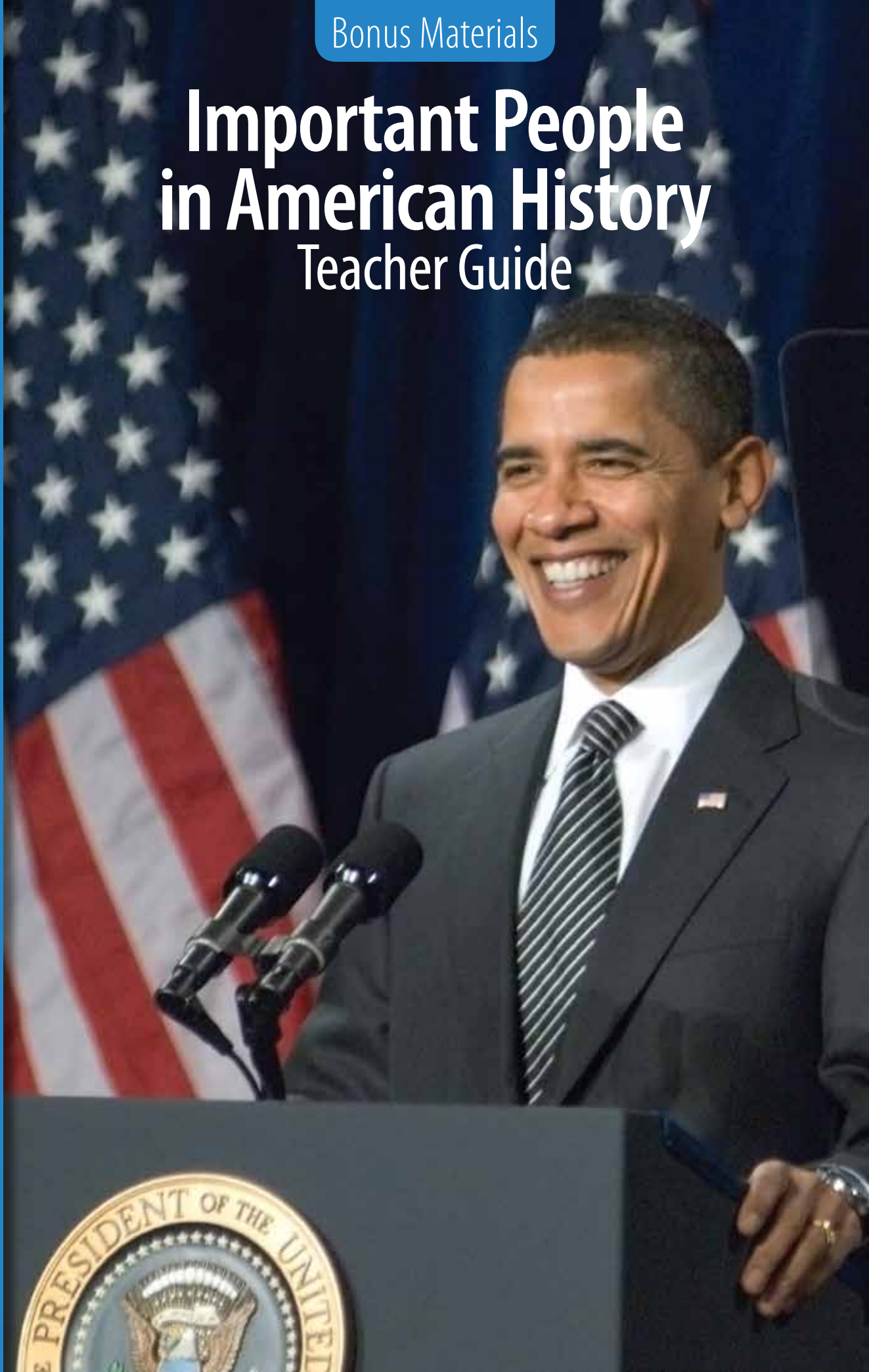


Bonus Materials

Important People in American History

Teacher Guide



Core Knowledge Language Arts



Core Knowledge®

PRECHOOL



Important People in American History

Teacher Guide

Bonus Materials

PRESCHOOL

Core Knowledge Language Arts®



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Alignment Chart for Important People in American History Bonus Materials

The following chart contains both Core Content and Language Arts Objectives. While Common Core State Standards have yet to be proposed nationally, this chart demonstrates alignment between the New York State Common Core State Standards for preschool and corresponding Core Knowledge Language Arts Preschool (CKLA Preschool) goals.

Alignment Chart for Important People in American History Bonus Materials		Lesson			
		b1A	b1B	b2A	b2B
Core Content Objectives					
Retell two main events from the legend of George Washington and the cherry tree.		✓	✓		
State that, in the legend of George Washington and the cherry tree, George Washington told his father the truth.		✓	✓		
Identify George Washington as the first president of the United States.				✓	✓
Identify Betsy Ross as the person who made our first flag.				✓	✓
Reading Standards for Literature: Prekindergarten					
Key Ideas and Details					
STD RL.P.1	With prompting and support, ask and answer about detail(s) in a text.				
CKLA Goal(s)	With prompting and support, ask and answer who, what, where, when, and why questions about a fiction read-aloud			✓	✓
STD RL.P.2	With prompting and support, retell familiar stories.				
CKLA Goal(s)	With prompting and support, “read”/tell a story using a wordless picture book				✓
STD RL.P.3	With prompting and support, ask and answer questions about characters and major events in a story.				
CKLA Goal(s)	With prompting and support, “retell”, dramatize or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending				✓
	With prompting and support, ask and answer who, what, where, when, and why questions about a fiction read-aloud			✓	✓
Craft and Structure					
STD RL.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).				
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary in fiction read-alouds			✓	✓
	Understand and use increasingly varied and complex vocabulary				✓

Alignment Chart for Important People in American History Bonus Materials		Lesson			
		b1A	b1B	b2A	b2B
Integration and Knowledge of Ideas					
STD RL.P.7	With prompting and support, students will engage in a picture walk to make connections between self, illustration, and the story.				
CKLA Goal(s)	With prompting and support, describe an illustration and make connections to the story and self			✓	✓
Range of Reading and Level of Text Complexity					
STD RL.P.10	Actively engage in group reading activities with purpose and understanding.				
CKLA Goal(s)	Actively engage in group reading activities with purpose and understanding			✓	✓
	Predict events in a story, i.e., what will happen next				✓
	Provide a story ending consistent with other given story events				✓
Responding to Literature					
STD RLP. 11	With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).				
CKLA Goal(s)	Describe an illustration or text in a fiction read-aloud and make connections to self and the world around them			✓	✓
Reading Standards for Informational Text: Prekindergarten					
Key Ideas and Details					
STD RI.P.1	With prompting and support, ask and answer questions about details in a text.				
CKLA Goal(s)	With prompting and support, ask and answer who, what, where, when, and why questions about a nonfiction/informational read-aloud	✓	✓		
STD RI.P.2	With prompting and support, retell detail(s) in a text.				
CKLA Goal(s)	With prompting and support, retell important facts and information from a nonfiction/informational read-aloud	✓	✓		
Craft and Structure					
STD RI.P.4	Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).				
CKLA Goal(s)	With prompting and support, ask and answer questions about unfamiliar core vocabulary words in nonfiction/informational read-alouds	✓	✓		

