Nelson CALS YI

Grade 2 SAMPLE MATERIAL INSIDE

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About Nelson Socials

Grades K-7

Nelson Socials is a new, comprehensive series that helps students become active, engaged citizens with the ability to think and communicate critically, historically, and geographically. To gain a deeper understanding of their world, students are encouraged to ask questions to discover content through Curricular and Core Competencies. Authentic First Peoples voices are also infused through a variety of sources and perspectives to build ways of knowing and learning from the past and present.

Key Features

- Customized, engaging content provides complete curriculum coverage of all Learning Standards
- Active learning is encouraged through the use of a variety of sources and inquiry-based activities
- Embedded Curricular and Core Competencies support Social Studies skills and processes
- Authentic First Peoples voices focuses on learning through the First Peoples and Principles of Learning
- Comprehensive teaching support has been developed for easy implementation





Resource Component Overview

This sampler provides a preview of the components available in the Grade 2 classroom set. Each component works together to achieve complete curriculum alignment.



*Grade 3 components shown above.

Inside the Classroom Set

For Students	For Teachers
 Student Cards 12 single sided student cards (8 copies of each), stored in a sturdy box 	 Teacher Cards Embedded teaching support is provided on all Teacher Cards to support teachers during lessons
 Offered in a flexible-use format which can be sorted in different ways, including; theme, or individual curricular competencies 	 Cards include prompts to help guide discussions and provide background information
	 Teacher's Resource (Print Version) A robust planning tool that supports the entire lesson and includes how to facilitate learning through First Peoples perspectives
	 Includes comprehensive lesson plans and assessment tools
	Online Teaching Centre
	 Provides a PDF version of the print Teacher's Resource, as well as the following additional material:
	Image bankModifiable Blackline Masters
	 Videos with teaching support
	– Weblinks
	- RSS feed



Student Card

Highly engaging visuals to promote discussion, and encourage students to ask questions.









Teacher Card

Each lesson begins with a question tied to a curricular competency.

Questions to help guide students in their discussions and evidence gathering.

How Does the Sahara Desert Affect How Homes Are Built in Luxor?

Gathering Evidence and Identifying Cause and Consequence

- What do you think the houses are made of?
- Why do you think these materials were used?
- What do you notice about the roofs?
- Why do you think the roofs are flat?
- What do you notice about the windows?
- Why do you think the windows are small and close to the roof?
- What do you notice about the colour of the houses?
- Why do you think they are light coloured?
- Why do you think so many of the homes are apartments?

Background on Homes in Luxor:

The homes in Luxor are carefully built to withstand the conditions of a desert. Because there are no forests in Egypt, wood is scarce so homes are constructed with brick and clay. These materials provide good insulation to keep the heat out during the day and keep homes from becoming too cool in the evenings. Most homes have a flat roof since rainfall is rare and

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there is no concern about rain accumulating. The windows are small and near the roof to limit the amount of direct sunlight that gets into the house. The houses are light in colour to deflect the heat of the sun.

Most families live in apartment-style homes rather than detached homes because building materials are difficult to get and space is limited in the city. Families often live in the same apartment building as other extended members of their family. Neighbourhoods on the outskirts of Luxor may have more space, but homes are still built similarly to those in more crowded areas of the city.

Formative Assessment: Collecting and Using Information

Observe as students identify how the desert environment (cause) and the house design (consequence) are connected. Prompt them to use evidence to relate causes to consequences.

Descriptive Feedback: "You noticed that there are small windows in the houses. Why do you think people would choose to have small windows in a desert house? Think about the climate of the desert (e.g., heat). How would it influence the design of the house?" (e.g., small windows lessen the amount of direct sunlight and heat that comes into the house)

Formative assessment prompts help teachers collect information about students' understanding of content and application of competencies by offering opportunities for observation, conversation, descriptive feedback, and adjustments for instruction.

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Teacher Resource

Lessons are divided into 3 themes which reflect the Big Ideas and learning standards.

Emphasizes perspective

rather than knowledge

introducing students to

First Peoples learning.

of the parts, when



🔒 Big Idea

 Canada (and the world) is made up of many diverse regions and communities.

You Will Need

- Student Card 2
- Teacher Card 2
 chart paper
- media player and music
- climate graphs of your community (optional)

Online Teaching Centre Resources

- stories that illustrate causes and consequences nonfiction books and/or videos about deserts map of Egypt BLM 2: Causes and Consequences BLM 3: Climate of Luxor and Duncan BLM 4: How the Sahara Desert Affects How Homes Are Built
- Tool 8: Communication
 Tool 9: Critical Thinking
- Tool 9: Chucal miniking
 Tool 2: Recognizing Causes and Consequences
 Weblinks

Background information is included to provide teachers with support on topics and ideas presented in each lesson.





Communication

How Does the Sahara Desert Affect How Homes Are Built in Luxor?

Core Competencies: Students will demonstrate **critical thinking** and **communication** skills to connect and engage with others as they share and develop ideas.

Curricular Competencies and Content Standards: Students will **gather evidence** to identify the factors that influence (**causes**) the construction of homes (**consequence**) in the Sahara Desert as they learn about **diverse features of the environment around the world**.

