

Brandon Valley School District
District Learning Plan
May 11-15, 2020

Grade 2 Reading



Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Cowboys

SUBJECT/GRADE: Reading Grade 2

DATES: May 11-15



What do students need to do? Link to BV instructional video for week of May 11-15, 2020 Link to Cowboys read aloud video	Monday 5/11 - Read in Reading Street book or listen to Cowboys pages 466-487. Tuesday 5/12 Read or listen to Cowboy Gear pages 492-493 in Reading Street book. Dress like a cowboy today! Eat beans and jerky. Round up your stuffed animals. Yee haw! Wednesday 5/13 Complete Grammar page 523: Commas AND Complete Spelling page 521: Suffixes. Thursday 5/14 Complete skills practice page 519: Sequencing The Pony Express . Friday 5/15 Read A Winter Trip fluency read and answer questions on pages 171-172.
What do students need to turn in?	1. Page 519 Sequencing 2. Page 523 Commas
What standards do the lessons cover?	2.RF.3D Decode words with common prefixes and suffixes. 2.L.2B Use commas in greetings and closings.
What materials do students need? What extra resources can students use?	Need: 1. Reading Street book (or watch the read aloud video) 2. worksheets 3. pencils
What can students do if they finish early?	Read 20 minutes a day. Read in a new place (outside maybe). storylineonline.net
Who can we contact if we have questions?	<p>Brandon Elementary</p> <p>Building Principal: Mr. Horst- Merle.Horst@k12.sd.us</p> <p>Teachers: Ms. Johnson- Alyssa.Johnson@k12.sd.us Ms. Kueter- Kim.Kueter@k12.sd.us Ms. Pearson- Cassie.Pearson@k12.sd.us Ms. Shutes- Cassandra.Shutes@k12.sd.us Ms. Westhoff- Kendra.Westhoff@k12.sd.us</p> <p>Robert Bennis Elementary</p> <p>Building Principal: Ms. Hofkamp- Kristin.Hofkamp@k12.sd.us</p> <p>Teachers: Ms. Adams- Laurie.Adams@k12.sd.us Ms. DeBoer- Stacy.Deboer@k12.sd.us</p>

Ms. Hatlestad- Andrea.Hatlestad@k12.sd.us

Ms. Silvernail- Jayna.Silvernail@k12.sd.us

Ms. Westcott- Sandra.Westcott@k12.sd.us

Fred Assam Elementary

Building Principal:

Ms. Foster- Susan.Foster@k12.sd.us

Teachers:

Ms. Deitering- Kayla.Deitering@k12.sd.us

Ms. Kroger- Kyla.Kroger@k12.sd.us

Ms. Livingston- Missy.Livingston@k12.sd.us

Ms. Olson- Angie.Olson@k12.sd.us

Ms. Presler- JoAnn.Presler@k12.sd.us

Valley Springs Elementary:

Building Principal:

Ms. Palmer- Tanya.Palmer@k12.sd.us

Teacher:

Ms. Logan- Wanda.Logan@k12.sd.us

Notes: "Today is good. Today was fun. Tomorrow is another one." Dr. Seuss

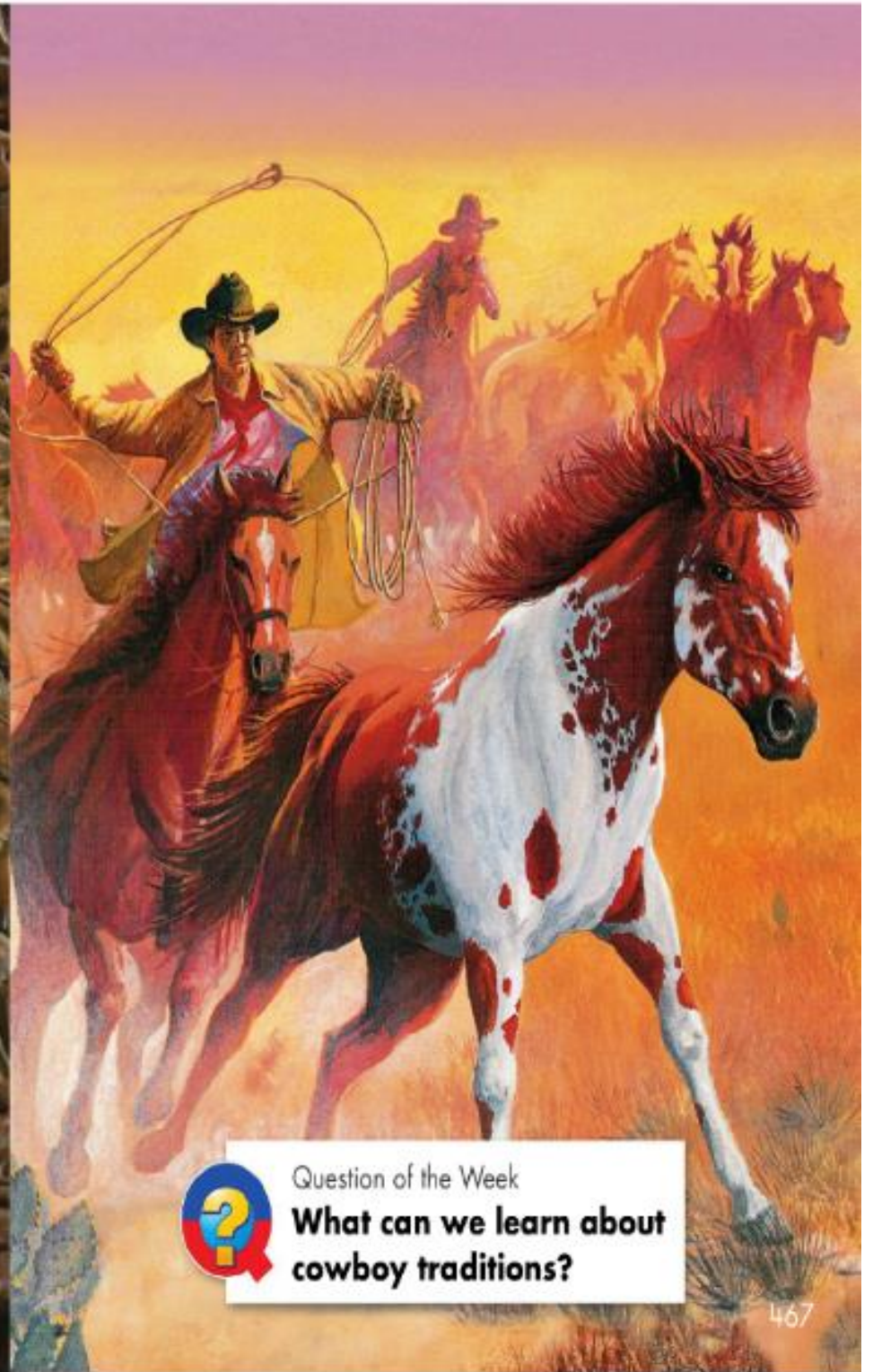
Instructional materials are posted below (if applicable)