Alignment Chart for Important People in American History Bonus Materials		Lesson			
		b1A	b1B	b2A	b2B
Integration and Knowledge of Ideas					
STD RI.P.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).				
CKLA Goal(s)	Find the illustration, or object within the illustration, of a book that is being described	✓	✓		
	Describe an illustration and how it relates to the text	✓	✓		
Range of Reading and Level of Text Complexity					
STD RI.P.10	With prompting and support, actively engage in group reading activities with purpose and understanding.				
CKLA Goal(s)	With prompting and support, actively engage in group reading activities with purpose and understanding	✓	✓		
	With prompting and support, follow a simple illustrated recipe	✓	✓		
	With prompting and support, follow illustrated directions to do a simple craft or science experiment			✓	✓
Writing Standards: Prekindergarten					
Text Types and Purposes					
STD W.P.2	With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.				
CKLA Goal(s)	With prompting and support, use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic	✓	✓		
Research to Build and Present Knowledge					
STD W.P.8	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.				
CKLA Goal(s)	Use a combination of drawing, dictating, and/or writing to create an informative text about a domain topic studied, naming the topic and supplying some information about the topic	✓	✓		
Responding to Literature					
STD W.P.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.				
CKLA Goal(s)	Retell, dramatize, or illustrate a story that has been read aloud including characters, a beginning, and an ending				✓
	Retell, dramatize, or illustrate a story that has been read aloud, including character(s), setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending				✓

Alignment Chart for Important People in American History Bonus Materials		Lesson			
		b1A	b1B	b2A	b2B
Speaking and Listening Standards: Prekindergarten					
Comprehension and Collaboration					
STD SL.P.2	With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
CKLA Goal(s)	With prompting and support, ask and answer who, what, where, when, and why questions	✓	✓	✓	✓
STD SL.P.3	With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.				
CKLA Goal(s)	Ask or answer questions beginning with who, what, where, when, or why	✓	✓	✓	✓
	Ask or answer increasingly detailed, elaborate questions (other than those beginning with who, what, where, when, or why)	✓	✓		
STD SL.P.6	Demonstrate an emergent ability to express thoughts, feelings and ideas.				
CKLA Goal(s)	Express a personal opinion	✓	✓		
Language Standards: Prekindergarten					
Conventions of Standard English					
STD L.P.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
STD L.P.1a	Print some upper- and lowercase letters. (e.g. letters in their name).				
CKLA Goal(s)	Perform activities requiring small muscle control	✓	✓		
Vocabulary Acquisition and Use					
STD L.P.5	With guidance and support, explore word relationships and nuances in word meanings.				
CKLA Goal(s)	Provide synonyms for common words recognizing nuances in meaning (e.g., knowing that hot and warm are similar but not identical in meaning)	✓	✓		
STD L.P.6	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
CKLA Goal(s)	With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓	✓

INTRODUCTION

Important People in American History Bonus Materials Overview

Introduction

These Bonus Materials contain four bonus lessons that are intended to be taught as a supplement to the *Important People in American History* domain. See the *Important People in American History Teacher Guide Introduction* for an in-depth overview of the *Important People in American History* domain.

The important person taught in these bonus materials is George Washington.

When to Teach Bonus Materials for Important People in American History

Important People in American History bonus lessons are taught throughout the school year. These bonus lessons were designed to fit within the existing *Important People In American History* calendar. The following schedule indicates when the bonus lessons should be taught, along with when the other *Important People in American History* lessons are taught.

Month or Holiday	Important Person of People
November (just before Thanksgiving)	The Native Americans
November (just before Thanksgiving)	The Pilgrims*
January (just before Martin Luther King Jr.'s Birthday—third Monday)	Martin Luther King Jr.*
January (along with Martin Luther King Jr.)	Barack Obama*
February (just before Presidents' Day—third Monday)	Lessons b1A and b1B The Legend of George Washington and the Cherry Tree
February (just before Presidents' Day—third Monday)	Lessons b2A and b2B The Legend of George Washington and Betsy Ross

February (just <i>after</i> Presidents' Day—third Monday)	Abraham Lincoln*
March (Women's History Month)	Sally Ride*
March (Women's History Month)	Sonia Sotomayor*

Domain Calendar

Important People in American History Bonus Lessons	Lesson b1A: The Legend of George Washington and the Cherry Tree	Lesson b1b: The Legend of George Washington and the Cherry Tree	Lesson b2A: The Legend of George Washington and Betsy Ross	Lesson b2B: The Legend of George Washington and Betsy Ross
Listening & Learning				
Read-Aloud/Picture Talk	Read Aloud: The Legend of George Washington and the Cherry Tree	Picture Talk: The Legend of George Washington and the Cherry Tree	Read Aloud: The Legend of George Washington and Betsy Ross	Picture Talk: George Washington
Deepening Understanding	<i>orchard</i>	<i>sturdy</i>	<i>flag</i>	<i>president</i>
Extension Activity	Activity Page b1A-1: Cherry Cobbler Recipe	Activity Page b1A-1: Cherry Cobbler Recipe	Activity Pages b2A-1—b2A-3: Making an American Flag	Activity Pages b2A-1—b2A-3: Making an American Flag
Take-Home Material				
Take-Home Material	Activity Page b1A-2: The Legend of George Washington and the Cherry Tree	Activity Page b1B-1: Tell Me About George Washington	Activity Page b2A-4: The Legend of George Washington and Betsy Ross	Activity Page b2B-1: Tell Me About the American Flag









Domain Components

The components needed to implement the Bonus Materials for the *Important People in American History* domain are as follows:

- The *Bonus Materials: Important People in American History* **Teacher Guide** outlines each lesson, or day of instruction, and contains all the information needed to teach the *Important People in American History* Bonus Materials.
- The *Bonus Materials: Important People in American History* **Flip Book** contains a collection of images that accompany read-alouds found in the Teacher Guide.
- The *Bonus Materials: Important People in American History* **Image Cards** contain additional images that are used during instruction.
- The *Bonus Materials: Important People in American History* **Activity Pages** contain various activities for students to complete in class or at home with their family. There should be a copy of each Activity Page for every student in the class.

Domain Icons

The icons below are used throughout the domain to indicate the setting in which the activities are designed to occur.

		Whole Group
		Small Group
		Learning Center
		Take-Home

Listening & Learning Instruction

Interactive Read-Alouds

The read-alouds for the *Bonus Materials: Important People in American History* include:

- “The Legend of George Washington and the Cherry Tree”
- “The Legend of George Washington and Betsy Ross”

Picture Talks

Picture Talks accompany the following read-alouds in the *Bonus Materials: Important People in American History*:

- “The Legend of George Washington and the Cherry Tree”
- “The Legend of George Washington and Betsy Ross”

Deepening Understanding

In the *Bonus Materials: Important People in American History*, Deepening Understanding instruction is given for the following words:

**Lessons *b1A* and *b1B*:
“The Legend of George
Washington and the
Cherry Tree”**

orchard

sturdy

**Lessons *b2A* and *b2B*:
“The Legend of George
Washington and Betsy
Ross”**

flag

president

Core Vocabulary

The following list contains all of the core vocabulary words in the *Bonus Materials: Important People in American History* in the forms in which they appear in the lessons. Bold-faced words in the list have an associated Deepening Understanding activity.

