

GEORGE WASHINGTON

Grade Level: Kindergarten

Presented by: Jennifer J. Martin, Harford Heights Elementary School, Baltimore, MD

Length of Unit: Five lessons plus a culminating activity

I. ABSTRACT

While discussing George Washington, several Core Knowledge topics and/or skills will be reviewed and taught. Each lesson is sequential so that the students will easily grasp newly learned information. There are additional activities that are not specific to Core Knowledge, but give the students a more hands-on experience about the life and times of George Washington (Appendix A).

II. OVERVIEW

A. Concept Objective:

Upon completion, students will be able to identify George Washington and list several facts that make him an important person in American history. Students will be able to name several ways that America has given tribute to George Washington.

B. Core Knowledge content to be covered:

1. Presidents, Past and Present
 - a. George Washington
 - (1) “Father of his Country”
 - (2) Legend of the Cherry Tree
2. History / Geography
 - a. Continental United States
 - b. July 4th, 1776
 - (1) The “birthday” of our nation
3. United States Symbols
 - a. American Flag
 - b. Mount Rushmore
4. Math
 - a. Ordinal positions 1st through 6th
 - b. quarter, cent sign (c)
 - c. one dollar bill, dollar sign (\$)

C. Skills to be taught:

1. Rote counting 1 through 10
2. Making sets to 10
3. Patterning; red, white, red, white
4. Recitation of the Pledge of Allegiance
5. Counting by 5’s and 10’s
6. Ordinal Positions 1st - 6th
7. Identify George Washington (visual discrimination)
8. Locate Virginia, Washington and YOUR STATE on the United States Map
9. The concept of North - South - East - West
10. Calendar Skills: Months, Days
11. Quarter, value, C sign
12. Dollar, value, \$ sign

III. BACKGROUND KNOWLEDGE:

- A. Teachers:
 - 1. George Washington's Mount Vernon Estate and Gardens
c/o Mount Vernon Inn,
Mount Vernon, Virginia 22121
Tel 703 - 799 - 6301, Fax 703 - 780 - 0591
Book Dept. Voice Mail: 703 - 799 - 8086
www.mountvernon.org
- B. Students:
 - 1. Left to right progression
 - 2. Seven continents-specifically, North America
 - 3. Coins and values: penny, nickel, dime
 - 4. Numerals 1 - 6

IV. RESOURCES:

- A. *If You Grew Up with George Washington* by: Ruth Belov
- B. *A Flag for Our Country* by Eve Spencer
- C. *George Washington . . . A Picture Book Biography* by James Cross Giblin
- D. *Easy Theme Reader . . . Famous American . . . George Washington* by Marica S. Gresko
- E. *A Picture Book of George Washington* by David A. Adler
- F. *Red, White, and Blue: The Story of the American Flag* by John Herman

V. LESSONS:

Lesson One: The U. S. A.

- A. Objectives
 - 1. We will be able to locate the continental United States on a world map.
 - 2. We will recognize the first American flag and the current American flag.
 - 3. We will create and extend a two color pattern-red, white.
 - 4. We will make sets of ten and count by 10's to 50
- B. Materials
 - 1. Red and white construction paper rectangles
 - 2. Appendices B, C, D, E, F, G
 - 3. Small star stickers-13 per student
 - 4. Globe and/or world map
 - 5. Current United States flag
 - 6. One star lacing card with yarn for each student (red, white or blue)
 - 7. Glitter-red, silver, and blue
 - 8. Pre-folded white papers for five point stars
 - 9. Glue and one punch hole punch
 - 10. *A Flag for Our Country* by Eve Spencer
 - 11. *Red, White, and Blue: The Story of the American Flag* by John Herman
 - 12. Vocabulary cards: globe, map, George Washington, flag, the United States of America (Appendix G)
 - 13. Pledge of Allegiance written out on chart paper (Appendix D)
 - 14. Star counters made from construction paper, stickers, or pasta
- C. Vocabulary
 - 1. Globe
 - 2. Map
 - 3. George Washington
 - 4. Flag