COWBOYS

by Lucille Recht Penner
illustrated by Ben Carter

Genre

Informational Text often gives facts about real people, places, and events that reflect history or the traditions of communities. Look for facts about cowboys.



Question of the Week

**What can we learn about
cowboy traditions?**



If you were out west about a hundred years ago, you might have heard a **cowboy** yelling—*ti yi yippy yay!*—as he rode across the plains.

What was it like to be a cowboy way back then?

Cowboys lived on **cattle** ranches. A ranch had a house for the rancher and his family, barns for animals, and a bunkhouse where the cowboys slept.


The rancher owned thousands of cattle. They wandered for miles looking for grass and water.

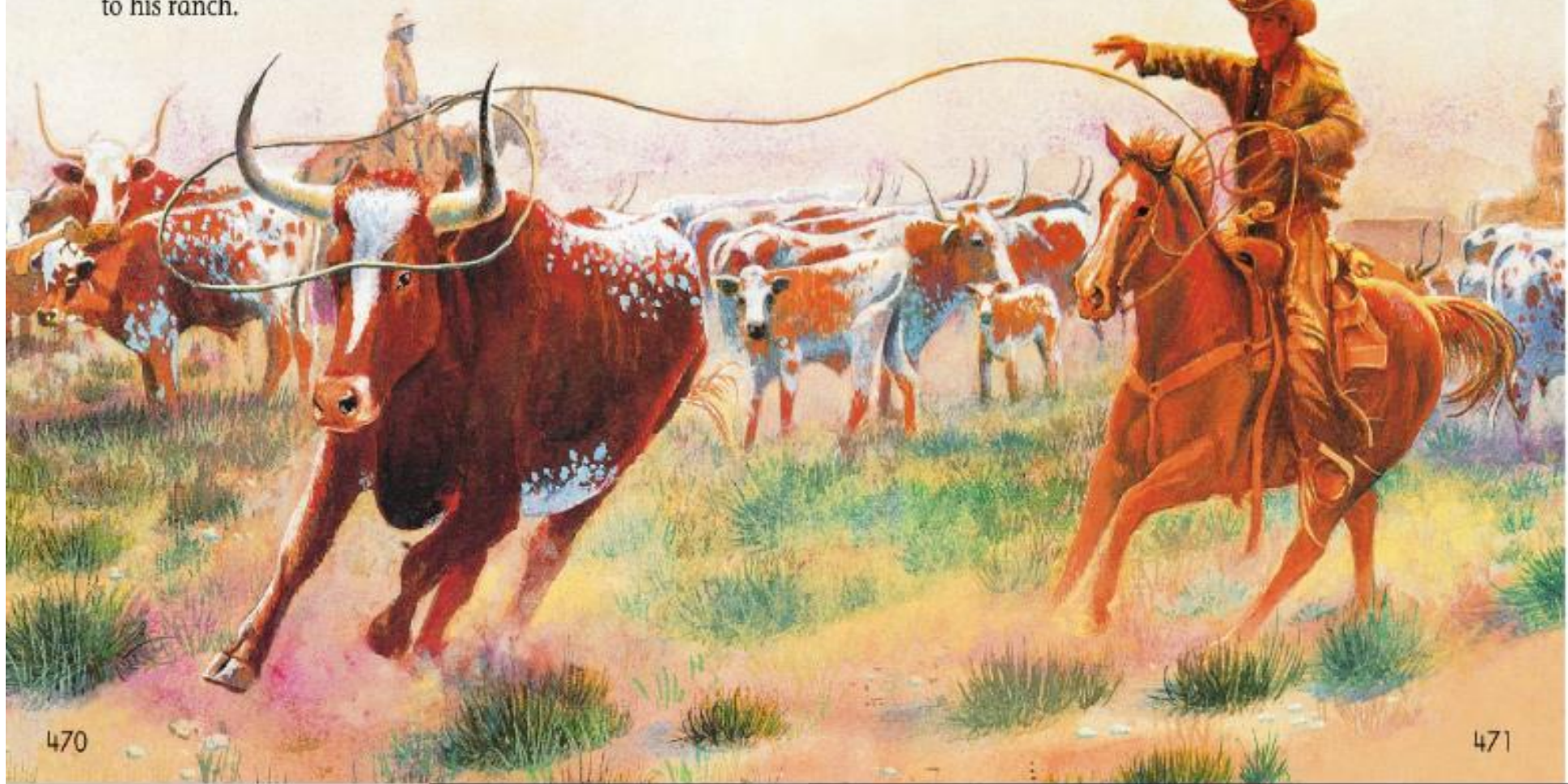
Twice a year, the cowboys drove all the cattle together. This was called a roundup. The cowboys counted the baby calves that had been born since the last roundup. The biggest cattle were chosen to sell at market.