Lessons b1A and b1B:
“The Legend of George Washington and the Cherry Tree”

axe

chop

moral

orchard

stern

sturdy

Lessons b2A and b2B:
“The Legend of George Washington and Betsy Ross”

flag

sew

famous

cloth

promised

president

Extension Activities

The Extension Activities designed to be conducted while teaching the *Bonus Materials: Important People in American History* domain include:

- **Lessons b1A—b1B:** Cherry Cobbler Recipe
- **Lessons b2A—b2B:** Making an American Flag

Take-Home Material

In the *Bonus Materials: Important People in American History* domain, we recommend that students take home the following:

- **Lesson b1A**, Activity Page b1A-2: *Important People in American History: The Legend of George Washington and the Cherry Tree*
- **Lesson b1B**, Activity Page b1B-1: Tell Me About George Washington
- **Lesson b2A**, Activity Page b2A-4: *Important People in American History: The Legend of George Washington and Betsy Ross*
- **Lesson b2B**, Activity Page b2B-1: Tell Me About the American Flag

Assessments

Because *Important People in American History* is taught intermittently throughout the year, teachers will reflect on student performance and adjust instruction accordingly, rather than assess individual students. For these bonus lessons, teachers will reflect on student performance and knowledge after **Lessons b1B**, and **b2B** and record whether students have 1) demonstrated mastery of all Core Content Objectives, 2) demonstrated understanding of some Core Content Objectives, or 3) have not demonstrated understanding of Core Content Objectives. Teachers should record their observations and reflections on the Domain Assessment Record Form included at the end of this Teacher Guide. For students who do not master the Core Content Objectives of a given lesson during regular instruction, teachers may want to consider conducting a reread or Picture Talk in a small-group or one-on-one setting to help students better understand the material.

Portfolio Collection

In these bonus lessons, students' work from the following activity may be included in their portfolios:

- **Lesson b2A:** Making an American Flag

Domain Materials

Below is a list of materials required to teach the bonus lessons for *Important People in American History*. Use substitutions when necessary, as long as substitutions do not affect the Core Content and Language Arts Objectives for each lesson.

Materials Required

CKLA Materials

- *Bonus Materials: Important People in American History* Flip Book
- Activity Pages b1A-1—b1A-2, b1B-1, b2A-1—b2A-4, b2B-1
- Image Cards b1A-1—b1-A2, b2A-1
- “What Does the President Do?” Chart from Lesson 4B in *Important People in American History* domain.

Other Materials

- canned cherries
- granola
- yogurt
- cups
- spoons
- blocks (various sizes)
- scissors
- glue
- quarters
- dollar bill

Recommended Resources for Important People in American History Bonus Materials

Suggested Reading and Resources for Teachers

Note: *Before teaching the Bonus Materials for the Important People in American History domain, teachers may wish to review information relevant to the historical figures and events they will be teaching. Young children tend to be very curious and ask many questions, and it is possible that the answers to their questions are not included in the read-aloud texts.*

1. George Washington biography
<http://www.history.org/Almanack/people/bios/biowash2.cfm>
2. George Washington: Facts and Legends
<http://mountvernon.patch.com/groups/editors-picks/p/did-george-washington-chop-down-a-cherry-tree>
3. Source of the Cherry Tree Legend: Mason Locke Weems'
<http://xroads.virginia.edu/~cap/gw/gwmoral.html>
4. Cherry tree excerpt from the biography
<http://xroads.virginia.edu/~cap/gw/chap2.html>
5. Betsy Ross and the Flag, Legend or History?
<http://www.history.org/Foundation/journal/Summer08/betsy.cfm>
<http://historicphiladelphia.org/betsy-ross-house/flag/>

Suggested Trade Books for Reading and Discussing

Below is a list of suggested books to be read and discussed during whole-group or small-group time, or in the Library Learning Center.

6. *America the Beautiful*, by Katharine Lee Bates and illustrated by Chris Gall (Little, Brown and Company, 2004) ISBN 0-316-73743-7

7. *F is for Flag*, by Wendy Cheyette Lewison and illustrated by Barbara Duke (Grosset & Dunlap, 2002) ISBN 978-0-448-42838-3
8. *I Pledge Allegiance*, commentary by Bill Martin Jr. and Michael Sampson and illustrated by Chris Raschka (Candlewick Press, 2002) ISBN 0-7636-2577-2
9. *The American Flag*, by Lloyd G. Douglas (Welcome Books, 2003) ISBN 0-516-24484-1
10. *The Pledge of Allegiance*, by Scholastic Inc. (Scholastic, 2000) ISBN 0-439-39962-9
11. *The Story of George Washington*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Candy Cane Press, 2000) ISBN 0-8249-4188-8

Suggested Trade Books for Teacher’s Reference

Below is a list of books in which the text complexity or length is likely above the comprehension level or attention span of preschool students. Nevertheless, the pictures or themes in these books represent important opportunities for adults to facilitate conversations related to these bonus materials’ content. Teachers may want to read these books themselves, then retell them in their own words using the pictures for visual support.

12. *A Picture Book of George Washington*, by David A. Adler and illustrated by John & Alexandra Wallner (Holiday House, 1989) ISBN 0-8234-0800-0
13. *Meet George Washington*, by Patricia A. Pingry and illustrated by Stephanie McFetridge Britt (Ideals Children’s Books, 2009) ISBN 978-0-8249-5612-7

Online resources for teachers and students

14. Various activities related to George Washington
<http://suite101.com/article/presidents-day-activities-for-preschool---george-washington-a342060>
15. George Washington’s Mount Vernon website
<http://www.mountvernon.org>
16. Washington Monument National Park Service page
<http://www.nps.gov/wamo/index.htm>

17. George Washington coloring page
<http://www.purplekittyyarns.com/coloring-pages/president-coloring-page/george-washington>
18. Virtual tour of Betsy Ross' house
<http://historicphiladelphia.org/virtualbrh>
19. Color the United States flag online
<http://www.thecolor.com/Coloring/US-Flag1.aspx>
20. "Dotted Art" American flag
<http://www.icanteachmychild.com/wp-content/uploads/2012/06/Do-A-Dot-Flag.pdf>
21. Original Pledge of Allegiance video clip
<http://www.youtube.com/watch?v=5ZO6tUC82us>
22. Star Spangled Banner video clip
<http://www.youtube.com/watch?v=-4v5lr7Csk>

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Retell two main events from “The Legend of George Washington and the Cherry Tree”
- ✓ State that, in “The Legend of George Washington and the Cherry Tree,” George Washington told his father the truth

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “The Legend of George Washington and the Cherry Tree” (RL.P.1, RL.P.3, SL.P.3, SL.P.2)
- ✓ Describe an illustration or text in “The Legend of George Washington and the Cherry Tree” and make connections to self and the world around them (RL.P.7, RL.P. 11)
- ✓ With prompting and support, use the word *orchard* acquired through conversations, reading and being read to, and responding to “The Legend of George Washington and the Cherry Tree” (L.P.6)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in “The Legend of George Washington and the Cherry Tree” (RL.P.4)
- ✓ With prompting and support, follow a simple illustrated recipe to create a cherry cobbler (RI.P.10)

Core Vocabulary

axe, n. A tool with a sharp blade used to cut wood

Example: My dad uses an axe to chop firewood for our wood stove.

Variation(s): axes

chop, v. To cut up into small pieces

Example: Chantelle helped her mom chop vegetables for dinner.

Variation(s): chops, chopped, chopping

moral, n. Lesson learned from a story

Example: The moral of the story was to be sure to treat your friends nicely.