5. The United States of America
- D. Procedures/Activities
1. Gather the students around you. Display the globe and/or world map. Ask the students if they know what these items are. Label the globe and/or map. Review with your students about where they live: their address, town or city, state, country, and continent. Hold up Appendix D. Match the small outline to the shape of the United States on the globe and/or world map. Have several students come and match the outline to the shape on the globe and/or world map.
 2. Discuss with your students that the United States of America is a country made up of many states. Name and locate the state where you live.
 3. Display the American flag. Ask students to describe the flag. Create LEA (Language Experience Activity) with your students. Write down responses so students can relate the spoken words with written words. Use the child's name and quotation marks where possible. Example: John said, "I see the color red." Encourage students to use complete sentences.
 4. Ask your students why they think our flag has red, white, and blue, and why there are stars. Have students brainstorm. Use leading questions if needed.
 5. Read the story *A Flag for Our Country* by Eve Spencer.
 - a. pg. 4 - write on the board 1776; identify England and its relationship to the United States on the world map.
 - b. pg. 5 - locate Philadelphia on the United States Map
 - c. pg. 9 - Write or display the name and likeness of George Washington (Appendix E).
 - d. pg. 17 - Draw or display a six point star.
 - e. pg. 18 - Draw or display a five point star. Demonstrate how to fold and cut a five point star (Appendix F).
 - f. pg. 22 - Assemble a flag, demonstrating the red and white pattern. Have the blue section marked in a circle for the 13 stars (Appendix C).
 6. After demonstrating how to assemble the flag, supply each child with materials. Several flags could be made in small groups or each child could make one.
 7. Demonstrate how to use one cut with scissors to make a five point star. Pass out pre-folded papers for individual five point stars. Have students cut their pre-folded paper to make individual stars. Put student's name on their star. Demonstrate how to spread glue on stars. Have students sprinkle their star with glitter.
 8. Demonstrate how to lace a pre-cut star with yarn. Review Betsy Ross' part in making the first flag for the United States of America. Pass out pre-cut star with yarn for each student to lace. They are sewing like Betsy Ross.
 9. Have students get into groups of five. Have each child count out a set of ten stars. Have each group count by tens to fifty. Review that the current flag has fifty stars, one star for each state. Place the right hand over their heart and recite the Pledge of Allegiance.
- E. Evaluation / Assessment:
1. Have individual students find the continental United States on a world map.
 2. Have individual students identify the current flag of the United States when given several from which to choose.
 3. Have individual students create and extend a two color pattern using red and white rectangles.
 4. Have individual students count by 10's to 50.

5. Follow-up: Read *Red, White, and Blue: The Story of the American Flag* by John Herman

Lesson Two: Presidents

A. Objectives

1. We will identify ordinal positions 1st through 6th.
2. We will identify George Washington, the first president of the United States of America.
3. We will define honesty as being truthful and as doing the right thing.

B. Materials

1. (Appendix E)-likeness of George Washington
2. K - W - L chart: What is a President?
3. Assessment strips 1st - 6th (Appendix H)
4. Vocabulary cards: president
5. Globe/world map
6. Picture of the current president.
7. Happy/Sad face cards for each student (Appendix I)
8. Six brass buttons or six counters for each student
9. Write out questions from step 4 of the “procedures” on a separate paper or on index cards.

C. Vocabulary

1. 1st, 2nd, 3rd, 4th, 5th, 6th
2. president
3. George Washington

D. Procedures

1. Gather students around you. Display K - W - L chart: What is a President? Display vocabulary card: president. Explain that the K stands for what they Know about being president, the W stands for What they want to learn about being a president, and the L stands for what they Learned about being a president. Start by asking: What do you know about Presidents? Write down any related information stated by the students under the “K” section.. If they ask a question, place what is said under the W.
2. Define President: the leader of our country.
3. Create a LEA (Language Experience Activity) with the class. Ask: What kind of person do you think should be president? Write the child’s name and the answer given. Example: Kai said, “A nice person should be President.” A few things you might add would be: fair, good leader, shares, tells the truth, good manners, polite.
4. Pass out Happy/Sad face cards for each student (Appendix I). Play the yes/no game. Happy refers to yes; Sad refers to no. Ask the following questions and have the

students

show you the face appropriate for each action:

- a. Should the president tell a lie?
- b. Should the president sleep while you are talking?
- c. Should the president wear dirty or smelly clothes?
- d. Should the president always tell the truth?
- e. Should the president share?
- f. Should the president throw food?
- g. Should the president make good choices for the country?
- h. Should the president say please and thank you?
- I. Should the president break the law?
- j. Should the president be a good listener?

