

January 17, 2017

Dear 2nd Graders,

I hope you enjoyed your day off to celebrate Martin Luther King Jr. He was very important to the history of our country. Please make sure you check in for lunch.

Sincerely,
Mr. Goff

Math 4.24: I can use place value chips to show how to subtract and decompose 1 hundred for 10 tens and 1 ten for 10 ones.

Fluency Practice (10 min.)

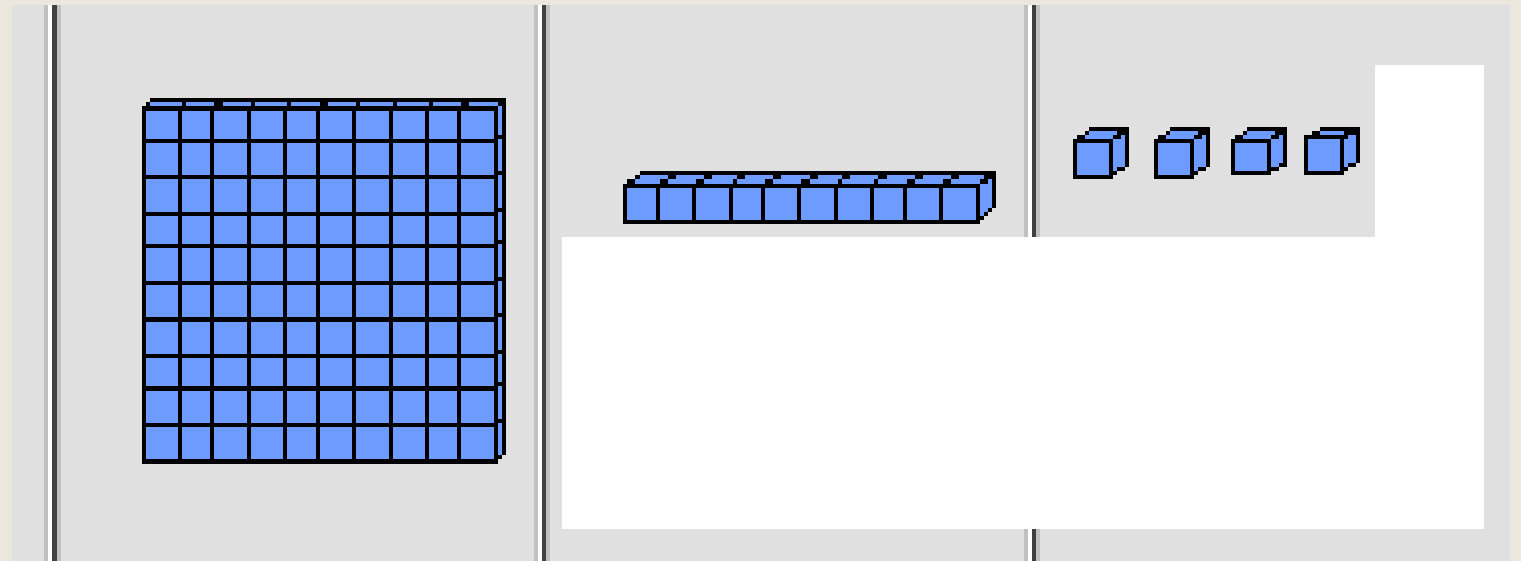
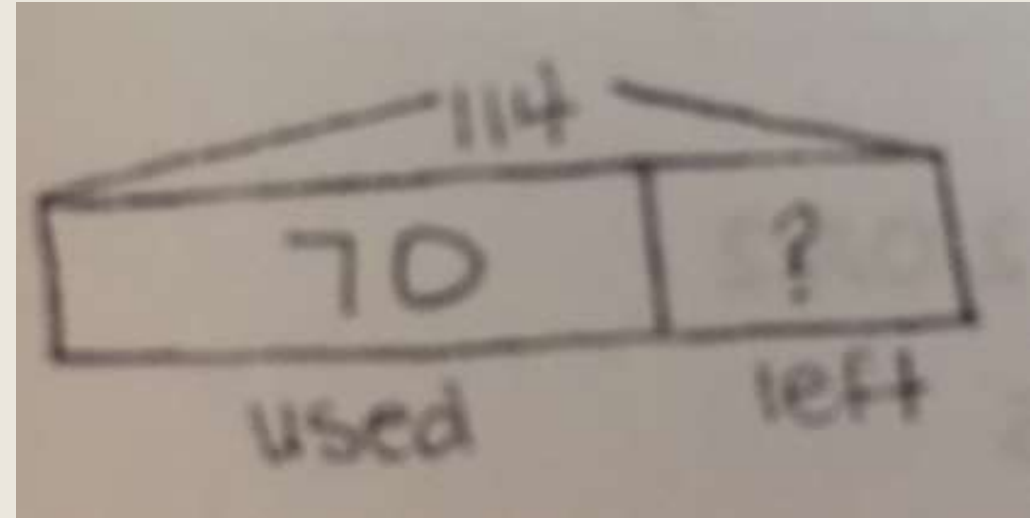
- Subtraction flash cards (3 min)
- Add to 1 hundred (3 min)
 - *What is the number sentence for 15 more than 100?*
 - *30 more than 100?*
 - *41 more than 100?*
 - *Other problems: 45 more, 60 more, 62 more, 68 more, 80 more, and 84 more*
- Take from a Ten or from the Ones (4 min)
 - *For every number sentence I say, you tell me if I take from a ten or the ones.*
When I say $46-5$, you say “take from the ones,”
but if I say $46-7$, you say “take from the tens.”
 - *Other problems: $56-5$, $52-4$, $63-6$, $67-5$, $65-4$, $68-8$, and $70-3$*