Variation(s): morals

orchard, n. Place where lots of fruit or nut trees are grown

Example: There is an orchard near my house where peaches grow in the summer.

Variation(s): orchards

stern, adj. Serious

Example: My mom uses a stern voice when she tells me to clean my room.


Variation(s): none

sturdy, adj. Strong or hard to knock over

Example: The tall tree in my backyard is sturdy enough to climb!

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Where Are We?		5
	W Background Information and Terms		
	W Purpose for Listening		
Presenting the Read-Aloud	W The Legend of George Washington and the Cherry Tree		10
Deepening Understanding	W Deepening Understanding: <i>Orchard</i>	Image Cards <i>b1A-1—b1A-2</i>	10
 Complete remainder of lesson later in the day			
Extension Activity	S Cherry Cobbler Recipe	Activity Page <i>b1A-1</i> , canned cherries, granola, yogurt, cups, spoons	15

Take-Home Material

Important People in American History: The Legend of George Washington and the Cherry Tree

Give students the following material to take home to their family:

- **Activity Page b1A-2: *Important People in American History: The Legend of George Washington and the Cherry Tree***

Advance Preparation

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity

Read over **Activity Page b1A-1: *Cherry Cobbler Recipe*** and obtain necessary food items to complete this activity with students

Whole Group

Where Are We?

- Explain to students that they are going to hear a story about a boy who grew up on a farm. Define *setting* and tell students that the setting of the story is a farm.

“We are going to hear a story about a little boy whose name was George Washington. George Washington lived on a farm a long time ago. The farm is the setting of our story, or where the story took place. Let’s talk about some things you might see on a farm. What do you think George Washington might have had on his farm?”

- Call on a few students to respond. [*farm animals, corn, barn, farmhouse, etc.*]

Background Information and Terms

- Explain to students that the story they are going to hear is a *legend* and define *legend*.

“The story we are going to hear today is a legend. A legend is a story that people have told each other for many many years. Nowadays we know this story didn’t really happen, but this story shows us that George Washington was a good person, even as a boy, so we tell it. George Washington, the boy in the story, is a real person who lived long ago, but the story we are going to hear about him is a legend.”

Purpose for listening

- Tell students that Mr. Washington gives George a present in this legend. Tell them to listen to find out what the present is and what George does with it.

“In this legend, Mr. Washington gives George a special present. Listen to find out what the present is, and what George uses the present to do.”

The Legend of George Washington and the Cherry Tree



← SHOW FLIP BOOK PAGE b1A-1: Farm scene

Long, long ago, long before your mother and father were born, and even before your grandparents were born, a boy named George Washington lived in America. George lived on a farm with his mother and father. There were horses, pigs, and cows on the farm. There were fields planted full of corn and tobacco and an **orchard** with many fruit trees. George's father, Mr. Washington, was proud of his fruit trees. He was especially proud of a young cherry tree that he had received as a gift. It was a small tree when he planted it in his orchard, but it was getting bigger and growing well. There is a famous story about George Washington and that cherry tree. It's a story that people have told for many years, and we still like to tell it today.

- Tell students that George Washington and his father, Mr. Washington lived on a farm.

"This is a picture of the farm where the Washington's lived. There were animals like horses, pigs, and cows on the farm. There were also plants, like fruit trees, growing on the farm. The setting of our story is George Washington's farm. That's where the story takes place."

- Ask students about Mr. Washington's favorite tree.

"What kind of fruit tree was Mr. Washington's favorite?"

- Call on a few students to respond. (cherry tree)



← **SHOW FLIP BOOK PAGE b1A-2: Young George with Mr. Washington**

Once upon a time, when George Washington was a boy, his father gave him a brand new axe. He used his axe on logs in the woodpile: *chop! chop! chop!*, but then he wanted to see whether he could use it to **chop** down a living tree. George had watched his father and other men chop down trees for lumber and firewood, and he wanted to chop trees, too.

- *Ask students about the present Mr. Washington gave George.*

“What was the present was that Mr. Washington gave George? What did George want to use his axe for?”

- *Call on a few students to respond. (axe; chop trees)*



← **SHOW FLIP BOOK PAGE b1A-3: Young George chops down tree**

So George Washington went into his father’s orchard. He found a **sturdy** young tree and set to work with his new axe: *chop! chop! chop!* That new axe cut right through the trunk of the young tree. *Crash!* The tree fell to the ground.

- *Define and act out CHOP.*

“CHOP means to cut something up into small pieces. Before you eat an apple, an adult might use a knife to chop it up into small pieces so you can chew it. George used his sharp axe to chop down the tree. Show me how you might chop something.”

- *Have students make chopping motions with their hands and arms.*



← **SHOW FLIP BOOK PAGE b1A-4: Mr. Washington and cherry tree**

When Mr. Washington came home, he took a walk outside to see his favorite new cherry tree. He had been thinking about how well it was growing and how sweet and juicy its cherries were going to taste. But when he got to the orchard, he couldn't believe what he saw. His favorite new cherry tree had been chopped right in half. Mr. Washington felt angry that he would never eat the delicious, sweet cherries from his favorite tree.

- *Review why George's dad, Mr. Washington, felt angry.*

"George's dad, Mr. Washington, felt angry because he would never eat cherries from his favorite tree."



← **SHOW FLIP BOOK PAGE b1A-5: Mr. Washington with crossed arms**

Mr. Washington found George and asked, “George, do you know what happened to my cherry tree?”

George looked into his father’s angry eyes. He knew he had done something wrong. He felt ashamed and scared, because he knew his father was upset. George took a deep breath and did not look away.

He said, “Father, I cannot tell a lie. I cut down the cherry tree.”

“You did?” asked his father. “I was looking forward to eating cherries from that tree, every summer, for years to come!”

“I am so sorry,” said young George Washington. Mr. Washington had a **stern** look on his face.

“I am very sorry, too, George,” he said. Then his voice turned a bit kinder. “But it is good that you have told me the truth. I would rather lose a cherry tree than have you tell a lie.”

- *Summarize this part of the story for the students.*

“When Mr. Washington asked George what happened, George did not tell a lie. George admitted that he had chopped down the cherry tree. Even though his father was angry, George still told the truth. He told his father what really happened.”

- *Ask students if Mr. Washington was still angry at the end of the story.*

“Was Mr. Washington still angry after George told him the truth?”

- *Call on a few students to respond. (No, he was glad that his son had told the truth.)*

The **moral** of this legend about young George Washington is that it is better to be brave and tell the truth, no matter what the consequences, than to lie.

- Define MORAL.

"This legend teaches a little lesson, or a moral. Let me read that part again."

- Reread the moral of the story.
- Remind students that George Washington told the truth.

"In our story, George Washington was brave and told the truth. He admitted that he chopped down the cherry tree, and his father was proud that he did not lie. This story shows us how important it is to tell the truth when someone asks you a question."



← SHOW FLIP BOOK PAGE b2A-1: George Washington portrait

- Tell students that George Washington grew up to be a very famous man.

"George Washington grew up to be a very famous man. He grew up to be the first president of our country, the United States. George Washington was chosen to be president because people knew him as an honest person who was very brave, just like in this story. We are going to learn more about something George Washington did when he was the first president in a couple of days."

Whole Group

Deepening Understanding: Orchard

Defining Orchard

- Re-read the part of the read-aloud text that contains the word *orchard*.

