

Carrie Waters' Week of: February 20-24, 2023 - Whole Group Lesson Plans

*for additional curriculum information, please visit the district's resource
[Elementary Teaching Resources](#) or [Georgia Standards of Excellence](#)

GRAMMAR Unit 4 Week 2 Lessons 6-9 (Skipped Lesson 5) (Adjectives & Prepositions)	READING Lessons 1-5 Combine 1&2 Pioneers In Flight	WRITING Sessions 6-10 *combine 7&8 Opinion & Persuasive Writing	PHONICS Unit 7 Week 1 Lessons 1-4 & 5 Combined Compound Words & Silent Letters Pioneers In Flight	MATH Module 6 Lessons 8 & 9 Mid-Module Review & Assessment Foundations of Multiplication and Division Formation of Equal Groups	SOCIAL STUDIES Georgians and Civil Rights Jackie Robinson & Dr. Martin Luther King Jr.
Monday - President's Day No School for Students & Staff					
Tuesday					
<p>Standard(s): ELAGSE2L1e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can define an adjective.</p> <p><u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p>Lesson/Activity: Week 2 Day 6</p>	<p>Standard(s): ELAGSE2RI1 ELAGSE2RI10</p> <p>LT: I am learning to read and understand informational texts on or above grade level with help from the teacher if needed.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can self-select and read a variety of informational texts (history, science, and technical). <input type="checkbox"/> I can read with appropriate pacing, intonation, accuracy, and expression. <input type="checkbox"/> I can use a variety of</p>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus.</p> <p>Lesson/Activity: Volume 5, Session 6, pages 32-35.</p>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L4d</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can use spelling patterns to recognize words.</p>	<p>Standard(s): MGSE2.OA.4</p> <p>LT: I am learning to find the total number of objects in a rectangular array. I am learning to construct and describe an array.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total. <input type="checkbox"/> I can construct an array given a number of rows/columns and the number of objects in each</p>	<p>Standard(s): SS2H1d SS2G2c</p> <p>LT: I am learning about the life and contributions of Martin Luther King Jr.</p> <p>SC: <i>I know I am successful when:</i> <input type="checkbox"/> I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood. <input type="checkbox"/> I can describe major events in Dr. King's life. <input type="checkbox"/> I can describe Dr. King's contributions to the civil rights movement.</p> <p>Lesson/Activity: Finish Jackie Robinson/MLK assignments from previous</p>

Explore: The Colorful World of Adjectives
Lesson 6 TE pages 174-175

Explore

The Colorful World of Adjectives

Sort a list of adjectives in three categories. Students then jot down discoveries in their grammar notebooks.

Partnerships work with the following list of adjectives: **big, bigger, biggest, two, five, seven, blue, red, purple.** You can include additional adjectives that are familiar to your students. Display the adjectives.

Students discuss what they notice about what the words have in common and what makes them different. Students group the adjectives into the categories.

Name: _____ Date: _____

Colorful Adjectives

blue, two, big, five, red, biggest, seven, purple, bigger

Category 1: Colors

Category 2: Numbers

Category 3: Size

strategies to gain meaning from grade-level texts.

Lesson/Activity:

Combine Unit 7 Lessons 1 and 2 Introduce the unit with the video (pg. 58), but then quickly move on to the 2nd lesson “use fix-it strategies” pages 62-65.

Fix-Up and Monitoring Strategies

Reread the text:

- Sometimes you miss important details when you read. Go back to the text and reread to strengthen your understanding.

Look at the images:

- Images aren't just for decoration! Some texts use a combination of words and images to build understanding.

Think about your personal knowledge and experiences:

- You have a wealth of knowledge and experiences. Consider them as you read. You are each unique, so talk to your peers as well to get new windows into the texts!

Strategy: Thinking of What You Love

1. Ask yourself: “What do I love and want others to love?”
2. Sketch what you love.
3. Ask yourself: “Why do I love this thing?”
4. Sketch across pages, making one sketch for each reason.

❑ I can identify individual words within a compound word.

Key Vocabulary:

compound words, individual words

Lesson/Activity:

Unit 7 Week 1 Day 1
TE pages 56-59

Word Study Resource

Book, p. 74

My Word Study, Volume 2, p. 11

Read HFWs: **air, along, begin, children, important, letter, open, own, sound, talk**

Compound Words and Silent Letters

- Word Study
- Blend and Build Words
- Spelling Quick Check
- High-Frequency Words
- Share and Reflect

row/column.

❑ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match.