Math 4.24: I can use place value chips to show how to subtract and decompose 1 hundred for 10 tens and 1 ten for 10 ones.

Application Problem

(6 min.)

-Sammy bought 114 notecards. He used 70 of them. How many unused notecards did he have left?



Math 4.22: I can use number bonds to break apart 3 digit minuends and subtract from the hundred.

Yo puedo usar grupos numericos para descomponer minuendos de tres digitos para restarlos del cien.

Concept Development (34 min.)

Model with place value disk.

Unbundle the hundred before subtracting.

I do, you watch
and make
connections to
the “I can...”.

$$122-80=$$

We do, you do it
with me at your
seats.

$$174-56=$$

$$136-57=$$

Math 4.22: I can use number bonds to break apart 3 digit minuends and subtract from the hundred.

Yo puedo usar grupos numericos para descomponer minuendos de tres digitos para restarlos del cien.

Problem Set (12 min.)

Student Debrief 10 min.

Exit Ticket 8 min.

Goal: Correctly circle yes or no for both problems, at least one problem solved correctly.

I can read a poem fluently.

Yo puedo leer un poema con fluidez

Star Spangled Banner

“Oh, say can you see
By the dawn’s early light,
What so proudly we hailed
At the twilight’s last gleaming?
Whose broad stripes and bright stars
Through the perilous fight,
O’er the ramparts we watched,
Were so gallantly streaming?
And the rockets’ red glare,
The bombs bursting in air,
Gave proof through the night that our flag was still there.
Oh, say does that star-spangled
Banner yet wave,
O’er the land of the free and the home of the brave?”



I can identify and define vocabulary from our read aloud

Bayou

1. In today's read-aloud you will hear that the pirates knew the swamps and *bayous* (BYE-yus) of New Orleans very well.
2. Say *bayous* with me three times.
3. Bayous are marshy, muddy areas near a lake or river.
4. The water in the bayous is muddy and moves very slowly.



Privateer

1. In today's read-aloud you will hear that *privateers* and pirates played an important role in the War of 1812.
2. Say *privateers* with me three times.
3. Privateers are ships that are not navy ships, or are sailors who are not part of the navy, but who work for the government. Privateers are allowed to attack and steal from enemy ships.
4. Some privateers used to be pirates.



