

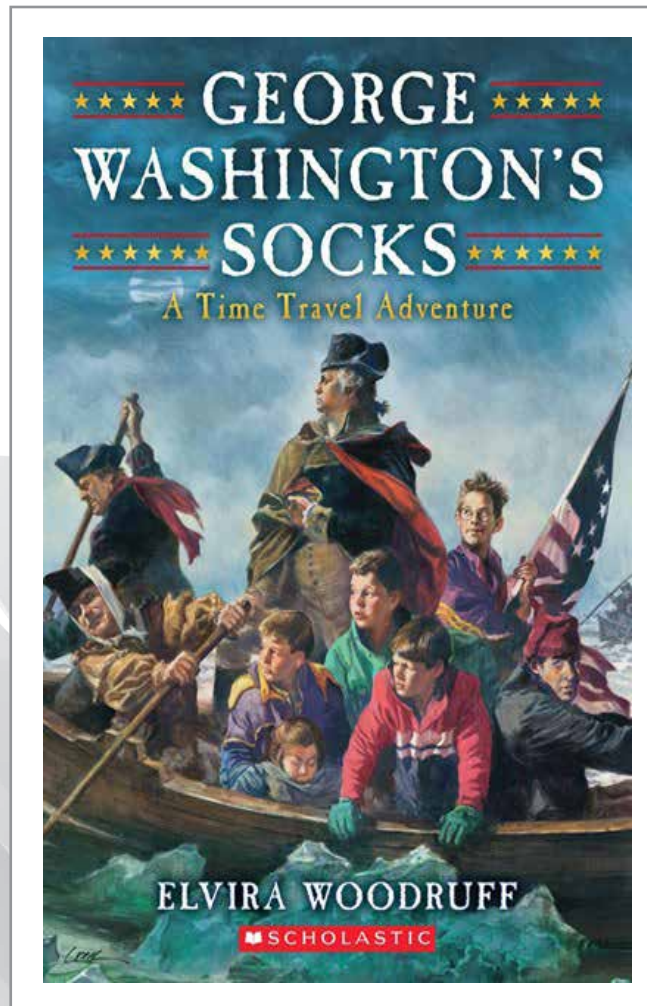


**STUDENT PACKET**

**GRADES 3-5**

# George Washington's Socks

Elvira Woodruff



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# George Washington's Socks

Elvira Woodruff

## STUDENT PACKET

### NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name \_\_\_\_\_

### Vocabulary Concentration

stole	suppress	desperate	smugly
rebel	bayonet	defeat	verge
abnormal	muster	charter	adventurous
array	arsenal		

**Directions:** Working with a partner, make two sets of cards. On one set, write each vocabulary word (one word per card). On the second set, write each vocabulary word's definition (one definition per card; only write on one side of the card).

**Object of the Game:** Match vocabulary words with their definitions by remembering each card's location.

**Game Instructions:** Shuffle both sets of cards together. Spread the cards face down on a table. Turn over two cards. If the cards match a vocabulary word with its definition, keep both cards and take another turn. If the cards don't match, return them to their places face down on the table. Your partner takes a turn. Continue playing until all cards have been matched correctly. The player with the most cards wins.

Name \_\_\_\_\_

### Vocabulary Chart

embraced	calf	resumed	implored
crucial	terrain	gait	forging
warrior	ruddy	ambush	surrender

**Directions:** Write each vocabulary word in the left-hand column of the chart. Complete the chart by placing a check mark in the column that best describes your familiarity with each word. Working with a partner, find and read the line where each word appears in the story. Find the meaning of each word in the dictionary. Together with your partner, choose ten of the words checked in the last column. On a separate sheet of paper, use each of those words in a sentence.

Vocabulary Word	I Can Define	I Have Seen/Heard	New Word For Me

Name \_\_\_\_\_

### **Chapters Nineteen–Twenty**

1. What does the Adventure Club do when the Hessians wave their swords and shout?
2. Why is Matt glad the redheaded soldier isn't guarding them?
3. What might control the rowboat?
4. Why does King George pay the Hessians to fight?
5. Who makes friends with Gustav?
6. What happens to Katie when she spots a baby duck?
7. Why doesn't Matt thank Gustav?
8. What worries Matt when the rebel soldiers examine Tony's dollar bill?
9. When did the soldier find Israel's beads?
10. What does George Washington give Katie? What does he promise Matt?
11. What do Matt and Hooter hate?

### **Chapters Twenty-one–Twenty-three**

1. What does Katie know that the others do not?
2. What does the Adventure Club learn about "Emit Levart"?
3. What is wrong with the rowboat?
4. What powers the rowboat?
5. How does Matt determine where they are?
6. \*How will Matt explain his lost sneakers to his parents?
7. What will Matt miss about the 18th century?
8. Why can't Katie keep Washington's socks? What is her solution?
9. What do Hooter, Tony, and Q plan to do when they get home?
10. How do the Adventure Club members react when Matt talks about using the rowboat for future adventures?
11. What does Matt do when he gets home? Why?
12. Why is Mr. Carlton proud of Matt?

Name \_\_\_\_\_

**Directions:** Create an advertisement for a new Adventure Club member. List specific skills that the new member should have based on the needs of the club and the skills some members already have.

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