Key Vocabulary:

array, rows, columns, total, repeated addition, skip counting

Lesson/Activity:

Module 6 Foundations of Multiplication and Division
Arrays and Equal Groups
TE pages 99-111

Lesson 8: Create arrays using square tiles with gaps.

Problem Set:

Must Do: 1, 4a-c, 6a

Could Do: 2, 3, 5a

Extended: 3d, 4d, 6c

weeks.

Wednesday

Standard(s):
ELAGSE2L1e

LT: I am learning to use adjectives and adverbs correctly when speaking or writing.

SC: *I know I am successful when:*

- ☐ I can identify an adjective.
- ☐ I can define an adjective.

Key Vocabulary:
adjectives, adverbs, nouns, verbs, modified, parts of speech.

Lesson/Activity:

Week 2 Day 7
Teach: A Rainbow of Choices
Lesson 7 TE page 176-177

Teach

A Rainbow of Choices

Create an anchor chart that explains the function of adjectives and how to use them in a sentence.

State the Purpose.
Teach the Strategy.

Standard(s):
ELAGSE2RI8

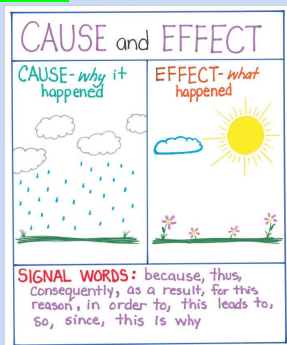
LT: I am learning to describe how the author supports the specific points made in a text.

SC: *I know I am successful when:*

- ☐ I can recognize the author's purpose.
- ☐ I can identify the facts that support the point(s).
- ☐ I can explain how facts/reasons support the author's point(s).
- ☐ I can explain how the text structure supports the author's purpose.

Lesson/Activity:

Unit 7, Lesson 3, pages 66-69.



Standard(s):
ELAGSE2W1

LT: I am learning to introduce a topic or book when writing an opinion piece.

SC: *I know I am successful when:*

- ☐ I can brainstorm ideas for a topic.
- ☐ I can select one topic of focus.

Lesson/Activity:

Volume 5, Sessions 7 & 8.
Both about generating more ideas, pages 36-43.
Session 7

Strategy: Generate Ideas from Problems

1. Think of something that you would like to change, such as a problem at school or in the community.
2. Think of a solution to the problem.
3. Sketch the problem. Write an opinion statement that states your solution under your sketch.
4. Ask yourself: "Why would this solution work?"
5. Sketch across pages, making one sketch for each reason.

Session 8

Standard(s):
ELAGSE2RF3e
ELAGSE2L4d

LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.

SC: *I know I am successful when:*

- ☐ I can use spelling patterns to recognize words.
- ☐ I can identify individual words within a compound word.

Key Vocabulary:

predict, definition, compound words, word meaning, individual words

Lesson/Activity:

Unit 7 Week 1 Day 2
TE pages 60-63

Word Study Resource Book, p. 75
My Word Study, Volume 2, p. 12

Standard(s):
MGSE2.OA.4

LT: I am learning to find the total number of objects in a rectangular array.

I am learning to construct and describe an array.

SC: *I know I am successful when:*

- ☐ I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total.
- ☐ I can construct an array given a number of rows/columns and the number of objects in each row/column.
- ☐ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match.

Key Vocabulary:

array, rows, columns, total, repeated addition, skip counting

Lesson/Activity:

Module 6 Foundations of Multiplication and Division

Standard(s):
SS2H1

LT: I am learning about the life and contributions of Martin Luther King Jr and Jackie Robinson.

SC: *I know I am successful when:*

- ☐ I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood.
- ☐ I can describe major events in Dr. King's life.
- ☐ I can describe Dr. King's contributions to the civil rights movement.
- ☐ I can describe Jackie's childhood in Georgia during the time of segregation.
- ☐ I can describe Jackie's contributions to civil rights as the first African American player in major league baseball.
- ☐ I can describe Jackie's success as an athlete.

Lesson/Activity:

[Jackie Robinson/MLK Biography Research Project](#)

Students select a historical figure (Jackie Robinson or Martin Luther King, Jr.) to

Strategy: Using Adjectives in Sentences

1. Find a noun in your sentence. Remember that a noun is a person, place, or thing.
2. Think about what you can tell about the noun: What does it look/sound/feel/act like? Check the chart for help.
3. Add the adjective before the noun.

Remind students when they need to describe more about nouns in their sentences use this strategy.

Give students and/or partnerships a list of common nouns they are familiar with.

Have students/partners write sentences with the nouns in their grammar notebooks and then try out the strategy to add adjectives to the sentences.

Encourage students and/or partnerships to use the anchor chart for ideas.