Re-read the story to find the answers to the questions.



I can determine the main idea of the read aloud.

“The War of 1812 actually lasted almost three years,” started Grandfather Lafitte.

“Both sides won battles here and there. The Americans felt **dejected** when the British burned Washington, D.C. But they felt **jubilant** when they successfully defended Baltimore and New Orleans.”

“Who won the War of 1812?” asked J.P.

“That’s a tough question to answer,” replied Grandfather Lafitte.

“There wasn’t an outright winner. However, in many ways, by preventing the British from capturing several of our key ports, we felt that we had won.”



I can determine the main idea of the read aloud.

“Did the British think they had won?” Adele chimed in.

“I don’t know about that. I am sure they felt that there was no clear winner. There’s no question that both sides were happy to stop fighting. And Americans were relieved that the British did not get any more land in our country. The peace treaty stated that both sides would have to accept the land agreements that existed before the war.”

“That’s good, but I still haven’t heard anything about pirates,” urged J.P.

“Well now you are going to,” Grandfather Lafitte replied. “You see, privateers and pirates played an important role in the War of 1812.”



I can determine the main idea of the read aloud.

“What are privateers? How are they different from pirates?” asked Adele.

“Privateers were basically government-approved pirates. That means they were allowed—and sometimes even encouraged—to stop British merchant ships and take the cargo. Sometimes they were asked to seize the ships, too. This was often the only way the United States could get the supplies we needed.”

“Do you mean to say that President Madison told privateers to steal stuff?” asked J.P., amazed at the thought.

“Well,” said Grandfather Lafitte, “Many things happen in times of war that would not ordinarily happen. Back then, there were more privateers who owned ships than there were U.S. naval ships and sailors. For a big part of the war, the British had blockaded many of our ports. We had no way to get supplies. We could not trade with other nations. We needed all the help we could get. So these privateers helped us by taking merchant ships and cargo that we desperately needed. By the end of the War of 1812, there were several hundred perfectly legal American privateers!”

“Were the privateers pirates before the war?” asked J.P.