“Remember, in our read-aloud, we heard the words orchard. Listen for the word orchard while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE b1A-1: Farm scene

Long, long ago, a boy named George Washington lived in America. George lived on a farm with his mother and father. There were horses, pigs, and cows on the farm. There were fields planted full of corn and tobacco and an orchard with many fruit trees.

- Define the word *orchard*.

“An orchard is a place where lots of fruit or nut trees are grown.”

- Have students say the word with you.

“Say the word with me—orchard.”

Reviewing Orchard

- Give some examples of things that are grown in orchards.

“Fruit trees grow in orchards. Cherry trees are a type of fruit tree that grows in an orchard. Cherries grow on the branches of the trees in the orchard.”

- Show students **Image Card b1A-1: Cherries** and **b1A-2: Cherry orchard**.

“This is a picture of cherries growing in an orchard. There are lots of ripe cherries growing on the branches of this tree. People like to pick the cherries because they are delicious to eat.”

Expanding Orchard: Take a trip

- Tell students that you are going to pretend to take a trip to an orchard. Act out the story as you read it. You may wish to have students get up and walk around the room.

“Now, we are going to pretend to take a trip to an orchard and pick some cherries. Everybody put on your sturdy walking shoes. Tie the laces. We need some bug spray and sun screen to protect our skin. Rub in your bug spray and sunscreen. We need to wear a hat to keep us cool. Put on your hat to keep you cool. Now, get your basket so you have somewhere to put your cherries. Here we go into the orchard. We’re walking through the grass. We’re passing lots of trees. I smell the delicious cherries. I see bees and insects flying around. Now I see a tree with lots of cherries. Let’s walk over to it. We need to reach way up high and pick the cherries. Grab the stem and pull until the fruit comes off. Everybody pick cherries and put them in your basket. They look delicious. Let’s taste one. They taste so sweet and juicy. Did you know that cherries have seeds inside them? You can’t eat the seeds, so spit them out. Has everybody got enough cherries in their basket? I think we’re done picking cherries. Let’s leave the orchard, take off our hats, and sit back down. What a fun trip to the orchard!”



Complete remainder of lesson later in the day

**Small
Group****Cherry Cobbler Recipe.**

Students will have the opportunity to follow a recipe and make their own cherry cobbler.

Note: *When offering food to students to taste, be sure to follow whatever procedures your school has in place for mealtimes and snack times (e.g., students wash hands, you wear gloves, students brush teeth, etc.). Remember that some students may be allergic to certain foods.*

Teaching Tip

Once students have completed the recipe, have students cut out the three recipe steps, shuffle the images, and sequence them to show how they made cherry cobbler.

- Tell students that they are going to follow a recipe, which is a set of directions that tells you how to cook something.
- Give each student **Activity Page b1A-1: Cherry Cobbler Recipe**.
- Using **Activity Page b1A-1: Cherry Cobbler Recipe** as visual support, point to each step as you read the recipe for cherry cobbler to the students. Have them point to each picture and follow along with you.
- Help students make cherry cobbler and prompt them to look at the pictures and follow the recipe as you go.
- As you enjoy your snack, ask children to retell the story of George Washington and the cherry tree, reminding them that the story is not really true, but people like to tell it to remind them of how George Washington always told the truth.

✓ Lesson Objectives

Core Content Objectives

Students will:


- ✓ Retell two main events from “The Legend of George Washington and the Cherry Tree”
- ✓ State that, in “The Legend of George Washington and the Cherry Tree,” George Washington told his father the truth

Language Arts Objectives

Students will:

- ✓ Actively engage in group reading activities with purpose and understanding (RL.P.10)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “The Legend of George Washington and the Cherry Tree” (RL.P.1, RL.P.3, SL.P.3, SL.P.2)
- ✓ Describe an illustration or text in “The Legend of George Washington and the Cherry Tree” and make connections to self and the world around them (RL.P.7, RL.P. 11)
- ✓ With prompting and support, “read”/tell a story using a wordless picture book (RL.P.2)
- ✓ With prompting and support, “retell”, dramatize or illustrate a story that has been read aloud, including characters, setting (time, place), the plot (central idea) of the story, the sequence of events, and an ending (RL.P.3, W.P.11)
- ✓ Predict events in a story, i.e., what will happen next (RL.P.10)
- ✓ Provide a story ending consistent with other given story events (RL.P.10)
- ✓ With prompting and support, ask and answer questions about unfamiliar core vocabulary in “The Legend of George Washington and the Cherry Tree” (RL.P.4)

- ✓ With prompting and support, use the word *sturdy* acquired through conversations, reading and being read to, and responding to “The Legend of George Washington and the Cherry Tree” (L.P.6)
- ✓ Classify by other conceptual categories: *sturdy*, *sturdier*, *sturdiest* (L.P.5a)
- ✓ Understand and use increasingly varied and complex vocabulary (RL.P.4)
- ✓ With prompting and support, follow a simple illustrated recipe to create a cherry cobbler (RI.P.10)

At a Glance		Exercise	Materials	Minutes
Picture Talk	W	The Legend of George Washington and the Cherry Tree		15
Deepening Understanding	W	Deepening Understanding: <i>Sturdy</i>	7 – 10 blocks (various sizes)	10
 Complete remainder of lesson later in the day				
Extension Activity	S	Cherry Cobbler Recipe	Activity Page <i>b1A-1</i> , canned cherries, granola, yogurt, cups, spoons	15

Take-Home Material

Tell Me About George Washington

Give students the following material to take home to their family:

- **Activity Page *b1B-1*: Tell Me About George Washington**

Whole Group

The Legend of George Washington and the Cherry Tree

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← **SHOW FLIP BOOK PAGE b1A-1: Farm scene**

- Tell students that you want them to help you “The Legend of George Washington and the Cherry Tree.”

“We read a story about George Washington and a cherry tree. I am going to show you the pictures from the story and I want you to help me tell that story again. On this page, we met the two characters from our story. Who were the two characters in our story?”

- Call on a few students to respond. (*George Washington, Mr. Washington*)

- Tell students that this picture shows the setting of the story.

“This picture also shows the setting of our story, or where the story takes place. Who remembers where the story took place? Where did George Washington live?”

- Call on a few students to respond. (*on a farm, in an orchard*)



← **SHOW FLIP BOOK PAGE b1A-2: Young George with his dad**

- Remind students that Mr. Washington gave George a present.

“What is Mr. Washington doing in this picture? What is the present he is giving young George? What do you use an axe for?”

- Call on a few students to respond. (*giving George a present; an axe; chopping wood*)



← **SHOW FLIP BOOK PAGE b1A-3: Young George chops down tree**

- Ask students what George did with his axe.

“What is George doing in this picture? What special tree is he chopping down?”

- Call on a few students to respond. (*chopping down a tree; Mr. Washington’s favorite cherry tree*)
- Remind students what *chop* means.

“Chop means to cut something up into small pieces. George used his sharp axe to chop up the tree. Show me how you might chop down a tree.”

- Ask students to predict how Mr. Washington will feel.

“How do you think Mr. Washington will feel about his favorite tree being chopped down?”

- Call on a few students to respond. (*angry*)



← **SHOW FLIP BOOK PAGE b1A-4: Mr. Washington and cherry tree**

- Ask students what Mr. Washington found when he went to the orchard.

“What did Mr. Washington find when he went into his orchard? How did he feel when he saw that his favorite tree had been chopped down?”