How to Use Adjectives in Sentences

1. Find a **noun** in your sentence. A **noun** is a person, place, or thing.
2. Think about what you can tell about the **noun**. What does it look/sound/feel/act like?
3. Add the **adjective** before the **noun**.

Examples:

No adjective:

The **(bunny)** ran away. → **noun**

With an adjective:

The **(pink)** bunny ran away. → **adjective**

"Pink" is an adjective that describes the noun "bunny."

Some **adjectives** that describe nouns:

pink, huge, six, round, loud, many, bumpy, funny

Strategy: Generating Ideas from Changes You Want to Make

1. Ask yourself: "What is a place that is important to me? What is a change that would make this place better?"
2. Sketch the change. Write an opinion statement that explains your sketch.
3. Ask yourself: "Why is this change a good change?"
4. Sketch across pages, making one sketch for each reason.

Read HFWS: *air, along, begin, children, important, letter, open, own, sound, talk*

Compound Words and Silent Letters

- Blend and Build Words
- Read Interactive Text "The Wright Brothers Take Off!"
- Spelling
- High-Frequency Words
- Share and Reflect

Arrays and Equal Groups TE pages 112-121

Lesson 9: Solve word problems involving addition of equal groups in rows and columns.

Problem Set:

Must Do: 1,4,6

Could Do: 2, 3, 5

Extended: 7

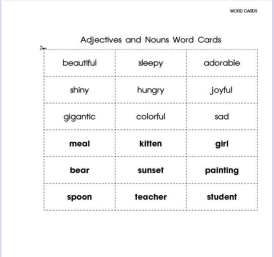
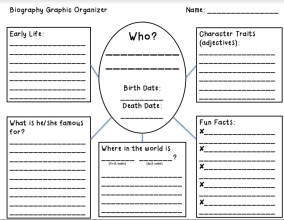
complete a research project on.

Students will make a poster after conducting research using the graphic organizer.

Biography Graphic Organizer		Name: _____
Early Life: _____ _____ _____	Who? Birth Date: _____ Death Date: _____	Character Traits (adjectives): _____ _____ _____ _____
What is he/she famous for? _____ _____ _____	Where in the world is _____? _____ _____ _____	Fun Facts: X _____ X _____ X _____ X _____