A roundup was hard work. The cattle were wild and fast. They had long, sharp, dangerous horns. Cowboys called them Longhorns. If you made a Longhorn mad, it would charge at you. A cowboy didn't want to get close to an angry Longhorn.

So he made a loop in the end of his rope. Then he twirled it over his head and let it fly. When he caught the Longhorn, he could tell that it belonged to his ranch.

How could he tell? It was easy. Each rancher put a special mark called a brand on his cows. Baby calves didn't have brands, yet. They didn't need them. A baby calf always followed its mother.

Every ranch had its own name and its own brand. The Rocking Chair Ranch brand looked like a rocking chair. The Flying V Ranch brand looked like this: .

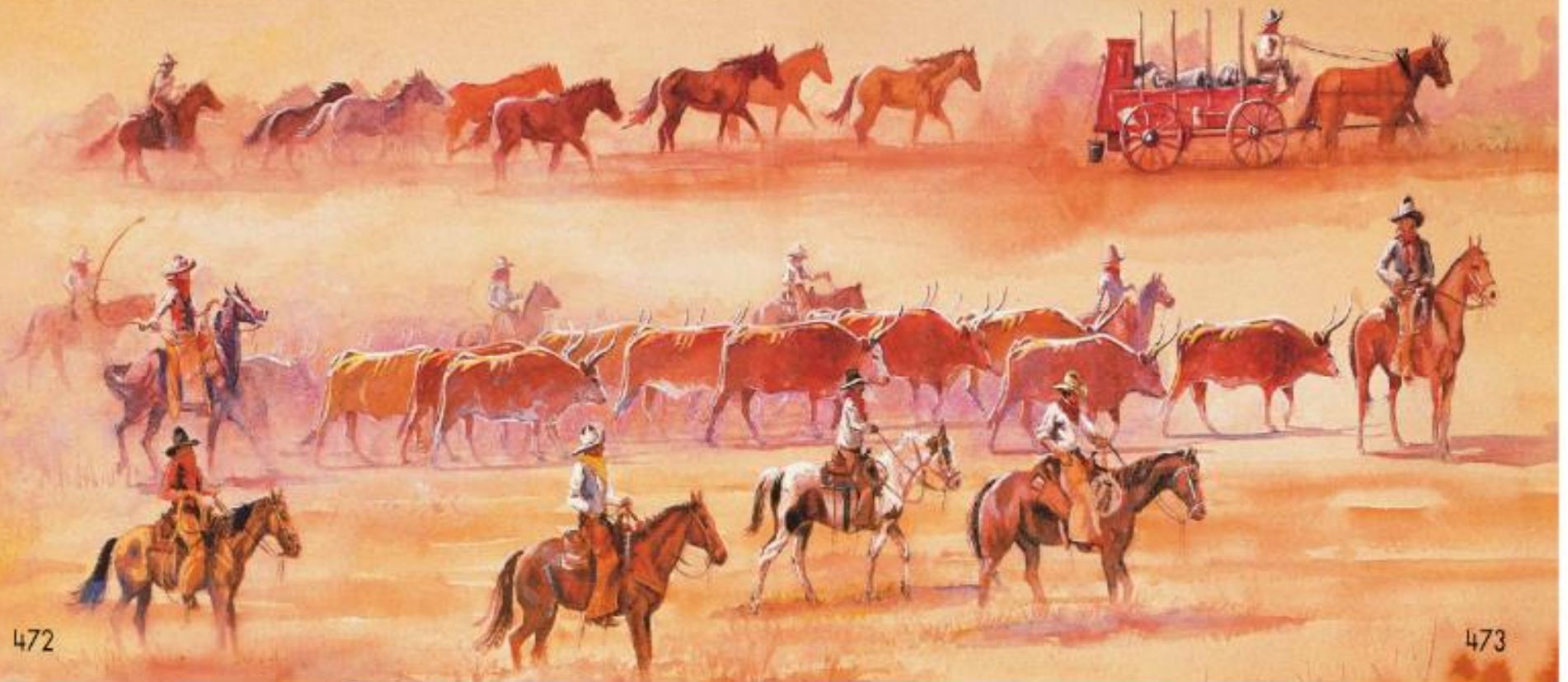


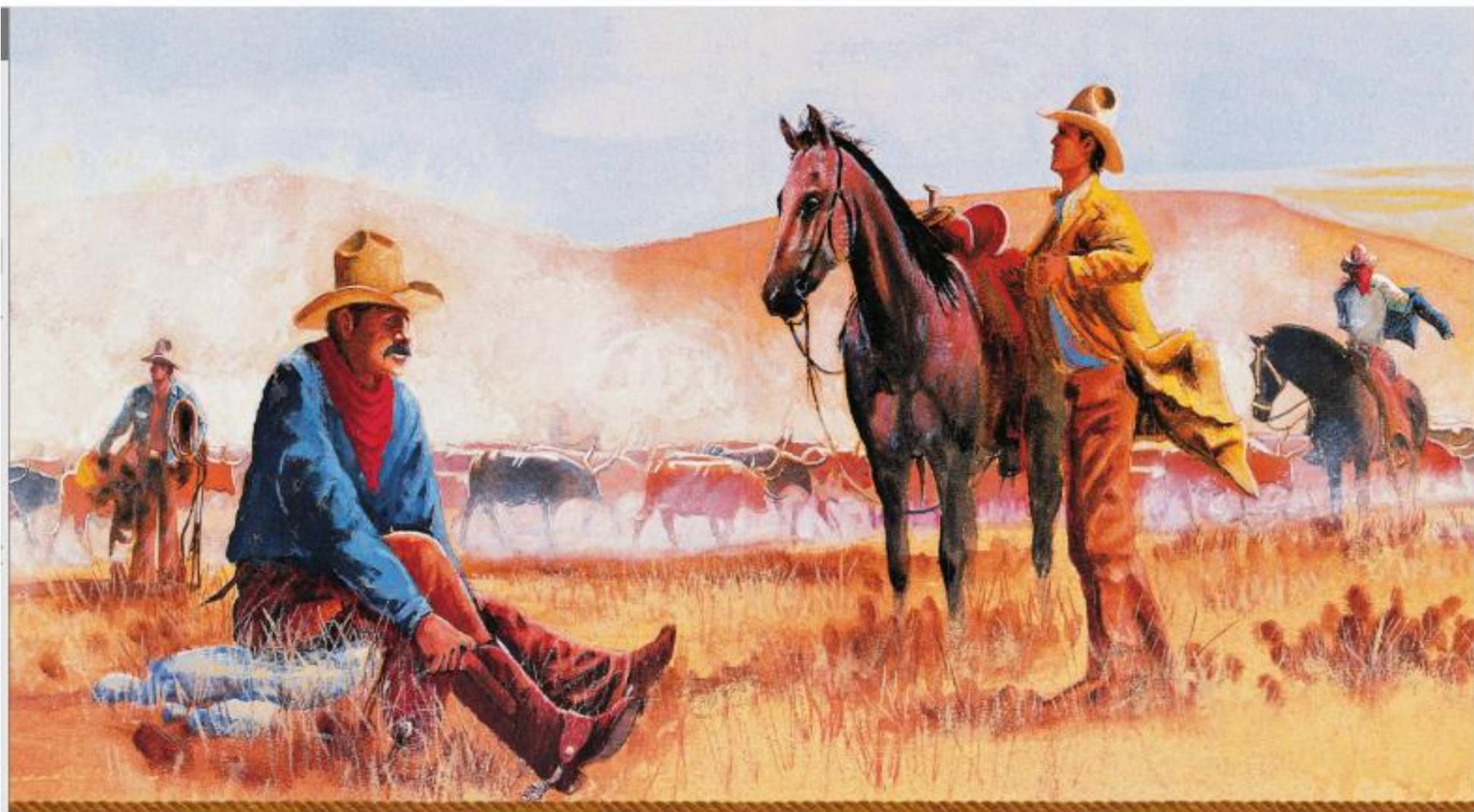
After the roundup was over, it was time to sell the Longhorns. That meant taking them to big market towns. Back then, there were no roads across the wide plains—only dusty trails that cattle had made with their hooves as they tramped along. Some trails were a thousand miles long! Since cattle could walk only fifteen miles a day, the long, hard trip often lasted months. It was called a trail drive. There was a lot to do to get ready.

At the beginning of a trail day, one cowboy rode out in front of the herd. “Come on, boys,” he called

to the cattle. A few big Longhorns started after him. They bellowed and swung their heads from side to side. Other cattle followed, and soon they were all on their way.