5. Display a picture of George Washington (Appendix E). Explain that he was the first president of the United States. Display vocabulary card 1st. Locate the United States on the globe or world map. Washington was elected president by people in each state, just like our president is elected today. Today, our president is William (Bill) Clinton; he is the 41st president. Display picture of the current president.
6. Refer to the vocabulary card 1st. State that George Washington was the first president. Ask if anyone knows the first letter of the alphabet (Aa). Have six students get in a line. Ask: Who is first in line? Using the remaining vocabulary cards: 2nd, 3rd, 4th, 5th, and 6th.
- 6th. Label each student in line. Have students state their first name.
7. Review the numerals 1 through 6. Explain 1st is a 1 with “st” behind it, 2nd is a 2 with an “nd” behind it and so on. You may want to write out the spellings to distinguish the abbreviation. Pass out the vocabulary cards randomly; have students get in order from first to sixth. Review who is first, who is second and so on.

D. Evaluation / Assessment

1. Pass out assessment sheets (Appendix H) and counters to each child. Have the student place a counter under each ordinal position written. To assess, observe students as you ask them to identify the first counter, or the third, or the fifth etc. You may need to review left to right progression if students have difficulty beginning on the left side. Draw a green dot on the left side of the paper and tell the students that green stands for go; this is where you begin.
2. Have students distinguish the George Washington likeness among several faces.

Lesson Three: George Washington’s Youth

A. Objectives

1. We will identify our state on the United States map.
2. We will identify north, south, east, and west on the map.
3. We will list at least three things George Washington did as a child.

B. Materials

1. Map of the United States
2. Vocabulary Cards: north, south, east, west
3. Venn Diagram: what he liked to do; what we like to do (Appendix F)
4. *If You Grew Up With George Washington* by Ruth Belov Gross
5. Toy horses for the block area
6. Vocabulary Card: your state of residence

C. Vocabulary

1. north, south, east, west
2. George Washington
3. Virginia

D. Procedure

1. Read the story *If You Grew Up With George Washington* by Ruth Belov Gross. This is long book; pre-read it so that you can pick and choose the sections you would like to discuss.
 - a. Display the map of the United States.
 - b. pg. 7 - locate and label the state of Virginia on the map.
 - c. Determine how many years ago George Washington was born. (This year- 1999 - George Washington’s birth date 1732 = 267 years ago)
 - d. pg. 13 - Note that George Washington brushed his teeth with a twig and salt water, yet he still had to have them pulled. His false teeth were not wooden; they were made from the tusk of a hippopotamus.

- e. pg. 14 - Note to the students that there was no electricity; George Washington's family had to make candles every day in order to light the house at night.
 - f. pg. 15 - Note the games and activities that the children liked to play.
 - 2. Display the vocabulary cards: north, south, east, and west. Place them on the map. Locate Virginia on the map; locate and label your current state of residence. Have students decide if their state is N - S - E - W of Virginia.
 - 3. Play this game. Tell students their head is the most northern part of their body. Tell students that their feet are the most southern part of their body. When their arms are out stretched out, tell them their right hand is east and their left hand is west. Play Simon says using N - S - E - W. Example: Wave your east hand. Nod your north. Bend down and touch your south.
 - 4. Complete the Venn Diagram. Have students recall what George Washington did as a child, and list some things they like to do. Are they the same or different?
 - 5. Recite and play the Nursery Rhymes: "London Bridge is Falling Down" and "Here We Go Round the Mulberry Bush."
 - 6. Provide toy horses in the block area. George Washington loved to ride his horse around the farm.
 - 7. Recall from Lesson Two that a president must have good behavior. On pg. 34 of ... *If You Grew Up With George Washington* by Ruth Belov Gross, it refers to rules of good behavior that George Washington thought were important. Have your students list rules of good behavior they think are important.
 - 8. Tell the story of George Washington and the cherry tree. When George was six years old, he was given a hatchet. He chopped everything in sight. When his father came home, he asked George if he knew who chopped down the cherry tree. George said, "I can not tell a lie; I chopped down the cherry tree." George's father was not mad at George because he told the truth. George lived by the rules of good behavior and was an honest person. Although George Washington was an honest person, the story of the cherry tree is probably not true; it is only a story made up to prove a point.
- E. Evaluation / Assessment
- 1. Have individual students find their state on a United States map.
 - 2. Have individual students locate N - S - E - W on a United States map.
 - 3. Have students list at least three things George Washington may have done as a child.
 - 4. Follow-up Activities
 - a. Play games listed in the book
 - b. Make candles
 - c. Brush teeth with salt water