- Call on a few students to respond. (*that his tree had been chopped down; angry*)



← **SHOW FLIP BOOK PAGE b1A-5: Mr. Washington with crossed arms**

- Ask students to retell the dialogue between Mr. Washington and George.

“What did Mr. Washington ask George?”

- Call on a few students to respond. (*did you chop down my cherry tree*)
- Ask students what George told Mr. Washington.
- Call on a few students to respond. (*I cannot tell a lie, I chopped down the tree*)

“What did George tell Mr. Washington?”

- Reread the moral of the story.

The moral of this story about young George Washington is that it is better to be brave and tell the truth, no matter what the consequences, than to lie.

Deepening Understanding

10 minutes

Whole Group

Deepening Understanding: *Sturdy*

Defining *Sturdy*

- Re-read the part of the read-aloud text that contains the word *sturdy*.

“Remember, in our read-aloud, we heard the word sturdy. Listen for the word sturdy while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE b1A-3: Young George chops down tree

*George Washington went into his father’s orchard. He found a **sturdy** young tree and set to work with his new axe: chop! chop! chop! /end*

- Define the word *sturdy*.

“Sturdy means strong or hard to knock over. Things that are sturdy do not fall down easily. If you want to climb on something, it is good to check to make sure that it is sturdy first. Otherwise, it might break or fall over when you stand on it.”

- Have students say the word with you.

“Say the word with me—sturdy.”

Reviewing *Sturdy*

- Show students a sturdy block tower and a block tower that is not sturdy.

“First, I am going to build a really sturdy tower out of blocks. This tower is very sturdy. It has a strong base. It is hard to knock over. Now, I am going to build a block tower that is not sturdy. It is not strong. It will fall down easily.”

- Build a few more towers and ask students to say whether or not they are sturdy.

Expanding Sturdy: *sturdier, sturdiest*

- Continue building block towers, introducing the comparative *sturdier*.
“Now I am going to build two towers and I want you to tell me which one is sturdier. Is this one sturdier or is this one sturdier? This one is sturdy, but this one is sturdier.”
- Build a few more towers and ask students which one is *sturdier*.
- Now build three towers, introducing the superlative *sturdiest*.
“Now I am going to build three towers and I want you to tell me which one is sturdy, which one is sturdier, and which one is the sturdiest.”
- Build a few more towers and ask students to compare them using the words *sturdy, sturdier, and sturdiest*.



Complete remainder of lesson later in the day



Cherry Cobbler Recipe

Continue this activity in Small Groups. See **Lesson b1A: Cherry Cobbler Recipe** for detailed instructions on this Extension Activity.

✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify George Washington as the first president of the United States
- ✓ Identify Betsy Ross as the person in the legend about the first flag for the United States

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “The Legend of George Washington and Betsy Ross” (RI.P.1, SL.P. 2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “The Legend of George Washington and Betsy Ross” (RI.P.2)
- ✓ With prompting and support, use the word *flag* acquired through conversations, reading and being read to, and responding to “The Legend of George Washington and Betsy Ross” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the word *flag* in reading and discussing “The Legend of George Washington and Betsy Ross” (RI.P.4)
- ✓ With prompting and support, follow illustrated directions to do a simple craft (RI.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)

Core Vocabulary

flag, n. A colorful piece of fabric that flies from a flag pole

Example: Every morning, we raise the flag up the flag pole.

Variation(s): flags

sew, v. To attach two pieces of cloth together using a needle and thread or a sewing machine

Example: I sew little squares of fabric over the knees of my pants when I fall and rip them.

Variation(s): sews, sewed, sewing

famous, adj. Known by a lot of people

Example: When I grow up, I want to be a famous basketball player.

Variation(s): none

cloth, n. Fabric, like you use to make clothes

Example: My favorite blanket is made out of very soft blue cloth.

Variation(s): none

promised, v. Said that something would definitely happen

Example: My sister promised that I could have ice cream if I ate my dinner.


Variation(s): promise, promises, promising

president, n. Person who is the leader of a country, like the United States of America

Example: George Washington was the first president of the United States.

Variation(s): presidents

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Have We Already Learned?		5
	W Purpose for Listening		
Presenting the Read-Aloud	W The Legend of George Washington and Betsy Ross		10
Deepening Understanding	W Deepening Understanding: <i>Flag</i>	Image Card <i>b2A-1</i>	10
 Complete remainder of lesson later in the day			
Extension Activity	S Making an American Flag	Activity Page <i>b2A-1—b2A-3</i> ; scissors or a paper cutter, glue	15

Take-Home Material

Important People in American History: The Legend of George Washington and Betsy Ross

Give students the following material to take home to their family:

- **Activity Page *b2A-4: Important People in American History: The Legend of George Washington and Betsy Ross***

Advance Preparation

Extension Activity

Following the directions on **Activity Page *b2A-1: Making an American Flag***, make an example American Flag to show students before they begin their own project.

Whole Group



What Have We Already Learned?

← **SHOW FLIP BOOK PAGE b1A-3: Young George chops down tree**

- Ask students if they remember the name of the boy in this picture.

“Who remembers the name of the boy in this picture? He’s the boy who lived long, long ago and got an axe for his birthday. He used the axe to chop down his father’s favorite cherry tree. What was his name?”

- Call on a few students to respond. (*George Washington*)
- Tell students that George Washington grew up to be a very famous person—an American president. Ask students about the other American president they have learned about.

“George Washington grew up to be a very famous person. He grew up to be the first president of our country, the United States of America. He was president a long, long time ago. We have also learned about another American president. Does anyone remember the name of another American president we have learned about?”

- Call on a few students to respond. (*Barack Obama*)
- If students do not remember, show Barack Obama’s picture on the cover of the Flip Book to remind them.

Purpose for listening

- Tell students to listen to a legend about George Washington when he was president and remind them of what a *legend* is. Tell students to listen to find out the name of the person who helps George Washington do something important in the legend.

“Today we are going to read another legend about George Washington. This legend takes place when George Washington was president. Remember, a legend is a story people have been telling each other for a long time. Some legends are made up stories. Listen to find out the name of the person who helps George Washington do something important in this legend.”

The Legend of George Washington and Betsy Ross



← SHOW FLIP BOOK PAGE b2A-1: George Washington portrait

Long, long ago, long before your mother and father were born, and even before your grandparents were born, a boy named George Washington lived in America. When he grew up, everyone thought he was such a good and honest person that they asked him to be the first president of the United States of America.

- *Point out that George Washington looks different from people today because he lived a long, long time ago.*

"This is a painting of George Washington. It's not a photograph because there weren't any cameras a long, long time ago when George Washington was alive. We can tell George Washington lived a long, long time ago because he doesn't look like people who are alive today. He is wearing different clothes. He's not wearing jeans and a t-shirt, or even a suit. He is wearing a white, lacy collar and a black coat and vest. His clothes have buttons instead of zippers or Velcro. His hair style is different than people wear today. He looks like he lived a long, long time ago."



← **SHOW FLIP BOOK PAGE b2A-2: Continental Congress painting**

As the first president, George Washington had a lot of work to do. He knew that all the people living in the United States needed rules that everyone would follow, but he didn't want to make up the rules all by himself. He talked and listened to many other people. He helped make rules that everyone agreed on.