Cattle didn't like so much walking. After a while, they wanted to turn around and go home. Cowboys rode up and down the sides of the herd to keep them in line. A few cowboys rode at the end of the herd to make sure no cattle were left behind.





It was hot on the trail. Cowboys wore hats with wide brims to keep the sun out of their eyes. When it rained, the brims made good umbrellas. Around their necks, cowboys wore red bandannas. When it got dusty, they pulled the bandannas over their noses.

Leather leggings—called chaps—were tied over their pants to keep out thorns and cactus spines.

High leather boots kept out dirt and pebbles. Cowboy boots had handles called “mule ears.” The cowboy grabbed the mule ears to pull his boots on.

What else did a cowboy need on his trail? A good horse. Cowboys spent the whole day on horseback. They rode little horses called cow ponies. A good cow pony was fearless. It could cross rough ground in the blackest night. It could swim a deep, wide river.

It could crash right through the bushes after a runaway cow. The cowboy had to hold on tight!

Every day the herd tramped the hot, dry plains. Two or three big steers were the leaders. They always walked in front. The cowboys got to know them well. They gave them pet names, like "Old Grumpy" and "Starface."

Cows could get in trouble. Sometimes one got stuck in the mud. The cowboy roped it and pulled it out. A cow might get hurt on the trail. A cowboy took care of that too.