Lesson Four: The Many Hats of George Washington

- A. Objectives
- 1. We will identify the likeness of George Washington
 - 2. We will recite the months of the year.
 - 3. We will identify July 4th as the birthday of our nation
 - 4. We will identify that George Washington is known as the "Father of our Country."
- B. Materials
- 1. 12 month calendar
 - 2. Map of the United States
 - 3. Picture of George Washington
 - 4. Vocabulary Cards: George Washington, hunter, fisherman, surveyor, soldier, farmer, Commander in Chief, president, father

5. Materials for three corner hat (Appendix I)
 6. Tissue paper squares and pipe cleaners
 7. Toy fishing pole, magnet, paperclips, pre-cut fish (Appendix I)
 8. Rulers
 9. A cup, soil, and seeds for each child
 10. Words to “Yankee Doodle”
- C. Vocabulary
1. George Washington
- D. Procedure
1. Display a Picture of George Washington (Appendix E); put vocabulary card (Appendix G) near picture.
 2. Read *George Washington: A Picture Book Biography* by James Cross Giblin. As you read the story, create a web of George Washington using the vocabulary cards (see sample Appendix J).
 - a. pg. 7 - locate Virginia on the map
 - b. pg. 10 - display vocabulary cards - hunter, fisherman, surveyor
 - c. pg. 12 - display vocabulary card – soldier
 - d. pg. 15 - display vocabulary cards - farmer; he grew many crops and even had a rose garden
 - e. pg. 16 - display vocabulary card - Commander in Chief
 - f. pg. 29 - display vocabulary card - president
 - g. pg. 40 - display vocabulary cards - father; explain that George Washington had no children of his own, yet he is said to be the “Father of Our Country.”
 3. While in command of the army, America declared its freedom from Great Britain; it was July 4, 1776. Have students recite the months of the year. Find July, the seventh month, on the calendar. Count out the months saying 1st, 2nd, 3rd, etc. Look on a 12 month calendar and locate July 4th. What day of the week is July 4th? Recite the days of the week. Sing “Happy Birthday” to the United States of America.
 4. Locate George Washington’s birthday-February 22. Find February, the 2nd month, on the calendar. Count out the months saying 1st, 2nd. Locate February 22; what day of the week is February 22?
 5. Have students create a three corner hat to resemble the hats worn during George Washington’s time. Each child gets three pieces of pre-cut hat form (Appendix I). Have students decorate three forms with crayons, markers, glitter, stickers, etc. Staple at corners to form a triangle. This is the hat a soldier would have worn. Sing “Yankee Doodle.”
 6. Have students make tissue paper roses. Roll three pieces of tissue paper into tube; secure pipe cleaner around one end to form a stem. Have students carefully pull back tissue paper to open flower. George Washington had a rose garden on his farm; he was a rose breeder and named a rose after his late mother (Mary) that is still in existence today.
 7. Have students fish like George Washington. Using pre-cut fish and toy fishing pole, secure a magnet on the end of the fishing line. Place a paperclip on each fish and go fishing. You can add skills to the fish, like colors, shapes, letters, numbers etc.
 8. Have students be surveyors like George Washington. Provide rulers for students to measure states on given maps.
 9. Have students farm like George Washington. Plant seeds.
- E. Evaluation / Assessment

1. Have individual students locate George Washington.
2. Have individual students recite the months of the year.
3. Sing “Happy Birthday” to the United States of America.
4. Have students brainstorm why they think George Washington is known as “The Father of Our Country.”