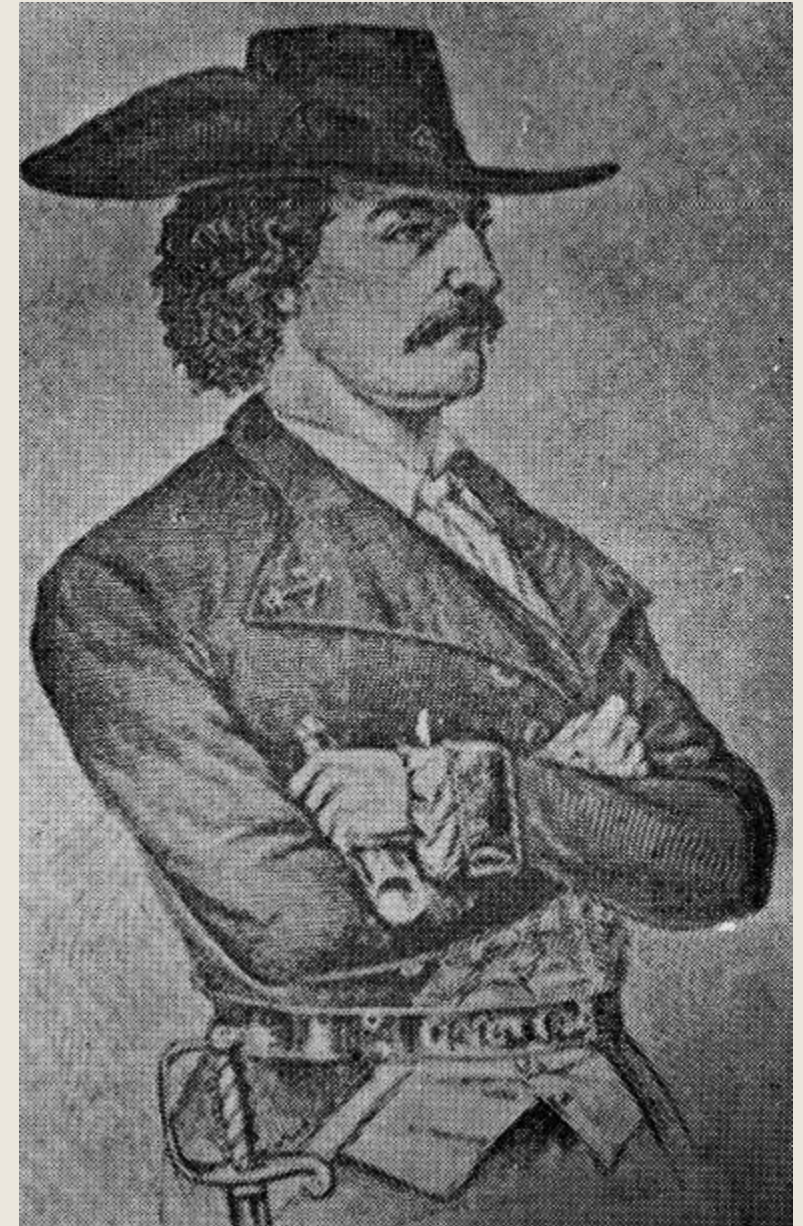


I can determine the main idea of the read aloud.

“Some privateers were pirates,” Grandfather Lafitte replied.

“But others were young men who saw it as a way of making money. The most famous, or shall we say, *infamous*, pirates turned- privateers from that time were two brothers named Jean and Pierre Lafitte.” Grandfather paused.

“Jean Lafitte was an excellent sailor and **navigator**. He helped spy on the British when they began their attack on New Orleans. Pierre was an expert smuggler of stolen goods. Because they had been pirates, they knew the swamps and bayous of New Orleans very well. Jean in particular could find his way around the dense, jungle-like swamps that confused most people. He even created secret waterways and canals that only he and his fellow pirates knew about. They could escape from anyone who tried to capture them. They hid their stolen goods in these secret places, too.



They knew the area so well that General Andrew Jackson asked them to help him defend New Orleans. He offered them a full pardon if they agreed. They did. Many people believe that Andrew Jackson would not have won the Battle of New Orleans without the help of Jean Lafitte.”

“Wait. Did you say *Jean . . . Lafitte?*” asked Adele, staring right at her brother, whose full name was Jean-Pierre.

“Are we related to Jean Lafitte!?” gasped J.P.

“We are, it seems, descendants of his brother Pierre,” explained Grandfather Lafitte. “I will tell you a little more about your namesakes. They were quite fascinating characters.”

Now Grandfather had the children’s attention.

“No one knows for certain where Jean and Pierre Lafitte were born,” began Grandfather Lafitte. “Some believe that they were born in France, others that they were born in the French colony of Saint-Domingue. Pierre was the older of the two and they think he was probably born in 1770, whereas Jean was born around 1776. But no one knows for sure.”

“I guess they don’t have birth certificates for pirates!” joked J.P.

I can determine the main idea of the read aloud.



I can determine the main idea of the read aloud.

“Both of the brothers were well educated. In fact, Jean spoke at least four languages. The Lafittes were such good pirates that they had a warehouse in New Orleans filled with stolen goods. At one point, the brothers took over a whole island in Barataria Bay, Louisiana. They called the island ‘The Temple.’ This island was like a settlement full of smugglers and pirates. And Jean Lafitte was their leader. The pirates sold their stolen goods right there on the island and everyone went there to shop—the rich and the famous, and even everyday farmers.”

“Wow!” exclaimed J.P., listening, spellbound by his grandfather’s story.

“Yes,” laughed Grandfather Lafitte. “As the war moved into their hometown, they used their secret waterways in the swamps and bayous to keep a close eye on the British. Despite Jean Lafitte’s best efforts, the British eventually found his island. They seized his fleet of pirate ships and all the treasures he and his brother had stored there.”