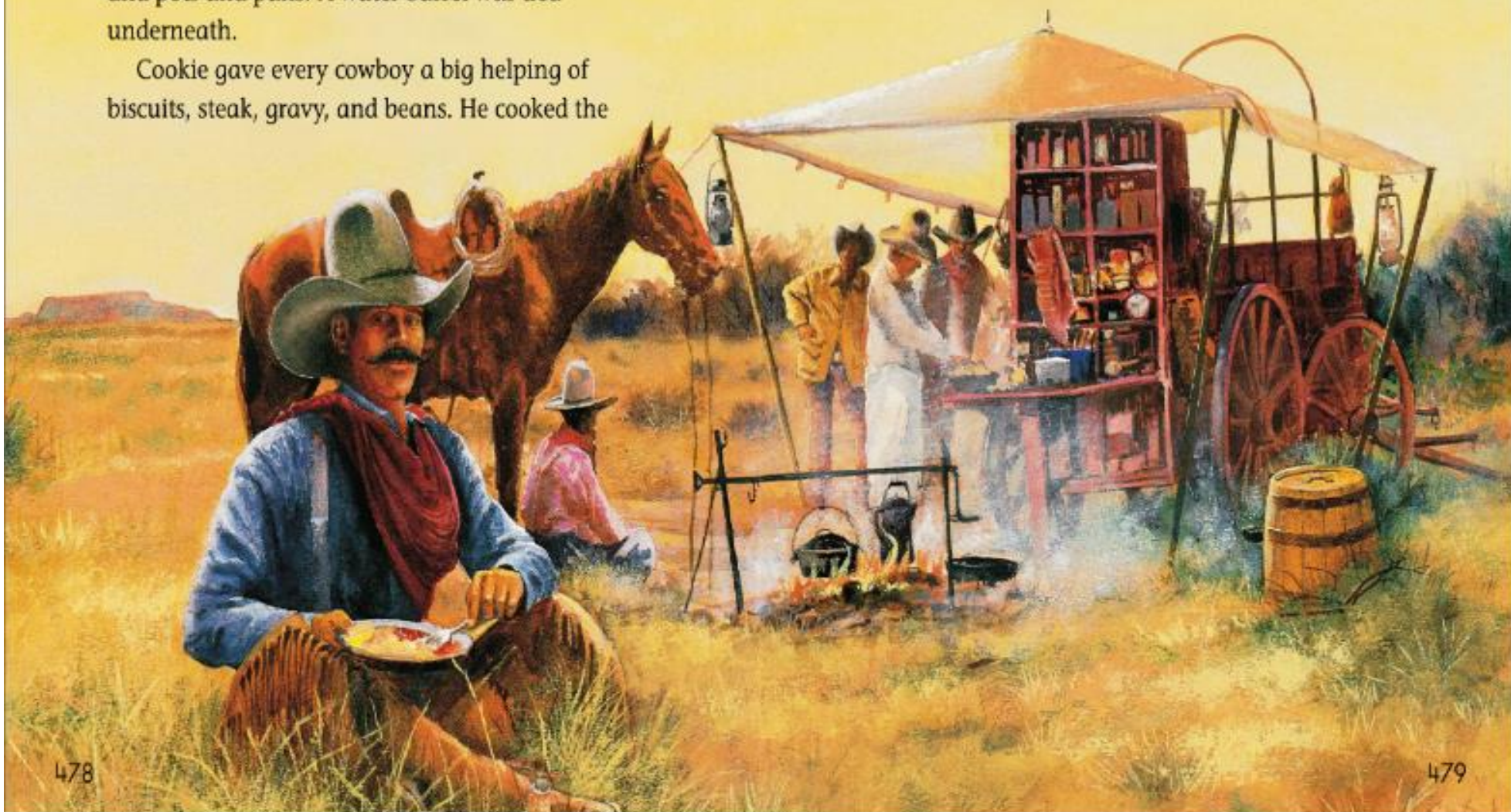
At night the cowboys stopped to let the cattle eat, drink, and sleep. It was time for the cowboys to eat too. "Cookie" had a hot meal ready for them. That's what cowboys called the cook.

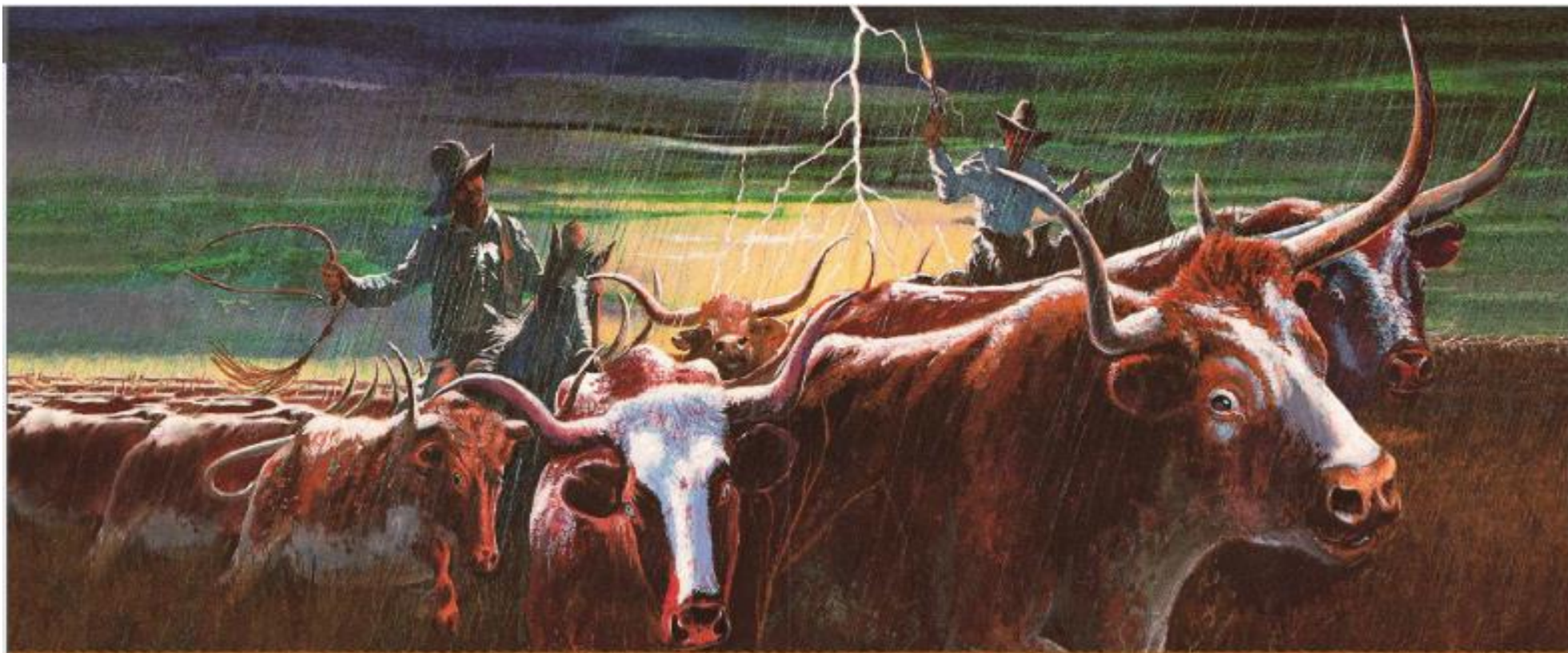
Cookie drove a special wagon called the chuckwagon. It had drawers for flour, salt, beans, and pots and pans. A water barrel was tied underneath.

