

GreatHearts

Northern Oaks



Supplemental Reading Packet

April 6 - 10, 2020

2nd grade

Mrs. Doughty

Mrs. Garff

Ms. Torres

Mrs. Speer

Student Name: _____ Section: __

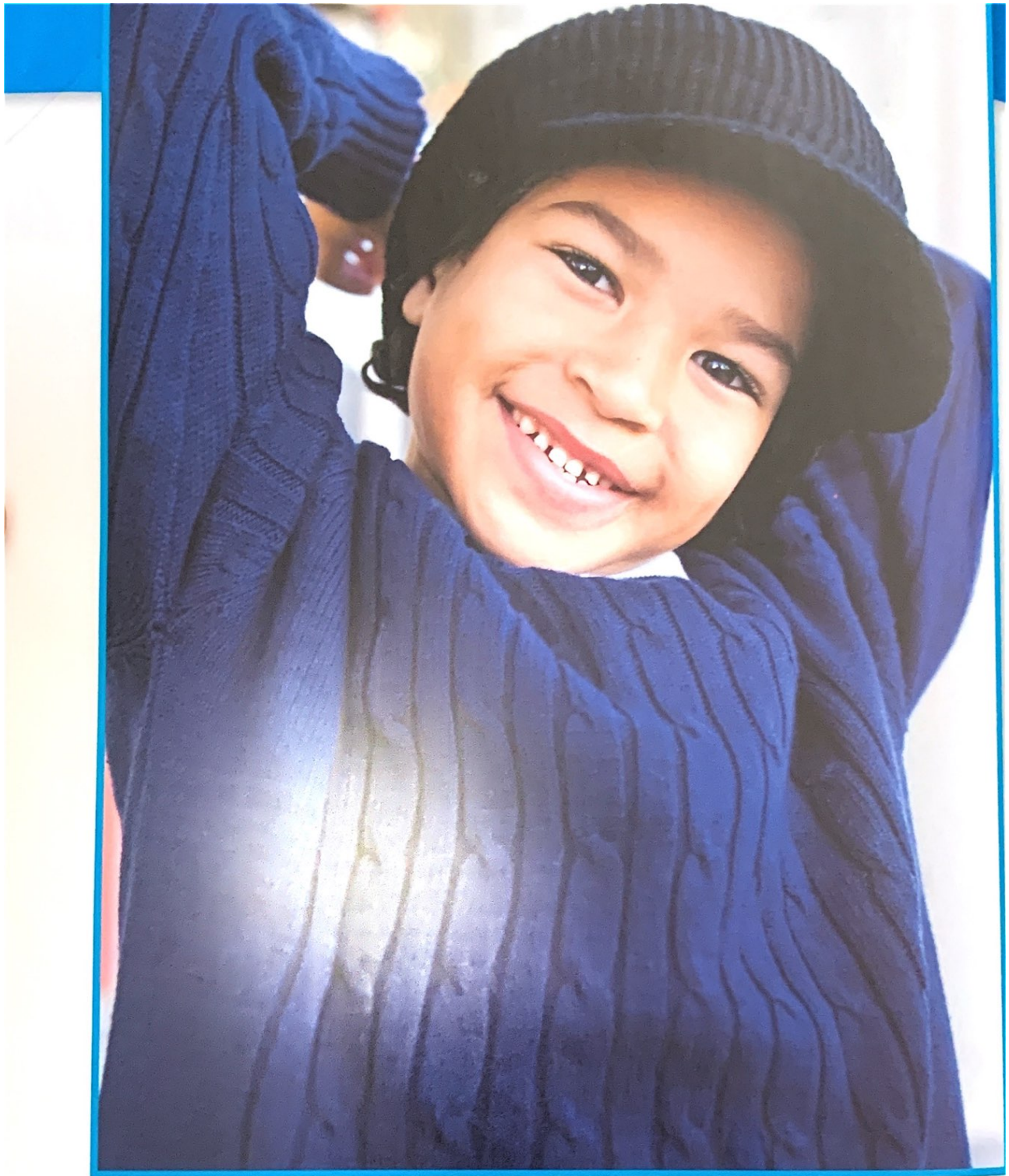
Monday

Comparing Solids and Liquids



What is the difference between solids and liquids? They have different properties. Properties describe how something looks or feels.

Shape and size are two properties of solid objects. The shape and size don't change unless you do something to the objects. Solids can be rigid, like a bat. When something is rigid, you can't bend it.



Solids can be flexible, like a sweater. When something is flexible, you can bend and stretch it.

Some solids can be broken into pieces. Each piece has a different shape and takes up less space.

What happens when you put the pieces back together? The solid has the same shape as before. It takes up the same space, too.





Solid objects can be very small, like sand. You can pour sand out of a bucket. But every grain of sand is a solid.

Liquids have properties, too. A liquid can be poured. It doesn't have its own shape. It takes the shape of the container that holds it.

A liquid has a different shape in each different container.



Liquids can be **foamy**, **bubbly**, or **transparent**.
They can be **translucent** or **viscous**.



viscous



translucent



foamy



bubbly and transparent

Solids and liquids are all around you. Can you find the solids in each picture? Can you find the liquids?





Wednesday

Chapter 9: “Sequoyah and the Cherokee Language”

Tell students to turn to page 37 in the Student Book, and tell them that this chapter is titled “Sequoyah and the Cherokee Language.” Ask them to look at the image on the page as you read aloud and listen carefully to find out what Sequoyah invented.