- *Point to George Washington and the people he is talking to.*

"This is George Washington [POINT TO MAN ON FAR RIGHT]. He is wearing the black clothes we just saw in the painting. He has the same white hair and white, lacy collar. He is talking to all of these other people [POINT TO CROWD] about what rules people in the United States should follow."

All of the people George Washington talked to were very proud of their country, the United States of America. They wanted a way to show just how they felt about the United States. George Washington had an idea. "We need a **flag** for our new country," he said. "We need someone who can **sew** a flag for the United States. I know just the person who can help."

- *Summarize the text for students.*

"George Washington and the people in the United States were so proud of the United States that he thought we needed a flag to show how proud everyone was of their country."

- *Define FLAG.*

"A flag is a colorful piece of cloth that flies from a flag pole. George Washington knew who could help him make a flag for the United States."



← **SHOW FLIP BOOK PAGE b2A-3: Betsy Ross sewing illustration**

George Washington was thinking of Betsy Ross. Betsy Ross had learned how to use a needle and thread in school, and she was very good at sewing. She was so good at sewing that she opened her own shop so people could come and ask her to sew things for them.

- *Define SEWING.*

“When you sew something, you use a needle [POINT TO NEEDLE] and thread [POINT TO SPOOLS] to attach two pieces of cloth together. Your clothes are made out of pieces of cloth that are sewn together using a needle and thread. Betsy Ross knew how to sew really well.”



← **SHOW FLIP BOOK PAGE b2A-4: Betsy Ross and George Washington**

One day, George Washington went to visit Betsy Ross at her shop. He told her why he had come to visit.

“We need a flag for the United States of America,” he said. Her eyes lit up.

“I have never sewn a flag before,” she said, “but I have some ideas about what it should look like. Let’s use bright colors,” she said. “How about red, white, and blue?”

George Washington said that he liked that idea. He **promised** to come back the next week to see the flag that Betsy Ross had made.

- Explain what “her eyes lit up” means.

“We just heard that Betsy’s eyes lit up. That doesn’t mean that someone lit her eyes with a match or that they turned on like a light bulb. That just means that her eyes sparkled because she was excited.”

- Explain the illustration to the students.

“Here is Betsy Ross’s sewing shop. [POINT TO BUILDING] and here is Betsy Ross inside her shop. [POINT TO BETSY ROSS] George Washington [POINT TO GEORGE WASHINGTON] came to visit to ask Betsy Ross to make a flag for the United States. Betsy thought about sewing red, white, and blue cloth together to make the flag.”



← **SHOW FLIP BOOK PAGE b2A-5: Betsy Ross showing flag**

When George Washington came back, Betsy Ross explained to them how she had made the flag.

“I cut stars with five points out of white **cloth**,” she said. “I sewed them onto a piece of blue cloth, so they would look like stars in the sky.”

Everyone thought that looked good.

“For the rest of the flag,” said Betsy Ross, “I sewed long pieces of red and white cloth together to make stripes.”

- *Ask students if they have ever seen a red, white, and blue flag.*

“Raise your hand if you have seen a red, white, and blue flag that looks like the one Betsy Ross made. Where have you seen a flag like that?”

- *Call on a few students to respond. (outside, on a flag pole, at school, at a car dealership, in the sky, etc.)*



← **SHOW FLIP BOOK PAGE b2A-6: First flag**

“Stars and stripes!” said George Washington. “What a good idea, Betsy. A flag like that will look good waving in the wind. It will show how proud we are of our country.” And that is how Betsy Ross made the first flag for the United States of America.

- *Explain that this is the flag Betsy Ross made.*

“Betsy Ross made a flag that looked just like this one. It was the first flag of our country, the United States of America.”



← SHOW FLIP BOOK PAGE b2A-7: George Washington portrait

When the flag was finished, George Washington continued his hard work as first **president** of the United States. He worked for eight long years, helping everyone in our country make rules that they could all follow. He did such a good job as the first president of our country that he is still **famous** today.

- Ask students when George Washington lived.

“Look at this painting. Look what George Washington is wearing and how his hair looks. Did George Washington live a long, long time ago, or is he someone who is living today? How can you tell?”

- Call on a few students to respond. (a long time ago)

Deepening Understanding

10 minutes

Whole Group

Deepening Understanding: Flag

Defining Flag

- Re-read the part of the read-aloud text that contains the word flag.

“Remember, in our read-aloud, we heard the word flag. Listen for the word flag while I read part of the read-aloud you heard before.”



← SHOW FLIP BOOK PAGE b2A-6: First flag

“Stars and stripes!” said George Washington. “What a good idea, Betsy. A flag like that will look good waving in the wind. It will show how proud we are of our country.” And that is how Betsy Ross made the first flag for the United States of America.

- Define the word flag.

“A flag is a colorful piece of fabric that flies from a flag pole. Flags wave and flap in the wind.”

- Have students say the word with you.

“Say this word with me—flag.”

Reviewing Flag



← **SHOW FLIP BOOK PAGE b2A-6: First flag photo**

- Describe the first flag

“This is the flag that Betsy Ross made. It is made out of red, white, and blue cloth. It has white stars on a blue background. It has red and white stripes. It is on a flag pole flying in the sky.”

Expanding flag: Our Flag Today

- Tell students that our flag today looks a lot like the flag Betsy Ross made a long, long time ago.

- **Show Image Card b2A-1: American Flag**

“Our flag today looks a lot like the flag Betsy Ross made. It is still red, white, and blue. It has stars and stripes. It is a little bit different because there are more stars that are in rows instead of in a circle like Betsy Ross’s flag. But, mostly it looks the same. Have you ever seen an American flag? Where did you see it?”

Teaching Tip

You might choose to lead students in singing a patriotic song (e.g., Yankee Doodle; America, The Beautiful, etc.) or saying the Pledge of Allegiance while students place their hands over their hearts. If possible, take students outside or to the window to see the school flag flying on the flag pole, or show them the flag in your classroom.



Complete remainder of lesson later in the day

Small
Group

Making an American Flag

Note: You might have all students participate in the Extension Activity on the day you teach Lesson b2A **OR** the day you teach Lesson b2B. Alternatively, you might have half of the students participate in the activity each day.

Students will have the opportunity to follow directions and make the American flag.

- Give students **Activity Page b2A-1, b2A-2, and b2A-3: The American Flag**.
- Show students the example American flag you made (see **Advance Preparation**).
- Tell students that they are going to follow the directions to make their own American flags.
- Using the Activity Page as visual support, point to each step in the directions as you read them to students. Have students point to each picture and follow along with you.
- Help students make their American flags, prompting them to look at the pictures and follow the directions as you go.
- When students complete their projects, show them **Flip Book Page b2A-6: First flag** and ask them whether the flag they made is the flag we use today, or the flag Betsy Ross made. Discuss the differences between the two flags, pointing out the different number and arrangement of the stars.