Lesson Five: Tributes to George Washington

A. Objectives

1. We will identify Mount Rushmore.
2. We will continue mapping skills.
3. We will identify the quarter, its value, and the cent sign.
4. We will identify the one dollar bill, its value, and the dollar sign.

B. Materials

1. Poster/picture of Mount Rushmore
2. Picture of George Washington (Appendix E)
3. Play money (Appendix J)
4. Map of the United States (Appendix D)
5. Easy Theme Readers: *Famous Americans: George Washington* by Marcia S. Gresko
6. Vocabulary cards: surveyor, Virginia, husband, independence, July 4, 1776, president, Mount Rushmore
7. Several objects with a dollar value on a tag. Use the cent sign and dollar sign.
8. Construction paper, glue, magazines
9. Black construction paper, overhead projector or bright light.
10. Silver and green crayons
11. Nursery Rhyme-”A Diller, A Dollar”

C. Vocabulary

1. Quarter and one-dollar bill
2. George Washington
3. Mount Rushmore
4. July 4, 1776
5. President

D. Procedure

1. Read *Famous Americans: George Washington* by Marcia S. Gresko
 - a. pg. 3 - locate Virginia on a United States map
 - b. pg. 5 - He measured land; he was a surveyor. Display vocabulary card: surveyor.
 - c. pg. 7 - Display vocabulary card: husband
 - d. pg. 9 - Display vocabulary card: independence. July 4, 1776 “The Birthday of Our Nation”
 - e. pg. 11 - Display vocabulary cards: president, Mount Rushmore
 - f. pg. 13 - locate Washington DC on a United States map
2. Play the N - S - E - W game. Display the picture of Mount Rushmore. Locate South Dakota on a United States map. Review N - S - E - W. Name the other presidents on Mount Rushmore: Thomas Jefferson, Theodore Roosevelt, Abraham Lincoln.

Note that

3. Locate the state of Washington on a United States map. Tell students that many places and buildings have been named after George Washington. They are considered tributes to the “Father of Our Country.” (FYI: There are 121 American towns and villages, one state, 7 mountains, 10 lakes, 33 counties, and 9 colleges and universities named after George Washington. His likeness appears on coins, one-dollar bills, and postage stamps.

The capital of America and a monument in Washington DC are all tributes to George Washington.

4. Display a quarter; identify and name it. Write its value on the board with the cent sign. Pass several quarters around so that the students can get a close look at the details. Ask if anyone recognizes the “silhouette” on the quarter. It is George Washington.
 5. Display a one-dollar bill. Write its value on the board with the dollar sign. Pass it around so that the students can get a close look at the details. Ask if anyone recognizes the portrait on the one-dollar bill. It is George Washington.
 6. Explain to the students that when writing money values, you must use a cent sign or a dollar sign. It tells the reader that you are talking about money. Write several values on the board. Discuss the difference between 25 cents and 25 dollars or any amount you choose. Have several students identify the cent sign and the dollar sign.
 7. Show examples of items having a value. Have students identify the value of each object by looking at the tag. Have students look through magazines to find one item they would like to buy or sell. Have them cut out the item, glue it to construction paper, and give it a value, using the cent sign or dollar sign. Have students report their item and its value.
 8. Provide each student a copy of the enlarged quarter and one-dollar bill. Color, cut and assemble (Appendix K and Appendix L).
 9. Provide each student or group a bag of play coins and a blank graph. Have students sort coins and create a pictorial graph using the coins. Have students record amounts on the given graph (Appendix J).
 10. Make individual silhouettes of each student. Tape a piece of black construction paper to a flat surface (wall). Sit the child sideways in a chair so that the head is centered on the black paper. Use a bright light to cast a shadow onto the black paper. With a white crayon or chalk, carefully trace around the shadow on the black paper. An adult should cut the silhouettes out. Have students mount their silhouette onto a piece of colored construction paper.
 11. Read *A Picture Book of George Washington* by David A. Adler
- E. Evaluation / Assessment
1. Have individual students identify Washington state on a United States map.
 2. Given a bag of coins, students will sort the coins, identify the quarter, and state its value.
 3. Have students brainstorm ways the United States honored George Washington. Recall Mount Rushmore.