CHAPTER 9

Sequoyah and the Cherokee Language

Sequoyah was a Cherokee who grew up in what is now Tennessee. Sequoyah had been a soldier in the U.S. Army. When he was a soldier, Sequoyah noticed that some people were able to communicate with one another by looking at pieces of paper.



Sequoyah called these pieces of paper “talking leaves.” Later, he learned that people could communicate by writing down symbols that made words.

37

Note to Teacher: *Sequoyah* is pronounced (/se*kwoy*ah/).

CORE VOCABULARY—Explain that to **communicate** means to share or exchange information. People can communicate in many different ways. **Invite students to brainstorm the different ways people can communicate, such as listening and talking, reading and writing, using gestures or pointing, acting out what they mean, and so on.**

CORE VOCABULARY—Explain that **symbols** are pictures or objects that represent something else. For example, a heart is a symbol of love.

Ask students the following questions:

LITERAL—Who was Sequoyah?

» Sequoyah was a Cherokee Native American who was a soldier in the U.S. Army.

LITERAL—What did Sequoyah learn in the army?

- » Sequoyah learned that some people communicated with one another by writing down symbols that made words on pieces of paper.

Now ask students to look at the image on page 38 as you read aloud.

The Cherokee people had no written language. Sequoyah began to think how useful it would be if his own people could use “talking leaves.” Sequoyah decided to create a system of reading and writing for his people.



Sequoyah worked on his system for more than ten years. His friends and family thought he had gone crazy.

38

CORE VOCABULARY—Explain that a **system of writing** is a set of letters or symbols and rules for how to use them. Point out to students that they know a system of writing in English that uses an alphabet that has twenty-six letters.

Ask students the following question:

LITERAL—What did Sequoyah decide to do for the Cherokee people?

- » Sequoyah decided to create a system of writing for his people.

Ask students to look at the image on page 39 as you read aloud.

Sequoyah realized that all Cherokee words were made up of sounds, or syllables. Sequoyah developed a system with eighty-five symbols. Each symbol stood for a syllable.

Cherokee Alphabet

D.	R.	T.	Ꭰ.	Ꭱ.	i.
S. Ꭲ.	F.	Y.	A.	J.	E.
Ꭳ.	Ꭴ.	Ꭵ.	Ꭶ.	Ꭷ.	Ꭸ.
W.	e.	P.	G.	M.	Ꭹ.
Ꭺ.	Ꭻ.	H.	Ꭼ.	Ꭽ.	Ꭾ.
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Ꮡ.	Ꮢ.	Ꮣ.	Ꮤ.	Ꮥ.	Ꮦ.
Ꮧ.	Ꮨ.	Ꮩ.	Ꮪ.	Ꮫ.	Ꮬ.
Ꮭ.	Ꮮ.	Ꮯ.	Ꮰ.	Ꮱ.	Ꮲ.
Ꮳ.	Ꮴ.	Ꮵ.	Ꮶ.	Ꮷ.	Ꮸ.
Ꮹ.	Ꮺ.	Ꮻ.	Ꮼ.	Ꮽ.	Ꮾ.

Syllables represented by vowels.

Consonant Symbols.

CORE VOCABULARY—Explain that **syllables** are natural divisions within a word. Each syllable has one vowel sound when it is spoken.

Note to Teacher: Students in Core Knowledge schools may recall learning about syllables in the Grade 2 CKHG unit *The Culture of Japan*.

Ask students the following questions:

- LITERAL**— What did Sequoyah realize about Cherokee words?
 - » Sequoyah realized that all Cherokee words were made up of syllables.
- LITERAL**— How many symbols did Sequoyah create?
 - » Sequoyah created eighty-five symbols, each standing for a different syllable.

Now ask students to look at the image on page 40 as you read aloud.

Sequoyah taught his daughter, Ah-yo-ka, to read and write using the symbols he had invented. Sequoyah decided to show the system to the Cherokee chief and his council. Sequoyah left his daughter alone with the men. Ah-yo-ka wrote down the words the men spoke. Then Sequoyah came back and read the words out loud.



Then Sequoyah wrote words and Ah-yo-ka read what he had written. The Cherokee leaders were very happy to see that Sequoyah had made reading and writing in the Cherokee language possible.

40

Note to Teacher: *Ahyoka* is pronounced (/a*yo*kah/).

Ask students the following questions:

LITERAL— What did Sequoyah and his daughter, Ah-yo-ka, do?

- » Sequoyah and Ah-yo-ka showed the reading and writing system to the Cherokee chief and his council.

LITERAL— How did the Cherokee leaders feel about the system?

- » The Cherokee leaders were happy that Sequoyah had made reading and writing in the Cherokee language possible.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What did Sequoyah invent?

- » Sequoyah invented a system of writing for the Cherokee people. The system had eighty-five symbols that stood for syllables.

Additional Activity

More About Sequoyah's Invention

Materials Needed: internet access, capability to display internet in the classroom, individual student copies of *Americans Move West* Student Book



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Review what students heard about Sequoyah in the Read Aloud: Sequoyah learned about written English when he was in the U.S. Army. He used what he learned to create a system of writing for the Cherokee language. He taught his daughter how to use the Cherokee writing system; together, they showed Cherokee leaders how it worked.

Tell students they are going to learn more about Sequoyah and the writing system he created. Show the videos *Sequoyah* (04:04) and *We're Still Here: The Cherokee Syllabary* (01:33).

After watching the second video, have students compare and contrast the Cherokee alphabet with the English alphabet, referring as needed to the Cherokee alphabet chart on page 39 of the Student Book. Lead a discussion around why it might be important to the Cherokee to preserve their language.