Thursday

<p>Standard(s): ELAGSE2L1e</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify an adjective. <input type="checkbox"/> I can define an adjective. <p><u>Key Vocabulary:</u> adjectives, adverbs, nouns, verbs, modified, parts of speech.</p> <p>Lesson/Activity: Week 2 Day 8 Explore: Bright Day; Dark Night Lesson 8 TE pages 178-179</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Explore Bright Day, Dark Night</p> <p>Partnerships mix and match adjectives from one list and nouns from another list, then add some of their own words to make sentences.</p> </div> <p>Students work with the adjectives and nouns word cards to make sentences.</p>	<p>Standard(s): ELAGSE2L1</p> <p>LT: I am learning to use adjectives and adverbs correctly when speaking or writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can define an adjective. <input type="checkbox"/> I can define an adverb. <input type="checkbox"/> I can distinguish between an adjective and an adverb. <input type="checkbox"/> I can identify adjectives and adverbs in informational texts. <p>Lesson/Activity: Unit 7, Lesson 4, pages 70-73.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;"><u>Parts of Speech</u></p> <p>Adjective: a word that describes a noun (person, place, thing, idea)</p> <p>Adverb: a word that describes an adjective or a verb (action word)</p> </div>	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to introduce a topic or book when writing an opinion piece.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can brainstorm ideas for a topic. <input type="checkbox"/> I can select one topic of focus. <p>Lesson/Activity: Volume 5, Session 9, pages 44-47. Generating NEW ideas.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Strategy: Thinking of Things I Have Done</i></p> <ol style="list-style-type: none"> 1. Ask yourself: "What have I done lately that I enjoyed and think others would enjoy?" 2. Ask yourself: "What can I tell others to convince them to try this activity?" 3. Sketch the activity on the first page. Sketch your reasons on new pages. 4. Add words to the pages to state your opinion and reasons. </div>	<p>Standard(s): ELAGSE2RF3e ELAGSE2L4d</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use spelling patterns to recognize words. <input type="checkbox"/> I can identify individual words within a compound word. <p><u>Key Vocabulary:</u> predict, definition, compound words, word meaning, individual words</p> <p>Lesson/Activity: Unit 7 Week 1 Day 3 TE pages 64-67 Word Study Resource Book, p. 76-77 My Word Study, Volume 2, p. 13</p> <p>Practice HFWs:</p>	<p>Standard(s): MGSE2.OA.4</p> <p>LT: I am learning to find the total number of objects in a rectangular array. I am learning to construct and describe an array.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write a repeated addition equation to match the number of objects in each row, or the number of objects in each column, and solve to find the total. <input type="checkbox"/> I can construct an array given a number of rows/columns and the number of objects in each row/column. <input type="checkbox"/> I can describe the number of rows and columns in the array I created and write a repeated addition equation to match. <p><u>Key Vocabulary:</u> array, rows, columns, total, repeated addition, skip counting</p> <p>Lesson/Activity: Mid-Module 6 Review: Arrays & Equal Groups Topics B & C (assessment 1/2 day, return 1/2 day, remediation or further</p>	<p>Standard(s): SS2H1</p> <p>LT: I am learning about the life and contributions of Martin Luther King Jr and Jackie Robinson.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can describe the laws and attitudes in America and Georgia at the time of Dr. King's childhood. <input type="checkbox"/> I can describe major events in Dr. King's life. <input type="checkbox"/> I can describe Dr. King's contributions to the civil rights movement. <input type="checkbox"/> I can describe Jackie's childhood in Georgia during the time of segregation. <input type="checkbox"/> I can describe Jackie's contributions to civil rights as the first African American player in major league baseball. <input type="checkbox"/> I can describe Jackie's success as an athlete. <p>Lesson/Activity: Jackie Robinson/MLK Biography Research Project</p> <p>Students select a historical figure (Jackie Robinson or Martin Luther King, Jr.) to complete a research project on.</p> <p>Students will make a</p>
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<p>They use the word cards to make adjective-noun pairings. Then, in their grammar notebooks, they record their favorite sentences.</p>  <p>1. The adorable kitten played with the shiny spoon.</p> <p>2. The joyful girl made a colorful painting.</p> <p>3. A hungry bear ate a gigantic meal.</p>			<p><i>air, along, begin, children, important, letter, open, own, sound, talk</i></p> <p>Compound Words and Silent Letters</p> <ul style="list-style-type: none"> • Read Accountable Text "The Baseball" • Spelling • High-Frequency Words • Share and Reflect 	<p>applications 1 day) TE pages 122-132</p> <p>Must Do: Topic Quiz B - https://docs.google.com/document/d/1rVRu1JPYrd810Eyoud4w2jtaNinh-K7n2eD7X-oq2ec/edit?usp=sharing</p> <p>Could Do: Topic Quiz C - Rectangular Arrays as a Foundation for Multiplication and Division https://docs.google.com/document/d/1Ay3dSETJQdkz7NhasyAidyUNgClYoZKYMHlksRYRDJM/edit?usp=sharing</p> <p>Mid-Module 6 Reviewer: https://docs.google.com/presentation/d/10isvTBkdfBOnfz4jzXg8lI0BvYMD8Zlaf7Rh7dYFoo/edit</p>	<p>poster after conducting research using the graphic organizer.</p> 
<p>Friday</p>					
<p>Standard(s): ELAGSE2L1f</p> <p>LT: I am learning to produce and expand complete and compound sentences.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can expand sentences by adding details, combining, or revising sentences. 	<p>Standard(s): ELAGSE2RI5</p> <p>LT: I am learning to identify and use text features to locate helpful parts (key facts or information) in a text.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify text features and their purposes. <input type="checkbox"/> I can use captions to 	<p>Standard(s): ELAGSE2W1</p> <p>LT: I am learning to state an opinion and give reasons that support my opinion in my writing.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can state a clear position about a topic. <input type="checkbox"/> I can use reasons and add details to support my position. 	<p>Standard(s): ELAGSE2RF3e ELAGSE2L2d ELAGSE2L4d</p> <p>LT: I am learning to identify words that do not follow regular spelling patterns (inconsistent) but have common spelling-sound correspondences. I am learning to use the spelling patterns I know to write words. I am learning to recognize</p>	<p>Standard(s): MGSE2.OA.4</p> <p>LT: I am learning to find the total number of objects in a rectangular array. I am learning to construct and describe an array.</p> <p>SC: <i>I know I am successful when:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write a repeated addition equation to match the number of 	<p>Teacher Selected Strategy Reading Intercession</p> <p>Option: https://www.roomrecess.com/pages/ReadingGames.html</p>

Lesson/Activity:

Week 2 Day 9

Teach: All About

Prepositions

Lesson 9 TE pages 180-181

Key Vocabulary:

Simple sentence, complete sentence, incomplete sentence, compound sentence, produce, expand, rearrange

Teach

All About Prepositions

Create an anchor chart that explains prepositions and prepositional phrases, and how to expand a sentence using them.

