

# The Wild West

2<sup>nd</sup> Grade Unit 2



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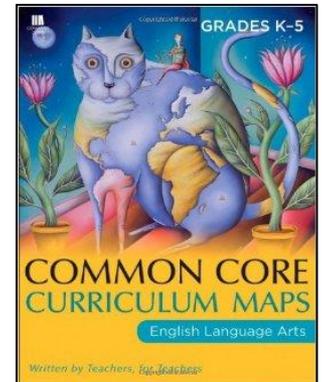


# The Wild West

**Essential Question**

***How do characters and setting affect a story?***

***Why is it important for writers to ask and answer questions?***



## How do characters and setting affect a story?

### (Entire Literacy Block) 1

\*\*Apply and assess these 2 standards from Unit 1 with Unit 2 texts:

Ask and answer questions (who, what, where, when) (RL2.1) **TCR- Question Cards**

Describe the overall structure of the story (RL2.5)

Identify the main topic of specific paragraphs in a text. (RI2.2)

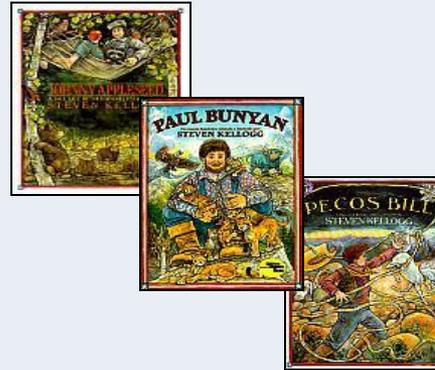
\*\*These standards will be used in a cowboy word booklet throughout this unit using various texts: **TCR- Cowboy Language Booklet**

Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (RL2.4)

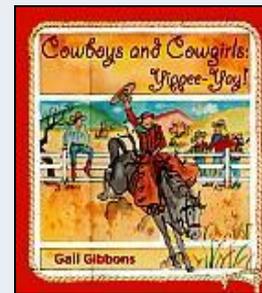
Demonstrate understanding of word relationships, nuances, and word meanings. (L2.5)

Collective nouns (L2.1a)

During “reading” lesson



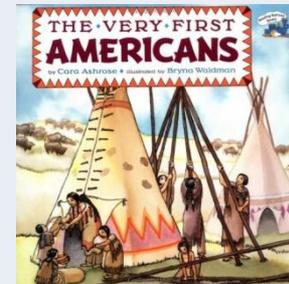
During “writing” lesson



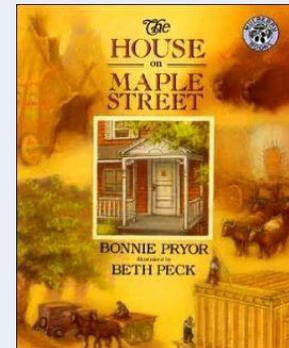
**G.9.2.2** Describe ways different cultures help shape the diversity of a community, place, or region

**G.10.2.1** Examine ways that natural resources influence where people settle

**G.10.2.2** Examine reasons and ways that people, goods, and ideas move from place to place



ELA Unit Text



Social Studies Trade Book

Week

ELA Standards

Text

Social Studies Standards

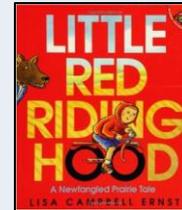
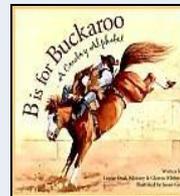
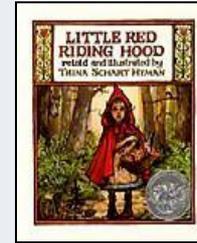
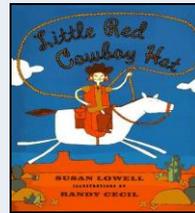
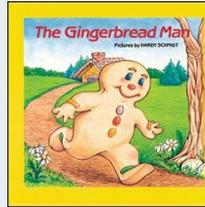
***How do characters and setting affect a story?***

**(Entire Literacy Block) 2**

Describe how characters in a story respond to major events and challenges (RL.2.3)

Identify the main topic of specific paragraphs in a text. (RI.2.2)  
Produce and expand complete simple sentences. (L.2.1f) **TCR- Mentor Sentences**

During “reading” lesson



## *How do characters and setting affect a story?*

3

Compare and contrast two or more versions of the same story. (RL.2.9)

**TCR- Comparing Matrices**

Participate in shared research and writing projects. (W.2.7)

**TCR- Adapted Biographies**

During “reading” lesson



During “writing” lesson

See additional resources for adapted biographies

## *Why is it important for writers to ask and answer questions?*

4

Recount stories and determine their central message or lesson. (RL 2.2)  
SL 2.4 and SL2.6 (Use sentence frames in additional resources for speaking/listening prompts)

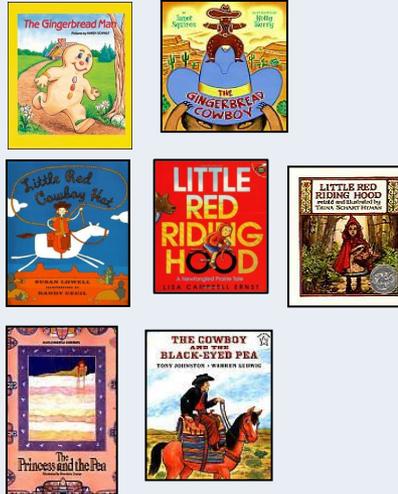
### **TCR- Recount Plan**

Introduces topic, uses facts to develop points, and provides a concluding statement. (W2.2)

Participate in shared research and writing projects. (W.2.7)

### **TCR- Research Graphic Organizer & Publishing Paper**

During “reading” lesson



See additional resources for adapted biographies and templates.

## *Why is it important for writers to ask and answer questions?*

5

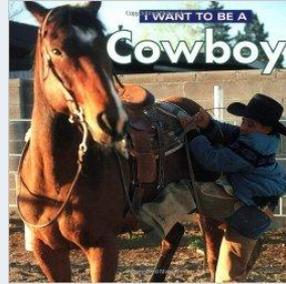
Describe how reasons support specific points an author makes in a text. (RI.2.8)  
**TCR- RI.2.8**

Identify the main purpose of a text.  
(RI.2.6)

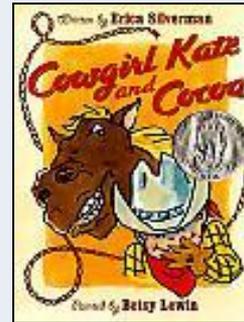
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W2.5)

Produce and expand complete simple sentences. (L2.1f) **TCR- Mentor Sentences**

Use words and phrases (including adjectives and adverbs) to describe.  
(L2.6)



May have alternate covers



**G.10.2.3** Identify diverse groups that have come to Arkansas and where they settled 

- Rogers Historical Museum could visit classrooms as guest speaker to share
  1. *Immigration of Northwest Arkansas*
  2. *Pack a Wagon*

**(Entire Literacy Block) 6**

# Backward Unit Planning 1.0