VI. CULMINATING ACTIVITY

If possible, celebrate the 100th day of school with your students to culminate your unit on George Washington. The 100th day of school falls in mid-February. This is when President’s Day occurs, as well as George Washington’s birthday. To celebrate the 100th day is exciting and fun for the whole class.

A. Objectives

1. We will understand the concept of 100.
2. We will count by 10’s to 100.

B. Materials

1. 100 streamers hung from the ceiling.
2. 100 pennies
4. Sets of 100
5. 10 types of small snacks: marshmallows, M&M’s, raisins, pretzel sticks, smartees candies, cereal, cheese fish crackers, jelly beans, chocolate chips, or crackers or

whatever you can find or get donated by parents. You may also use small snacks shaped like zeros: Cheerios, donuts, pretzel circles, etc.

C. Procedure

1. Prior to the celebration, have students begin making sets of 10 and counting by 10's.
2. Have students bring in a set of 100 to help celebrate the 100th day of school.
3. Compare the sets of 100: which is small, which is big, etc. Leave out on display if possible.
4. Eat 100 things. This is how I do it: Place each of the 10 snacks on a plate or in a bowl and line them up on a long table. Mark them as snack plate #1, #2, #3, etc. Give each child a plate or bowl. Make lines in front of each snack plate. If you have 20 students, there will be two people in each line in front of each snack plate. As a class, count slowly to ten. While counting, the first person in each line places ten of the snack they are standing in front of on his/her plate or in his/her bowl. After the first person in each line has a set of 10, switch to the second person in the line. As a class, count slowly to ten. While counting, the second person from each line should place ten of the snack they are in front of. After each person in the class has a set of ten items on plates, the lines switch. The students in front of snack plate #10 go in front of snack plate #1, the students in front of snack plate #1 move down to snack plate #2, the students in front of snack plate #2 move down to snack plate #3, etc. When each student has two sets of 10, count by tens: 10-20. Switch lines until each student has 10 sets of 10 or 10 of each snack. Count by tens to 100. Enjoy eating 100 items. Use your class paraprofessional or parent volunteers to assist with this activity.

E. Evaluation / Assessment

1. Have individual students make a set of 10.
2. Have individual students count by 10's to 100.

February is dental health month; you could do a follow-up activity on dental health. Recall that George Washington brushed his teeth with salt water and a twig, and still had to have his teeth pulled. He was said to have wooden teeth, but they were really made from the tusk of a hippopotamus.

VII. HANDOUTS / WORKSHEETS

Appendix A - Addition Activities and Suggestions

Appendix B - World Map

Appendix C - American Flag

Appendix D - Small continental United States Map, words to the Pledge of Allegiance

Appendix E - Sketch of George Washington

Appendix F - Folding instructions for a five point star, star stencil pattern, sample Venn Diagram
(Lesson 3)

Appendix G - Vocabulary cards

Appendix H - Ordinal positions assessment

Appendix I - Three corner hat stencil pattern, fish pattern, sample web (Lesson 4)

Appendix J - Pictorial graph, play coins

Appendix K - Large quarter

Appendix L - Large one-dollar bill

VIII. BIBLIOGRAPHY

Used for this unit:

Adler, D. A. *A Picture Book of George Washington*. New York: Scholastic Inc., 1989, 555 Broadway, New York, NY 10012, ISBN 0-590-06772-9

Giblin, J. C. *George Washington: A Picture Book Biography*. New York: Scholastic Inc., 1992, 555 Broadway, New York, NY 10012, ISBN 0-590-48101-0