☑ Lesson Objectives

Core Content Objectives

Students will:


- ✓ Identify George Washington as the first president of the United States
- ✓ Identify Betsy Ross as the person in the legend about the first flag of the United States
- ✓ Identify George Washington as the face on the quarter and/or dollar bill

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “The Legend of George Washington and Betsy Ross” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “The Legend of George Washington and Betsy Ross” (RI.P.2)
- ✓ With prompting and support, distinguish events in “The Legend of George Washington and Betsy Ross” that describe something that happened long ago from contemporary or current events (RI.P.2)
- ✓ With prompting and support, use the word president acquired through conversations, reading and being read to, and responding to “The Legend of George Washington and Betsy Ross” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the word president in reading and discussing “The Legend of George Washington and Betsy Ross” (RI.P.4)

- ✓ With prompting and support, follow illustrated directions to do a simple craft (RI.P.10)
- ✓ Perform activities requiring small muscle control (L.P.1a)

At a Glance		Exercise	Materials	Minutes
Picture Talk	W	George Washington	Image Cards <i>b2B-1–b2B-2</i> ; quarter, dollar bill	15
Deepening Understanding	W	Deepening Understanding: President	‘What Does the President Do?’ chart from Lesson 4B in <i>Important People in American History</i> domain	10
 Complete remainder of lesson later in the day				
Extension Activity	S	Making An American Flag	Activity Page <i>b2A-1–b2A-3</i> ; scissors or a paper cutter, glue	15

Take-Home Material

Tell Me about the American Flag

Give students the following material to take home to their family:

- **Activity Page *b2B-1*: Tell Me about the American Flag**

Whole Group

George Washington

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← **SHOW FLIP BOOK PAGE b2A-1: George Washington portrait**

- Ask students about the subject of the painting.

“Who remembers the name of the man in this painting?”

- Call on a few students to respond. [*George Washington*]
- Ask students when George Washington lived.

“Did George Washington live a long, long time ago, or is he someone who is living today? How can you tell?”

- Call on a few students to respond. [*a long time ago*]
- Ask students why George Washington is famous.

“Who remembers why George Washington is famous? Why is he an important person that everyone remembers?”

- Call on a few students to respond. [*he chopped down a cherry tree, he told the truth, he made the flag, he was the first president*]
- Tell students that most Americans remember George Washington because he was the first president.

“George Washington is famous mostly because he was the first president of the United States. People in America wanted to do something really special to help everyone remember that George

Washington was our first president, so they decided to put his picture on our money.”

- Tell students that George Washington’s picture is on the quarter and dollar bill.

“Did you know that George Washington is so famous that his picture is on our money? His picture is on the dollar bill and quarter.”

- Show **Image Card b1B-2: Heads Up Dollar Bill** and a real dollar bill.

“This is a picture of a dollar bill. George Washington is on the dollar bill. You can see his long white hair. Here is a real dollar bill. I’m going to pass it around so that you can see George Washington on the dollar bill.”

- Show **Image Card b1B-1: Heads Up Quarter** and a real quarter.

- Explain that the man on the quarter is also George Washington

“This is a picture of a quarter. This man right here on the quarter is George Washington. See his long hair like we saw in the painting? Here is a real quarter. I’m going to pass it around so that you can see George Washington.”

- Compare **Image Cards b1B-1 and b1B-2** and explain that both pictures show George Washington.
- Tell students that the picture on the dollar bill is of George Washington facing forward and that the picture on the quarter is of George Washington’s head turned sideways.
- Turn sideways in your chair to show students what your profile looks like.

Whole Group

Deepening Understanding: *President*

Defining President

- Remind students that they heard the word *president* in the read-aloud.

“Remember, while we were reading, we heard the word president. Listen for the word president while I read part of the book you heard before.”



← **SHOW FLIP BOOK PAGE 6A-1: George Washington portrait**

*Long, long ago, long before your mother and father were born, and even before your grandparents were born, a boy named George Washington lived in America. When he grew up, everyone thought he was such a good person that they asked him to be the first **president** of the United States of America.*

- Define the word *president*

“A president is a person who is the leader of a country, like the United States of America. We have talked about what a president does before when we were reading about Barack Obama.”

- Have students say the word with you.

“Say this word with me—president.”

Reviewing President

- Show students the list you made entitled “What Does the President Do” in Lesson 4B: Barack Obama from *Important People in American History*. Read the list to the students.
- Have students use thumbs up and thumbs down to indicate whether or not something is part of a president’s job.

“I want us to play a game we played before. If I say something that is part of a president’s job, put your thumbs up. If I say something that is NOT part of a president’s job, put your thumbs down.”

- List things from your chart paper and silly things, differentiating between things that are a part of a job and things the president might just like to do but are not part of the job.

“Eating ice cream. No, eating ice cream is not part of the president’s job. The president might like ice cream but it’s not part of the job. Signing his name. Yes, signing his name is part of the president’s job. Let’s read our list: ‘What does the president do?’ ‘Signs his name’.”

- Some of the things on your list may involve modern technology (e.g., talking on the phone). When you get to something on the list that does not apply to George Washington’s presidency, discuss with students the difference between today and long ago. Explain what George Washington probably did instead.

“Talking on the phone is something the president does. But, George Washington lived a long, long time ago. When he was president, there weren’t any phones yet. Instead, George Washington talked to people face-to-face and wrote them letters since he didn’t have a phone.”

Expanding President

- Compare the president’s position as leader of a country to a leadership position in your school or classroom (e.g., administrator, principal, director).

“The president is a leader of our country. In our school we have someone who is like the president, he/she is the leader in charge of our school. Do you know who it is?”

- Compare your school’s leader to the job of being president.

“___ is the leader of our school. He/she is like the president. He/she makes rules for our school just like the president makes laws for our country. He/she talks on the phone and signs important papers, too.”

- Continue making comparisons as appropriate. Reinforce the idea that the president is in charge of our country, just like your leader is in charge of the school.



Complete remainder of lesson later in the day



Making An American Flag

Continue this activity in Small Groups. See **Lesson b2A: Making an American Flag** for detailed instructions on this Extension Activity.

DOMAIN ASSESSMENT

Important People in American History Bonus Materials

These Domain Assessments evaluate each student's knowledge relative to Core Content Objectives addressed in the *Important People in American History* domain. Portfolio collection can occur whenever students produce a work product that can be photographed, photocopied, or added directly to their Portfolios. The Teacher Reflection of Student Performance is designed to be a way for teachers to reflect on what students have learned after each set of lessons on a specific important American.

Portfolio Collection

Work Samples

Note: *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students' work from the following activities may be included in their portfolios:

- Lesson *b2A*: Making an American Flag

Teacher Reflection on Student Performance

Instructions

After teaching the groups of lessons listed below, complete the Domain Assessment Record Form, listing students who have

- 1) **demonstrated mastery of *all*** Core Content Objectives,
- 2) **demonstrated understanding of *some*** Core Content Objectives, or
- 3) **have not demonstrated understanding of *any*** Core Content Objectives.

For students who do not master the Core Content Objectives of a given lesson during regular instruction, teachers may want to consider conducting a reread or Picture Talk in a small-group or one-on-one setting to help students better understand the material.

After Lessons b1A-b1B: The Legend of George Washington and the Cherry Tree

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- Retell two main events from The Legend of George Washington and the Cherry Tree
- State that, in The Legend of George Washington and the Cherry Tree, George Washington told his father the truth

After Lessons b2A-b2B: The Legend of George Washington and Betsy Ross

After teaching these lessons, reflect on student mastery of these Core Content Objectives:

- Identify George Washington as the first president of the United States
- Identify Betsy Ross as the person in the legend about the first flag for the United States

DOMAIN ASSESSMENT RECORD FORM

Important People in American History Bonus Materials

Teacher Reflection of Student Performance

Student	Lessons b1A, b1B		Lessons b2A-b2B	
	Mastery of CCOs	Does not understand CCOs	Mastery of CCOs	Does not understand CCOs



Important People in American History

Teacher Guide

Bonus Materials
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