Explain prepositions and prepositional phrases to students. Then, show students how to expand sentences using prepositions and prepositional phrases using an anchor chart.

State the Purpose.
Teacher the Strategy.

help me understand pictures and words on a page.

- ☐ I can recognize that words in bold highlight vocabulary.
- ☐ I can use text features to preview text and to locate information quickly.

Lesson/Activity:

Unit 7, Lesson 5, pages 74-77. Unit 7 Week 1 Assessment.

GRAPHICS AND TEXT FEATURES

FEATURE	PURPOSE
titles/headings	tell what a text or a section of a text is about
photographs/illustrations	provide visual information
captions	explain photographs
maps	show location
diagrams	show steps in a process or how something works
time line	a diagram that shows events in time order
bold and italic type	highlight important words and ideas

- ☐ I can use linking words to connect my opinion and reasons.

Lesson/Activity:

Volume 5, Session 10, pages 48-51.

Strategy: Organizing an Opinion Piece

1. Pick a favorite idea from your notes. Write an opinion statement on the first page. Use your sketches as a guide.
2. Think about how you want to organize your reasons. Write your reasons across the pages. Use your sketches as a guide.
3. Restate your opinion on the final page. Include a sketch that helps convince your reader.
4. Add details to the pages to make your opinion writing convincing.

and read grade-appropriate irregularly spelled words.
I am learning to figure out the meaning of a compound word by using the two smaller words to make a prediction of what the words means.

SC: I know I am successful when:

- ☐ I can identify individual words within a compound word.
- ☐ I can use spelling patterns to recognize words.
- ☐ I can rearrange, add, or remove letters to make new words.
- ☐ I can read words containing irregular vowel patterns.
- ☐ I can spell words containing irregular vowel patterns.

Lesson/Activity:

Unit 7 Week 1 Day 4
TE pages 68-69

Word Study Resource Book, p. 76-77
My Word Study, Volume 2, p. 13

Read HFWs: air, along, begin, children, important, letter, open, own, sound, talk

objects in each row, or the number of objects in each column, and solve to find the total.

- ☐ I can construct an array given a number of rows/columns and the number of objects in each row/column.
- ☐ I can describe the number of rows and columns in the array I created and write a repeated addition equation to match.

Key Vocabulary:

array, rows, columns, total, repeated addition, skip counting

Lesson/Activity:

Mid-Module 6
Assessment: Formation of Equal Groups, Arrays & Equal Groups, Rectangular Arrays Foundation for Multiplication
TE pages 122-132

Topics A, B, C (assessment 1/2 day, return 1/2 day, remediation or further applications 1 day)

Must Do: ALL
Could Do: Modified
Assessment

Assessment Link:

https://drive.google.com/file/d/1zi2_PlapDIRYCC7bef

Strategy: Adding Prepositions to Sentences

1. Take a sentence and delete the period.
2. Think about how to answer: When? Where? or How?
3. Use the chart to pick a preposition and add a prepositional phrase.
4. Add a period at the end of the new sentence.
5. Double-check that the sentence makes sense.

Provide a list of common prepositions to partnerships such as *in, on, below, under, after, during, through.*

Provide students with a simple sentence. Ask them to try out the strategy in their grammar notebooks to expand that sentence using a prepositional phrase.

Using Prepositions

A rabbit ran _____ a log.

A rabbit ran **through** a log.



A rabbit ran **behind** a log.



A rabbit ran **over** a log.



A rabbit ran **up** a log.



A rabbit ran **around** a log.



A rabbit ran **toward** a log.



A rabbit ran **under** a log.



Remind students to use this strategy when you write sentences and want to add more description about what is happening.

Compound Words and Silent Letters

- Read Multisyllabic Words
- Review Closed Syllables
- Read Accountable Text "The Baseball" and/or "My Freedom Diary"
- Share and Reflect

If time permits,

Unit 7 Week 1 Day 5

TE pages 70-71

Word Study Resource Book, p. 76-77

My Word Study, Volume 2, p. 13

Review and Assess Compound Words and Silent Letters

- Read Accountable Text "The Baseball" and/or "My Freedom Diary"
- Blend and Build Words
- Review Silent Letters
- Spelling and Dictation
- High-Frequency Words

- Cumulative Assessment

[EjB8TEC3J8xTaf/view?usp=sharing](https://www.ck12.org/reading/compound-words-and-silent-letters/lesson/Compound-Words-and-Silent-Letters-CK12-TE-3/J8xTaf/view?usp=sharing)