

**Georgie Dupree:
Drawn to Friends
Three Subject Lesson Plans**



Kindergarten-2nd Grade

Georgie Dupree: Drawn to Friends

Literature, Social Studies, and Art Lesson Plans

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Kindergarten-2nd Grade
Intentional Read Aloud
Georgie Dupree: Drawn To Friends



Common Core Standards For English Language Arts
Reading: Literature Grade 1

Key Ideas & Details

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details.

Integration Of Knowledge & Ideas

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

Lesson Objectives and Rationale:

Students Will Be Able To (SWBAT):

*make connections between story content and real-life events.

*find key details in a text

*Good readers are able to find key details in a book. It helps them to better comprehend it.

Preview Targeted Learning Behaviors:

- *Sitting with pretzel legs
- *Look and listen to the speaker

Lesson Materials:

Georgie Dupree: Drawn to Friends, chart paper, sidewalk chalk

Targeted Vocabulary: moving, memories, mural, masterpiece, friends

Pre-Reading Focus Activity:

Hold up the piece of sidewalk chalk and ask, “What do a piece of chalk and strangers have in common?”

Accept a few answers, then tell the students the answer to the question is in the book they’re going to listen to today.

Before Reading:

Introduce the book (author, illustrator, cover, title, spine)
The title of this book is *Georgie Dupree: Drawn To Friends*.

Readers, today while we read *Georgie Dupree: Drawn to Friends*, we are going to focus on one key detail. A key detail is something important that happens in the book. The key detail we are focusing on today is the main character.

The characters are the people or animals in the story.
The main character is the character the story is mostly about.
Knowing who the main character is helps good readers to better understand the book.

Introduce Vocabulary Words:

- *Moving – changing place or position
- *Masterpiece – something done with great skill
- *Memories – the power or process of remembering what has been learned
- *Mural – a large painting
- *Friends – people who you like or enjoy being with
(sourced from learnersdictionary.com)

During Reading:

Another way to determine the main idea of a story is to look at the pictures and listen for words that are repeated. While we read, I'll write down certain words that the author uses several times throughout the story.

When students hear a vocabulary word during the reading, they can pretend to draw a shape in the air with chalk.



Talking Points:

- *I wonder why Georgie thinks this is the worst day of her life. Have you ever felt that way? Why? (Pgs. 6–7)
- *How do you think Georgie is feeling about the house?
- *What makes you say that? (Pgs.14–15)
- *What would you tell Georgie to help her feel better about her situation?
- *What do you think Daddy has planned for the family's big day? (Pg. 30–31)
- *Do you think Georgie came up with a good plan? Why/why not? (Pgs. 38–39)

After Reading:

- *Who was the main character in the story? (Georgie Dupree)
 - *Who were the other characters in the story? (Mommy, The Js – Julian and James, Nana, Mama, Daddy, neighbor, Artsy Lady, Camila, Quinn)
 - *How did Georgie Dupree feel during the story? (sad, frustrated, lonely, hopeful, happy, creative, inspired, sorry, excited)
 - *What do you think Georgie and her new friends drew with the chalk?
- Did you like the end? Why/why not?
- What do sidewalk chalk and strangers have in common? (When you put the two together you can meet new people and make new friends.)

Follow-Up Activities:

*Character Map

Create a classroom character map of Georgie Dupree.

(A character map is a graphic of the character that offers a structured way to organize information about them.) Draw a picture of Georgie Dupree, then write a list of words describing her physical characteristics, feelings, actions, and what she said during the story.



Kindergarten-2nd Grade
Writing Lesson
Georgie Dupree: Drawn To Friends



Common Core Standards For English Language Arts
Writing Grade 1

Text Type & Purposes

CCSS.ELA-LITERACY.W.1.2

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Production & Distribution Of Writing

CCSS.ELA-LITERACY.W.1.5

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research To Build & Present Knowledge

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Lesson Objective and Rationale:

*SWBAT draw a picture and write on one specific topic.

*Good writers choose a topic and write or draw a picture to go with it. It helps them to get their ideas across clearly.

Preview Targeted Learning Behaviors:

*Look and listen to the speaker

*Follow the directions given to complete the drawing and the sentences.

Lesson Materials:

**Georgie Dupree: Drawn to Friends*

*Georgie Dupree Classroom Character Map Anchor Chart

*Georgie Dupree Character Worksheet

Before Writing:

Writers, today we are going to learn to draw a picture and write on one specific topic. Our topic today is the main character from *Georgie Dupree: Drawn to Friends*.

If we are going to draw a picture and write on the main character from *Georgie Dupree: Drawn to Friends*, that means we will draw only a picture of the main character from the book, write about her, and nothing else. Good writers pay attention to the topic and closely follow the directions because it helps them to get their ideas across clearly.

Review Character Map. Children will draw a picture of Georgie Dupree, write how she is feeling, and list her characteristics.

