



George Washington: The First President

By Sarah Albee

GRL N

ABOUT THE BOOK:

Before George Washington was the first president of the United States, he was a farmer in Virginia, a major in the British army, and a husband and father. When the colonists fought to win their independence from England, General Washington led them to victory. An American hero, he was asked to help plan and then lead the new nation, which he did with wisdom for two terms before he retired to be with his family at Mount Vernon.

DISCUSSION QUESTIONS:

1. What important events happened in George Washington's life before he was the president? How could these events have influenced his decision to become president? *Common Core State Standards (Reading: Informational Text): RIT.K.3., RIT.1.3., RIT.2.3., RIT.3.3.*
2. Many people looked up to George Washington as a good leader. Does the author believe he was a good leader? Do you think he was a good leader? Find details from the book to support your answers. *Common Core State Standards (Reading: Informational Text): RIT.K.3., RIT.K.8., RIT.1.3., RIT.1.8., RIT.2.3., RIT.2.8., RIT.3.6.*
3. What can you learn from the timeline and the other pages at the end of the book that you don't learn from reading the first part of the book? What information is the same in both places? *Common Core State Standards (Reading: Informational Text): RIT.K.9., RIT.1.7., RIT.1.9., RIT.2.6., RIT.2.7., RIT.2.9., RIT.3.1., RIT.3.7., RIT.3.9.*
4. George Washington said "I walk on untrodden ground" after he agreed to be the first U.S. president. What did he mean? Why do you think the author included that quote in the book? What other quotes are included in the book? Why might the author have chosen to include those quotes? *Common Core State Standards (Reading: Informational Text): RIT.K.1., RIT.1.1., RIT.1.4., RIT.2.1., RIT.2.6., RIT.3.1., RIT.3.4.*

Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1a-b., SL.K.2., SL.K.6., SL.1.1a-c., SL.1.2., SL.1.6., SL.2.1a-c., SL.2.2., SL.2.6., SL.3.1a-d., SL.3.6.

EXTENSION ACTIVITIES:

A Top-Secret Message: George Washington and his war spies used coded messages to secretly communicate with one another. Write a message to a friend using a secret code. You can make up your own code, or you can use one that you already know, such as substituting numbers for letters. Then see if your friend can break the code and read your top-secret message. *Common Core State Standards (Writing): W.K.2., W.1.2., W.2.2., W.3.2.*

Words with Washington: There are lots of words in the book that describe George Washington, such as *brave*, *honest*, and *fair*. Look through the book to find more words that describe him and make a list of those words. Then write a list of words that describe you. Next, write a poem or story about what would happen if you and George Washington met each other. *Common Core State Standards (Writing): W.K.3., W.1.3., W.2.3., W.3.3.*

Pictures with Washington: Look at the captions for the illustrations on pages 29–31. Then choose four illustrations from pages 1–28 that you like the best and write captions to go with each one. Why did you choose those illustrations? If you could ask the illustrator of this book one question, what would it be? *Common Core State Standards (Writing): W.K.8., W.1.8., W.2.8., W.3.8.*

George and Martha: George and his wife Martha spent a lot of time apart from each other when George was leading soldiers and planning the new nation. Pretend that you are either George or Martha and write a letter to your partner telling him or her all about your day. *Common Core State Standards (Writing): W.K.3., W.1.3., W.2.3., W.3.3.*

Common Core State Standards (Writing) that writing activities might also address: W.K.5., W.K.6., W.1.5., W.1.6., W.2.5., W.2.6., W.3.4., W.3.5., W.3.6.

Visit www.icanread.com for more teaching guides!

