



Read to Be Ready plans for: If You Lived with the Cherokee & Sequoyah - 2nd Grade

ELA Standards:

- 2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Identify words with inconsistent but common spelling-sound correspondences.
- 2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.
- 2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
- 2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. k) With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.
- 2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs in a text.
- 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
2. RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.
- 2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.
- 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.
- 2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally, or through other media.
- 2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 2.W.TTP.2 Write informative/explanatory texts. a. Introduce a topic. b. Use facts and definitions to provide information. c. Provide a concluding statement or section.
- 2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.
- 2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.
- Culture:** 2.01 Identify various cultural groups within the U.S. and the community. 2.02 Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S. 2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.
- Geography:** 2.17 Compare and contrast regions of the U.S. (i.e, Southeast, Northeast, Great Plains, Southwest, Rocky Mountain and Pacific Northwest) in terms of climate, physical features, and population. (East Tennessee mainly for this lesson)
- 2.18 Analyze how the location of regions affects the way people live, including their: food, clothing, shelter, transportation, and recreation.
- 2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.
- 2.29 Examine the significant contributions made by people of the U.S., including Sequoyah.

Comprehension skill: Author's Purpose

Phonics/Syllabication: Long e: e, ee, ea, y

Grammar/Writing: Verbs

Unit Focus: Cherokee culture, Folk tale,

Culminating Task: Students will write an expository paragraph about the Cherokee culture - what it would have been like to live with the Cherokee.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
M O N D A Y	<p>The primary text, <i>If You Lived with the Cherokee</i>, is quite long so only portions of the book will be the focus.</p> <p>1st read of <i>If You Lived with the Cherokee</i> - Read pages 4-13 and page 16</p> <p>Today's focus is an introduction to the Cherokee people – what they looked like, what they wore, their families and their names.</p> <p>This unit is presented as a part of our Tennessee history.</p> <p>4 ½ minute slideshow with music-Cherokee morning song: https://tinyurl.com/y9393qqr</p>	<p>Tier 2 Vocab for explicit instruction:</p> <ul style="list-style-type: none"> Native Americans Cherokee Customs Great Smoky Mountains Ancestors Clan village 	<p>**Each day the teacher will record important information learned about the Cherokee, modeling for the students how to create a Tree Map. (PDF of Tree Map can be found in BCS R2BR weebly site under theme of If You Lived with the Cherokee)</p> <p>Students will copy on their own Tree Map. They will use the Tree Map on Friday as an organizational aid in writing their expository paragraph.</p> <p>**Opening and Closing Sentences will not be completed until Friday.</p> <p>P. 10-12 What were their clothes made from and why?</p> <p>p. 13 Compare the Cherokee family culture and our family culture. What was different?</p> <p>p. 16 If you could change or add to your name what would you name yourself? Why?</p>	<p>**Teachers – Please run off a copy of the Tree Map for each student.</p> <p>Fill in today's portion of the Tree Map on the Cherokee People.</p> <p>Using the Tree Map, write the opening sentence and first paragraph describing the Cherokee people.</p>	