Cookie gave every cowboy a big helping of biscuits, steak, gravy, and beans. He cooked the

same meal almost every night, but the cowboys didn't mind. It tasted good!

There were no tables or chairs, so the cowboys sat right on the ground. After dinner they played cards or read by the flickering light of the **campfire**. The nights were chilly and bright with stars.





But the cowboys didn't stay up late. They were tired. At bedtime, they just pulled off their boots and crawled into their bedrolls. A cowboy never wore pajamas. What about a pillow? He used his saddle.

Trail drives were dangerous. Many things could go wrong. The herd might stampede if there was a loud noise—like a sudden crash of thunder. A stampede was scary. Cattle ran wildly in all directions, rolling their eyes and bellowing with fear. The ground shook under them. The bravest cowboys **galloped** to the front of the herd. They had to make

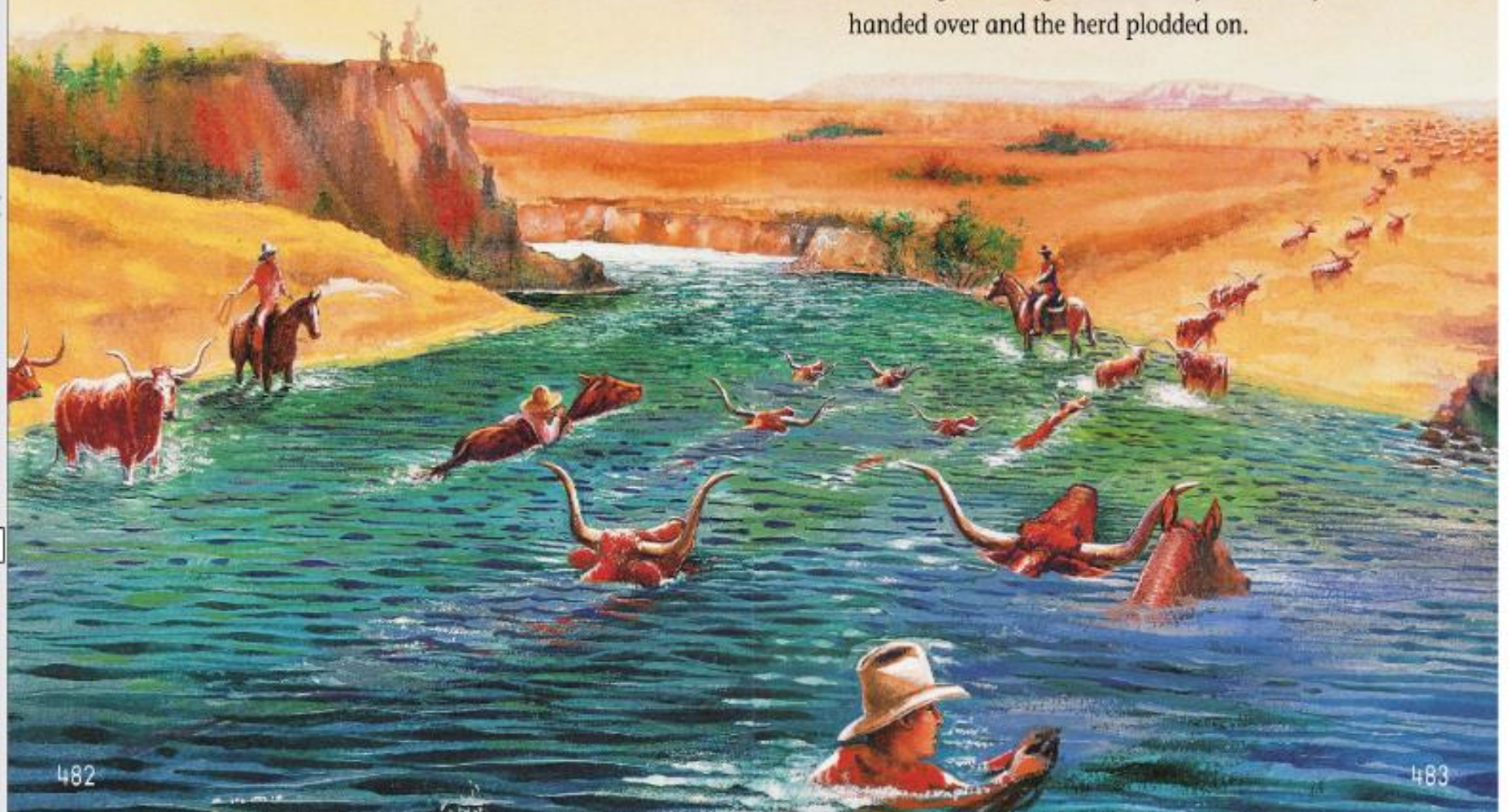
the leaders turn. They shouted at them and fired their six shooters in the air. They tried to make the cattle run in a circle until they calmed down.