“Did the British capture Jean and Pierre, too?” wondered J.P.

“No, the brothers weren’t on the island at the time,” Grandfather Lafitte replied.



I can determine the main idea of the read aloud.

“Jean and Pierre Lafitte never thought of themselves as pirates. They considered themselves loyal **patriots** and businessmen. But it’s been pretty well documented that, with the help of Jean, Pierre, and their army of buccaneers, which is another name for pirates, Andrew Jackson knew every move the British made. Thanks to them, he was able to outsmart and outgun the British!”

“This really is the most amazing story ever!” exclaimed J.P. “I can’t wait to tell my friends that my **ancestors** were pirates.”

“I hope you’ll also tell them all you’ve learned about the War of 1812,” said Grandfather Lafitte. “You are now both experts on the subject. I’m sure your teacher will be very impressed with your new knowledge.”

“Granddad, you never told us what is in your journal,” prodded Adele. She had been curious about Grandfather’s journal ever since she noticed it when they first arrived.



I can determine the main idea of the read aloud.

Grandfather Lafitte opened up the leather journal. Attached to the first page was a very old, crinkled poster. He carefully unfolded the yellowing page.

“The Lafitte brothers advertised their stolen goods on posters and billboards in New Orleans. This is one of the posters. It may even have been held in the hands of Jean and Pierre Lafitte,” said Grandfather Lafitte.

J.P. and Adele looked at the poster. It read:

***COME ONE! COME ALL! TO JEAN LAFITTE'S BAZAAR
SATURDAY. FOR YOUR DELIGHT: CLOTHING GEMS AND
KNICKKNACKS FROM THE SEVEN SEAS***

The children read the poster several times. They both gently touched the delicate, old document. Then, Grandfather Lafitte folded it up and tucked it back inside the journal.



I can determine the main idea of the read aloud.

“Now, I suggest you two scallywags skedaddle. Take some time to think about all the things you have learned. As I always say, if we know something about the past, we can do a better job with the future.”

With that, J.P. and Adele hugged their grandfather good-bye and ran all the way home. The grassy fields in front of their grandfather’s farmhouse were now bathed in late afternoon sunshine.

“We are related to pirates, Adele,” J.P. said in a loud whisper to his sister as the two raced excitedly home.

“I know,” whispered Adele. “I just don’t know if we should tell anyone.”



Comprehension Questions

- 1. *Literal* What skills did Jean and Pierre Lafitte have that made them successful pirates?
- 2. *Inferential* Why was it difficult for the United States to get supplies during the War of 1812?
- 3. *Inferential* Why did General Jackson want the help of Jean and Pierre Lafitte?
- 4. *Evaluative* What knowledge did Jean and Pierre have that the British did not? How did this knowledge help them?
- 5. *Inferential* How are pirates and privateers the same? How are they different?
- 6. *Evaluative* Why do you think Adele wasn't sure that they should tell anyone about their pirate ancestors? Would you want to tell if your ancestors were pirates?
- 7. *Evaluative Think Pair Share:* Do you think that Andrew Jackson would have won the Battle of New Orleans without the assistance of Jean and Pierre Lafitte?

I can practice reading, writing, and working independently to become a fluent reader.

	Tuesday
Group 1	ELA Station
	Read to self
	Meet with teacher
Group 2	Lexia
	Poetry
	ELA Station
Group 3	Vocabulary
	ELA Station
	Poetry
Group 4	Meet with teacher
	Lexia
	Read to self
Group 5	Poetry
	Meet with teacher
	Lexia

12:00-12:20	1 st Rotation
12:20-12:22	Transition
12:22-12:42	2 nd Rotation
12:42-12:44	Transition
12:44-1:04	3 rd Rotation
1:04- 1:06	Transition
1:06-1:15	Reflection/Debrief on today's work

Yo puedo practicar lectura, escritura, y trabajar independientemente para ser un lector fluente.