T U E S D A Y	<p>2nd read of <u>If You Lived with the Cherokee</u> – Today read pages 17-27.</p> <p>Today’s focus is upon the structures in a Cherokee village, including the houses.</p> <p>Studies Weekly #10 Short and Long Term Goals (See SW for plans)</p> <p>4 minute slideshow of Cherokee photos: https://tinyurl.com/y8tvep6m</p>	<ul style="list-style-type: none"> • Native Americans • Cherokee • Customs • Great Smoky Mountains • Ancestors • Clan • Village • Weapons • council 	<p>Compare the homes of the Cherokee with our homes today. How are they different and why?</p> <p>p. 20 Why was there a need for a building on tall legs?</p> <p>p. 18 & 21 How were the summer and winter homes different, and why?</p> <p>P. 23 In what ways were rivers important?</p> <p>p. 24-25 What was different about the council houses and what were they used for?</p>	<p>Fill in today’s portion of the Tree Map on the Cherokee Village.</p> <p>Using the Tree Map, write the second paragraph describing the Cherokee village.</p>	
W E D N E S D A Y	<p>3rd reading of <u>If You Lived with the Cherokee</u> – read pages 30-33, 36-38,49-52</p> <p>Today’s focus is on children - jobs children would do, what they ate, hunting & fishing, school, & reading and writing.</p> <p>Studies Weekly #11 Timelines (See SW for plans)</p>	<ul style="list-style-type: none"> • Native Americans • Cherokee • Customs • Great Smoky Mountains • Ancestors • Clan • Village • Warrior • syllabary 	<p>P. 30-32 <i>What were the jobs for girls and the jobs for boys? Why were the jobs for girls and boys so different? (training girls to be leaders of the family and training boys to be a warrior)</i></p> <p>p. 36 <i>How did the Cherokee get all of their food? (they had to grow it, search or hunt for it) How is that different from today?</i></p> <p>p. 38 <i>What was the unusual way the Cherokee caught fish?</i></p> <p>p. 49 <i>The book says that Cherokee stories taught lessons about good behavior. What is the name of a story that teaches a lesson? (folk tale) What lesson did our Native American folk tale tell us this week? (Turtle’s Race with Beaver taught the importance of sharing)</i></p> <p>p. 50 <i>Why did Sequoyah call papers with writing “talking leaves”?</i></p> <p>p. 51 <i>What do we call our syllabary? (alphabet) How is the alphabet different from the syllabary? (alphabet is individual letter sounds/syllabary is the sound of each syllable)</i></p>	<p>Fill in today’s portion of the Tree Map on the Cherokee Children.</p> <p>Using the Tree Map, write the third paragraph describing the Cherokee children.</p>	

T H U R S D A Y	<p>4th reading of <i>If You Lived with the Cherokee</i> – read pages 66-77</p> <p>Today’s focus is on the impact the new United States government had on the Cherokee people/Trail of Tears</p>	<p>United States government Sawmill Ancestors Treaties</p>	<p>p. 66-68 <i>What were some of the changes brought on by the Cherokee being in contact with white Americans?</i></p> <p>p. 68 <i>Why did some Cherokee move into the mountains?</i></p> <p>p. 68-69 <i>Why were the Cherokee forced to move?</i></p> <p>p. 70 <i>What is a treaty, and why did it not work?</i></p> <p>p. 72-72 <i>What was the Trail of Tears? How long did it last? What happened to the Cherokee along the way?</i></p> <p>p. 73 <i>The Eastern Band of the Cherokee live in what Tennessee mountain range?</i></p>	<p>Fill in today’s portion of the Tree Map on the U. S. government impact on the Cherokee.</p> <p>Using the Tree Map, write the fourth paragraph describing the Cherokee government. Add a closing sentence.</p>	<p>**As time allows this week, go back and read aloud the pages we have skipped over in an effort to cover a select amount of information.</p>
F R I D A Y	<p>Read Aloud: Talking Leaves from Readworks</p> <p>Read the passage all the way through with few pauses along the way.</p>	<ul style="list-style-type: none"> • Communicate • System • Symbol • Perseverance 	<p>What did Sequoyah invent?</p> <p>The effect of Sequoyah’s meeting with the village leaders was that they allowed him to teach reading and writing to the people of their village. Before the meeting, almost no one was interested in learning Sequoyah’s writing system. What caused the village leaders to change their minds? (Sequoyah’s daughter read the words the leaders said while she was out of the room)</p> <p>What did Sequoyah call “talking leaves”?</p> <p>How did Sequoyah initially try to write the Cherokee language, and why did he give up on this idea?</p> <p>What is this passage mostly about?</p> <p>How did Sequoyah initially try to write the Cherokee language, and why did he abandon this idea?</p> <p>Whose voice did the following sentence represent? “The Cherokee tribe had grown strong and powerful without the use of writing-why did they need it now?” (many of the Cherokee)</p> <p>Perseverance is the quality that allows a person to keep trying to do something, even though it is difficult. How di Sequoyah show determination and perseverance while inventing a written language system?</p>	<p>Describe the author’s purpose for writing “Talking Leaves”. What did the author want the reader to learn?</p>	