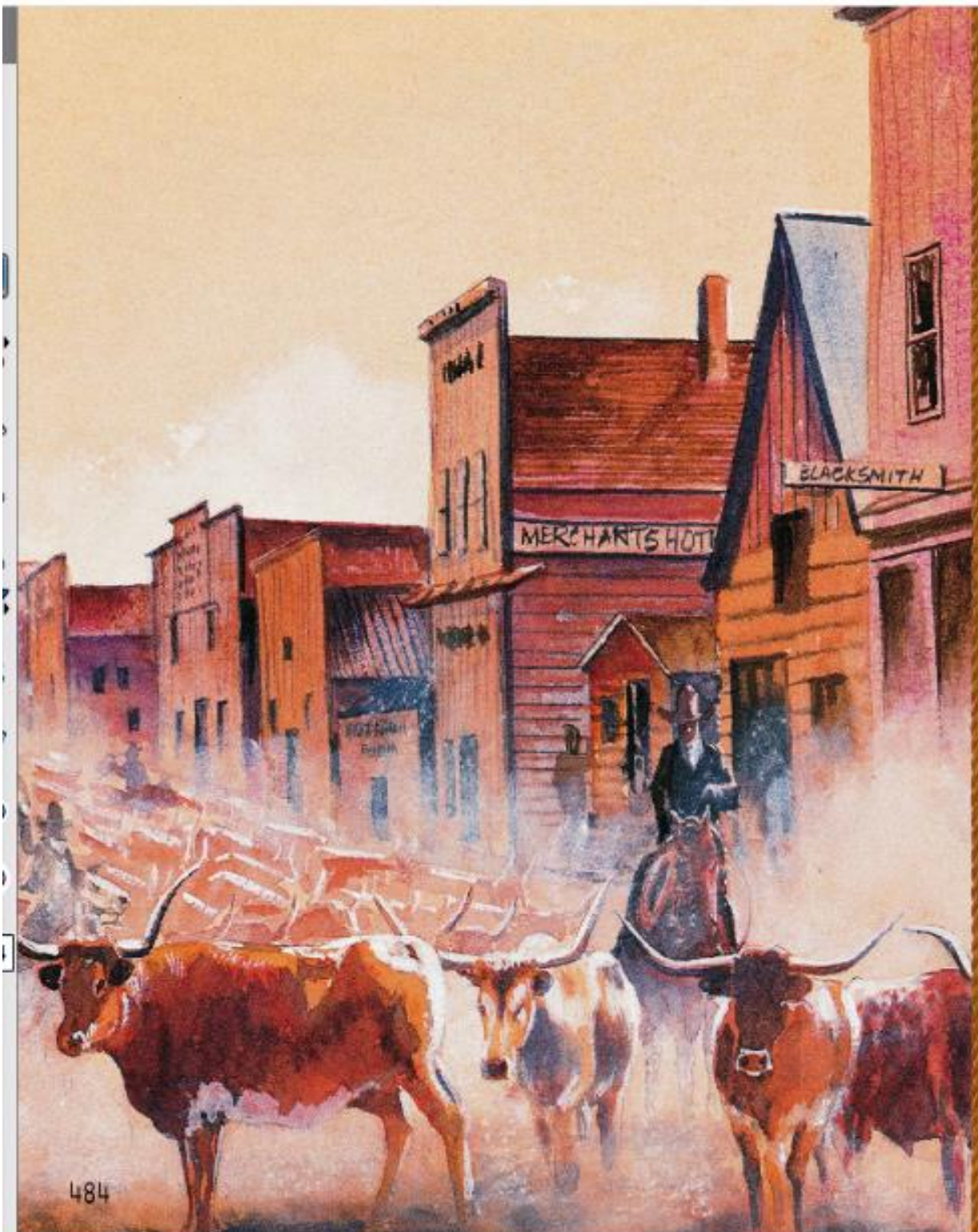
Sometimes they'd run into rustlers. A rustler was a cow thief. Rustlers hid behind rocks and jumped out at the cattle to make them stampede. While the cowboys were trying to catch the terrified cattle and calm them down, the rustlers drove off as many as they could.

When the herd came to a big river, the cowboys in front galloped right into the water. The cattle plunged in after them. The cattle swam mostly under water. Sometimes the cowboys could see only the tips of their black noses and their long white horns.

Most cowboys didn't know how to swim. If a cowboy fell into the water, he grabbed the horse's tail and held on tight until they reached shore.

Trail drives often went through Indian Territory. The Indians charged ten cents a head to let the cattle cross their land. If the cowboys didn't pay, there might be a fight. But usually the money was handed over and the herd plodded on.





At last, the noisy, dusty cattle stamped into a market town. The cowboys drove them into pens near the **railroad** tracks. Then they got their pay. It was time for fun!

What do you think most cowboys wanted first? A bath! The barber had a big tub in the back of the shop. For a dollar, you could soak and soak. A boy kept throwing in pails of hot water. Ahh-h-h! Next it was time for a shave, a haircut, and some new clothes.


Tonight, the cowboys would sleep in real beds and eat dinner at a real table. They would sing, dance, and have fun with their friends.

But soon they would be heading back to Longhorn country. There would be many more hot days in the saddle. There would be many more cold nights under the stars.



SOME CATTLE TRAILS OF THE OLD WEST

KEY

-  Western Trail
-  Chisholm Trail
-  Sedalia Trail





Common Core State Standards
Informational Text 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 Also Informational Text 2, Writing 2.

Envision It! Retell



READING STREET ONLINE
 STORY SORT
www.ReadingStreet.com

Think Critically

1. In the text, cowboys took the cattle to market. How do you think today's cowboys get the cattle to market? *Text to World*
2. What does the author want you to know about the work cowboys did? *Think Like an Author*
3. What did cowboys have to do before the trail drive? *Sequence*
4. What events are described in the story? Are they put in time order? *Text Structure*
5. **Look Back and Write** Look back at page 474. How did hats protect cowboys? Provide evidence to support your answer.

Key Ideas and Details • Text Evidence

Meet the Author and the Illustrator

LUCILLE RECHT PENNER

Lucille Recht Penner often writes about life long ago. She likes to write about cowboys. People were adventurous and brave in the Old West. They were willing to do hard things even when they didn't know what would happen to them.



Read more books written by Lucille Recht Penner or illustrated by Ben Carter.



Wilma Mankiller:
Principal Chief of the
Cherokee Nation



X Marks the Spot!

BEN CARTER

Ben Carter has been an artist since he graduated from college. He is of Native American descent, and his books often draw upon his heritage.



Use the Reader's and Writer's Notebook to record your independent reading.



Social Studies in Reading

Genre
Informational Text

- Informational text often gives facts about real people, places, and events that reflect history or the traditions of communities.
- Informational text may describe objects and their uses.
- Informational text may use pictures and headings.
- Read "Cowboy Gear." What is the topic, or the "big idea," of this text?