During Writing:

Refer to the Georgie Dupree Character Map. Remind children to write down how she's feeling and list her characteristics.

After Writing:

Remember, today we learned how to draw a picture and write on one topic, drawing the main character from *Georgie Dupree: Drawn to Friends*, writing how she was feeling, and listing her characteristics. Also remember, good writers pay attention to the topic and closely follow the directions because it helps them to get their ideas across clearly.



Georgie Dupree Character Worksheet

Name: _____

Draw the main character:

Georgie Dupree is feeling _____

because _____

Kindergarten-2nd Grade
Social Studies Lesson
Georgie Dupree: Drawn To Friends



Lesson Objective and Rationale:

Students will be introduced to the map of the United States of America and key monuments in Washington, D.C. They will identify the map of the United States and demonstrate knowledge of Washington D.C.'s monuments.

As citizens, it's important for us to learn about our country, so we are informed about our history and the world in which we live.

Materials: *Georgie Dupree: Drawn to Friends*, USA map, world map, globe, images of Washington, D.C. and its monuments, anchor chart with targeted vocabulary written on it

Targeted Vocabulary: map, democracy, United States of America, Washington, D.C., Louisiana

Lesson Procedure:

Read *Georgie Dupree: Drawn to Friends* to the students. If you've already read it, focus on how Georgie Dupree moves from Louisiana to Washington, D.C.

Before the Lesson: Citizens, today we will be learning about the United States and its capital, Washington, D.C. As citizens, it's important for us to learn about our country, so we are educated about our history and the world in which we live.

Introduce Targeted Vocabulary:

*Map – a picture of a particular place

*Democracy – a form of government where people vote for their leaders

*United States of America – a democratic country in North America

*Washington, D.C. – the capital of the United States of America; D.C. stands for District of Columbia.

*Louisiana – one of the 50 states of the United States of America

*Monument – a building, statue, etc., that honors a person or event

(sourced from learnersdictionary.com)

Large Group:

*Display USA map and point to where Louisiana and Washington, D.C. are located.

*If we wanted to travel from Louisiana to Washington, D.C., how would we get there? (car, bus, train, plane)

*After we arrived in Washington, D.C., we would visit many historical monuments that are important to our democracy.

Washington, D.C. was established in 1790. For a time, a French-American architect named Pierre L'Enfant was the chief designer of the city. After him, surveyor Andrew Ellicott and his assistant Benjamin Banneker took over. The labor for the city's construction was completed by enslaved people.

Capitol Hill

Capitol Hill is where the Capitol Building is located. Congress meets and works in this building.

White House.

The White House is the home and workplace of the President. The president's family also lives there. In 1800, James Madison was the first president to live in the White House.

Lincoln Memorial

The Lincoln Memorial was constructed to honor Abraham Lincoln, the 16th President of the United States. He is known as the Great Emancipator because his Emancipation Proclamation during the Civil War freed the slaves. He is also credited for saving the Union of the United States of America.

Washington Monument

The Washington Monument was built to honor George Washington, the first President of the United States of America.

Resources:

*Historical Facts About the Monuments and Early Influencers

<https://www.smithsonianmag.com/arts-culture/a-brief-history-of-pierre-lenfant-and-washington-dc-39487784/>

*<https://www.whitehousehistory.org/benjamin-banneker>

<https://founders.archives.gov/documents/jefferson/03-05-02-0082>

*<https://www.whitehouse.gov/about-the-white-house/the-white-house/>

*<https://www.nps.gov/linc/index.htm>

*<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation>

*<https://www.nps.gov/mlkm/index.htm>

*<https://www.nps.gov/wamo/index.htm>

*<https://www.visitthecapitol.gov>

*<https://www.smithsonianmag.com/smart-news/white-house-was-fact-built-slaves-180959916/>



Journal Entry

Washington, D.C.

Name: _____

Write your journal entry:

My favorite monument from Washington, D.C. is _____

because _____

Kindergarten-2nd Grade
Art Lesson
Georgie Dupree: Drawn To Friends



Lesson Objective: Students will collaborate, use, and experiment with various mediums and techniques to create a classroom mural.

Targeted Vocabulary: mural, collaborate

Materials: *Georgie Dupree: Drawn to Friends*, chalk, large paper, pencils, markers, smocks, chart paper, timer

Lesson Procedure:

Before: Boys and girls, today we are going to learn how to collaborate and create a large picture called a mural. Collaborate means “to work together.” As we’ve seen in *Georgie Dupree: Drawn to Friends*, collaborating with others is a great way to make friends and art.

During: Introduce the materials and model the correct way to use them. Discuss the type of picture the children want to draw together.

On chart paper, create a list of the children’s names and which parts of the mural they’ve been assigned to draw. Allow them to work in groups of two’s and three’s for a specific period of time.

After: Display the mural and discuss how collaboration made it possible. Ask the children what they liked best about the process and why.

