

The Wild West

2nd Grade Unit 2



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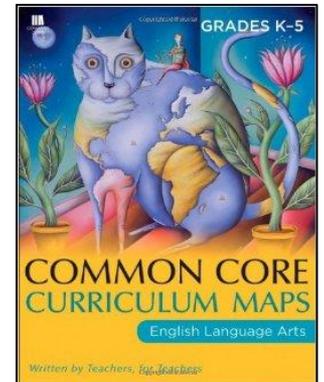


The Wild West

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)

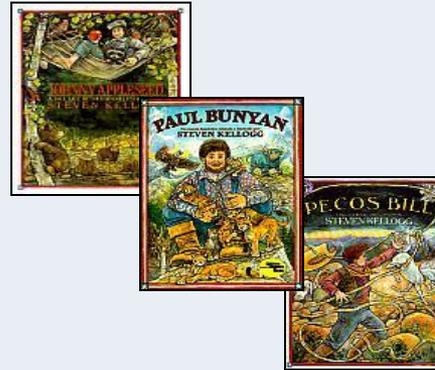
These standards will be used in a cowboy word booklet throughout this unit using various texts: **TCR- Cowboy Language Booklet

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

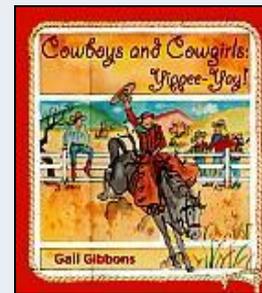
Demonstrate understanding of word relationships, nuances, and word meanings. (L2.5)

Collective nouns (L2.1a)

During “reading” lesson



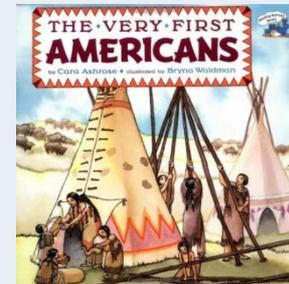
During “writing” lesson



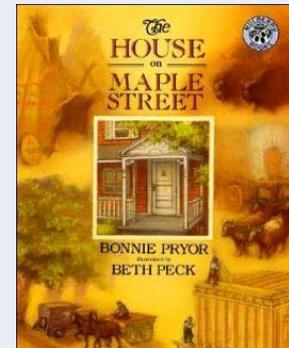
G.9.2.2 Describe ways different cultures help shape the diversity of a community, place, or region

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

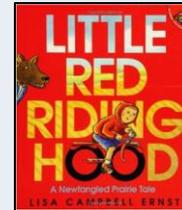
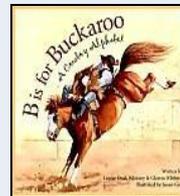
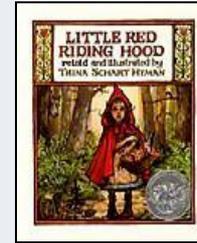
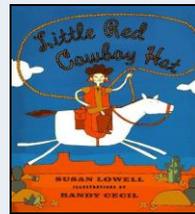
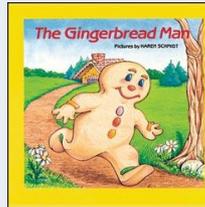
How do characters and setting affect a story?

(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)

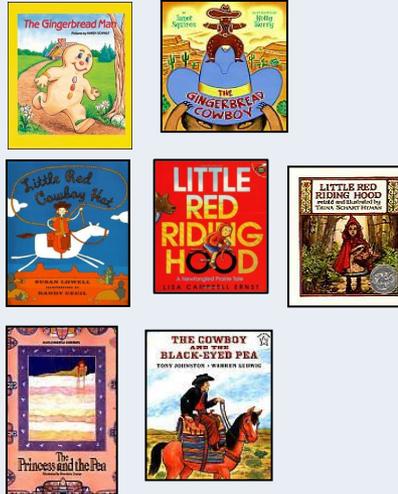
TCR- Recount Plan

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

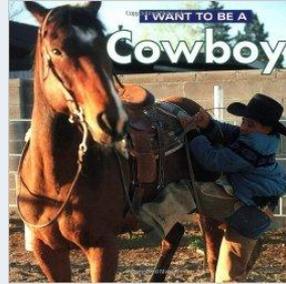
Describe how reasons support specific points an author makes in a text. (RI.2.8)
TCR- RI.2.8

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

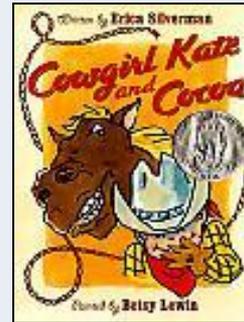
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W2.5)

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*

Week

Standards

Texts

Social Studies Standards

(Entire Literacy Block) 6

Use information gained from the illustrations and words to demonstrate understanding of its characters and setting. (RL2.7)

TCR- frames for discussion & interactive notebooks

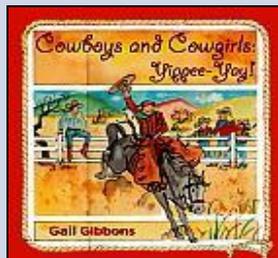
Know and use various text features to locate key facts in and information in a text efficiently. (RI2.5)

Compare formal and informal uses of English. (L2.3a)

“Home on the Range” song
Last page of A Boy Called Slow



2 art prints



See Cowboy Language/Our Language sort

Election Day-November 3

C.1.2.2 Describe roles and responsibilities of people in authority in local communities

C.1.2.3 Explain the functions of government using local examples

Backward Unit Planning 1.0