COWBOY GEAR

from *The Cowboy's Handbook*

★ by Tod Cody ★

A cowboy's clothes and equipment had to be hard-wearing. There was no room for luggage on the trail drive, and most cowboys wore the same thing for months. Mud-caked and smelly, these clothes were often burned at the end of the journey.



READY TO HIT THE TRAIL!



What to Wear When You're Riding the Range

HAT

You can use it to signal to other cowboys, beat trail dust off your clothes, and hold food for your horse. A true cowboy wears his hat when he's sleeping.

PANTS

Cowboys originally refused to wear jeans because they were worn by miners and farm laborers. Pants (trousers) made of thick woolen material are more comfortable to wear on horseback.

BOOTS

The pointed toes and high heels are designed for riding, not for walking. That's why cowboys in the movies walk the way they do!

BANDANNA

Soak it in water, roll it up into a wad, and place it under your hat to keep cool during a hot spell. You can also use it to filter muddy water and blindfold a "spooked" horse.

CHAPS

These thick leather leg-coverings will protect your legs from cow horns, rope burns, scrapes, and scratches. They also give a better grip to the saddle.



Let's **think** about...

Why does the author tell what cowboys did with their clothing at the end of a trail drive?

Informational Text

Let's **think** about...

Reading Across Texts

What information did each selection give about hats, bandannas, chaps, and boots?

Writing Across Texts

Write a paragraph explaining which piece of gear you think cowboys needed most.

Name _____

Using Commas

- **Commas** are used in addresses:

St. Louis, MO 63119

- **Commas** are used in dates:

May 10, 1946 Thursday, December 16

- **Commas** are used to begin and end a letter:

Dear Grandpa,
Love,
Tony

- **Commas** are used to separate three or more things in a sentence.

Tony bought stamps, paper, and a pen.



Add commas to the letter where they are needed.

307 Hillside Drive

Dallas TX 75220

June 28 2011

Dear Marie

I will come to Texas for a visit in July. I hope we can go to a ranch again. I love riding. Could we go on a short trail ride? See you soon.

Your cousin

Anna



Name _____

Suffixes *-ness, -less*

Spelling Words

kindness	careless	goodness	useless	fearless	darkness
sadness	sickness	helpless	thankless	fitness	weakness

Write a list word that means the same as each word or phrase.

sorrow

1. _____

being fit

2. _____

being good

3. _____

without help

4. _____

being kind

5. _____

not rewarded

6. _____

Write a list word to finish each sentence.

 7. Grandma has a _____ for sweets.

 8. His _____ caused a high fever.

 9. I stumbled in the _____.

 10. It's _____ to look for his ring in the lake.

 11. The _____ firefighters rescued the little boy.

 12. I was _____ and dropped my model airplane.


Name _____

Read the story. **Circle** time-order words in the story.

Write **1, 2, 3, 4, 5** to show the correct order of events.

The Pony Express

By 1860, many people had moved to California. The people were eager to get mail from back home, but the mail was slow to come. Mail was carried by stagecoach, and it took about 24 days for it to reach California. But in January 1860, the Pony Express was formed as a faster way to deliver mail. First the Pony Express hired riders to carry the mail on horses. Then the company built stations between St. Joseph, Missouri, and Sacramento, California. The stations were places where new riders and fresh horses took over. Next, on March 31, 1860, a train brought mail from Washington, D.C., and New York to St. Joseph. After that, the first Pony Express rider left St. Joseph on April 3, 1860. Finally, the mail arrived in Sacramento, California, only 10 days later.

The first Pony Express rider left St. Joseph.

A train brought mail to St. Joseph.

The Pony Express hired riders.

The company built Pony Express stations.

The mail arrived in Sacramento, California.



Home Activity Your child identified words in a story that show sequence and placed events in the correct order. Ask your child to tell events that take place on a holiday such as the Fourth of July. Make sure your child tells the events in the correct order. Encourage your child to use order words.

Name _____

Read the selection. Then answer the questions that follow.**A Winter Trip**

Until this year Michelle and her family had gone to Florida every winter when Michelle had time off from school. Michelle thought Florida was wonderful. This year, however, her father announced to the family, “This year’s trip will be on a ship. We are going on a ship to cruise the Gulf of Mexico.”

“I don’t want to go on a ship; I want to go to Florida,” Michelle said. She ran into her room and cried. The more she thought about all the sunny times she had had in Florida, the harder she cried.

Michelle’s mother came into her room. “Dry your eyes,” she said as she smoothed Michelle’s hair. “There are new and different things to do on a ship.”

The next day they boarded the ship. “It’s very big,” said Michelle.

“It is as big as three football fields,” said her father and walked with Michelle around the ship.

“Look, Dad!” exclaimed Michelle, “there’s even a swimming pool!”

All week Michelle enjoyed the trip on the ship.

A week later, the ship returned. “Come on, Michelle,” said her father, “time to go home now.”

“I don’t want to go home,” she said. “I want to stay on this ship.”

Turn the page.

Answer the questions below.

1 What happens *before* this story begins?

- Every summer Michelle’s family goes camping.
- Every spring Michelle’s family plants new gardens.
- Every winter Michelle’s family takes a trip to Florida.

2 What happens *after* Michelle finds out that they are going on a ship?

- She says she will be getting seasick.
- She says that she does not want to go.
- She says she has no clothes to wear.

3 What surprises Michelle *after* she gets on the cruise ship?

- She sees that the ship is a large place.
- The family boards the ship with her.
- Her father says the ship sails to Florida.

4 What happens at the *end* of the story?

- Michelle runs into her room and cries.
- Michelle does not want to leave the ship.
- Michelle wants to go swimming in the pool.

5 What is this story *mostly* about?

Common Core State Standards

Questions 1–4: Literature 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **Question 5: Literature 2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.