Gresko, M. S. *Easy Theme Readers: Famous Americans: George Washington*. California: Teacher Created Materials, 1997, PO Box 1040, Huntington Beach, CA 92647, ISBN 1-57690-265-X

Gross, R. B. *...If You Grew Up With George Washington*. New York: Scholastic Inc., 1982, 555 Broadway, New York, NY 10012, ISBN 0-590-45155-3

Herman, J. *Red, White, and Blue: The Story of the American Flag*. New York: Grosset & Dunlap Inc., 1998, ISBN 0-448-41270-5

Spencer, E. *A Flag for Our Country*. Texas: Steck-Vaughn Company., 1993, 627 Broadway, New York, NY 10012, ISBN 0-8114-8051-8

Addition books about George Washington:

Adler, D. A. *George Washington-Father of Our Country*

Bulla, C. R. *Washington's Birthday*

Falkof, L. *George Washington*

Fradin, D. B. *Washington's Birthday*

Fritz, J. *George Washington's Breakfast*

Graff, S. *George Washington*

Judson, C. I. *George Washington*

Kent, Z. *George Washington-First President of the United States*

APPENDIX - A

Games to play as George Washington did as a child:

play ball, fly a kite, play marbles, spin tops, jump rope, blow bubbles, swim, fish, roll hoops, dolls, toy soldiers, play house, leapfrog, hide-and-seek, blindman's bluff

Art Activities:

1. Stick Horses: Cut two large horse heads from oaktag and staple them together leaving the neck open. Stuff the head with crumpled newspaper and attach to a dowel (approximately three feet long). Draw on facial details with markers; glue on a yarn mane, if desired. Place the head on the dowel and staple it shut. If necessary, use packing tape to seal the head more securely to the dowel.
2. Paper Lanterns: Fold a piece of construction paper lengthwise. Make cuts along the folded edge within an inch of the open side. Make as many cuts as you want. Open the lanterns up, shape into a cylinder, and staple in place. Staple a construction paper handle onto the lantern. Decorate the paper before folding and cutting.

Science Activities:

1. Make hoecakes and tea; George Washington had this everyday for breakfast:
You will need:
2 cups cornmeal - 1 1/2 teaspoon salt - 4 teaspoons sugar (optional) - mixing bowl - 2 cups water - 4 tablespoons margarine - saucepan - mixing spoon - 1/2 cup milk - skillet - additional margarine for frying - spatula - honey
Steps:
 1. Place the cornmeal, salt, and sugar into a mixing bowl.
 2. Put the water and margarine in a small saucepan and bring to a boil.
 3. Slowly pour this hot mixture over the cornmeal while mixing.
 4. Gradually add the milk as you continue stirring.
 5. Heat the skillet and generously grease with margarine.

6. When the skillet is hot, drop spoonfuls of the batter onto the skillet. Cook until golden-brown on both sides. The recipe makes 24 four-inch hoecakes.
7. Serve topped with honey or maple syrup.
2. After discussing the story of the cherry tree:
Do a follow-up activity on trees that bear fruit. Discuss parts of trees. Eat cherries; plant cherry pits, make a cherry pie.
3. After discussing George Washington's youth and brushing his teeth with salt water and a twig, have your students brush their teeth with salt water. Do a follow up activity about dental health. February is dental health month.

Social Studies:

1. After discussing that George Washington was known as the "Father of Our Country," define what it is to be a father. Have students make or do something special for their father. What makes their father (male role model) special? This may be done in June, prior to the last day, yet before Father's Day.

Writing:

Use quill to write with:

You will need: large stiff craft feathers, ballpoint pens

Directions:

1. Unscrew the ballpoint pen and remove the ink tube.
2. Cut the quill tip off the feather.
3. Put glue on the ink tube and insert it into the quill. Let dry.

APPENDIX - G

globe map flag
George Washington
the United States of
America
president hunter

fisherman surveyor
soldier farmer father
Commander in Chief
independence
July 4, 1776

APPENDIX G

Mount Rushmore
one-dollar bill quarter
husband West South
North East Virginia

Washington 1st 2nd
3rd 4th 5th 6th