Learning from First Peoples: First Peoples in Canada have had to adapt their homes to the climates they live in. Those who lived in warm deserts built tipi-style homes in spring and summer made from light grass. Reed grasses were woven to provide shade and allow breezes to blow through.

Background Information

One-fifth of the land on Earth is classified as desert. Deserts are extremely dry, receiving less than 25 cm of precipitation a year. As a result, trees are limited. There are both cold and hot deserts. Cold deserts and polar deserts are found in Antarctica, Canada (Arctic), Greenland, Iran, and China, among other places. Most hot deserts are in the subtropics. These deserts are hot in the day and chilly at night. In most other places on Earth, water vapour in the air provides a "blanket" that traps heat. But deserts are very dry with less water vapour in the air, so when the sun sets, nights get much colder. The Sahara Desert of Africa is a hot desert. Luxor, Egypt, is in the eastern part of the desert. As a result of its location, homes in this city are adapted to the elements of its environment.

Activate and Inquire

- Introduce *cause* and *consequence* by reading a story that illustrates these concepts (see Online Teaching Centre Resources). Explain that causes include people, events, and ideas that make something happen. Consequences are the things that happen because of causes.
- Cut up **BLM 2: Causes and Consequences**. Use a highlighter to indicate the causes and let students know what they are. Give each student either a cause or a consequence and have them find their match.
- Conduct a Mix and Mingle activity to assess what students already know about deserts and to build the background knowledge they will need for the lesson. Play a short piece of music. As the music plays, students mingle around the classroom. When the music stops, students turn to the closest person and talk about what they already know about deserts and what they wonder about deserts. Repeat a few times.

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A thumbnail of each Student Card is shown to quickly locate the lesson cards.

- If necessary, share a nonfiction picture book or video about deserts to build students' understanding (see Online Teaching Centre Resources).
- Use the provided background information to create a class anchor chart about the characteristics of the Sahara Desert (e.g., little rainfall; very high heat during the day; cooler in the evenings; few trees).
- Introduce the lesson's Big Question: How Does the Sahara Desert Affect How Homes Are Built in Luxor? Tell students that they will be gathering evidence to identify how characteristics of the Sahara Desert (causes) affect home designs (consequences) in Luxor, a city in Egypt. Display the Big Question for reference throughout the lesson.

Acquire and Apply

- Project a map of Egypt (see Online Teaching Centre Resources). Locate Luxor as a class. Discuss the landforms and water bodies that students notice, where major cities are located, and why these locations may have been chosen.
- Share BLM 3: Climate of Luxor and Duncan (home of the Cowichan Tribes, whom students will be learning about in later lessons). You may compare the climate of Luxor and your community, instead of Duncan. Explain that bar graphs present numbers visually and allow us to compare information. Guide students to read the graphs and compare them using the questions on BLM 3.
- Discuss: How do you think the temperatures and rainfall affect the lives and homes of people in Luxor? How do they affect the lives and homes of people in Duncan (or your community)?
- Distribute Student Card 2 to groups. Explain that the photos show homes in Luxor.
- Use the questions and background information on Teacher Card 2 to help students interpret and analyze the photos of Luxor.
- Bring the class together and record group's ideas on chart paper.

Respond and Reflect

- Have students answer the lesson's Big Question. Review the anchor chart of the characteristics of the Sahara Desert. In their groups, have them identify how these characteristics influence the design of homes by completing **BLM 4: How the Sahara Desert Affects How Homes Are Built**.
- Do another Mix and Mingle activity. This time, have students share one thing they "knew" about the desert before today and one thing that was "new" to them.
- Students can use Tool 2: Self-Assessment: Recognizing Causes and Consequences to help them reflect on their application of the lesson's curricular competency.

Blackline Master

Formative Assessment Collecting and Using Information

Observe students' ability to connect causes and consequences based on evidence in the photos and climate information. **Descriptive Feedback:** "You said that the roofs are flat (consequence) because it doesn't rain much there (cause). What might happen if too much rain collects on the roof?"



Assessment Tool

Teacher's Resource

3

Formative Assessment boxes provide teachers with support for monitoring student learning. Descriptive feedback prompts give teachers suggestions on how to give feedback to further student learning.

Core Competency icons highlight where and which core competencies are embedded in the lesson.



Blackline Master

	Causes and Consequ	ences
	Teacher Instructions:	
mbedded structions to	1. Use a highlighter to colour all the know what the colour represents	e causes (left column), and let students
rovide support	2. Cut each cause and consequence	, and distribute them to each student.
n how to use ne BLM in each	3. Have students find their matches	
esson.	You do all your chores for the week.	You get your allowance.
	You eat all your dinner.	You get dessert.
	You save your birthday money.	You can buy new rollerblades.
	You argue with your sister all night.	Your parents get angry.
	You practise shooting the soccer ball every day.	You score a goal in your next game.
	Garbage is thrown into the river.	Fish can die.
	Forests are cut down.	Animals have nowhere to live.
	A car speeds down the road.	A police officer gives a ticket.
	You eat too much.	You feel sick.



BLM 2 Name:	Date:	Engaging activities support the lessor promote student le through a curricula competency lens.
Causes and Conseque	ences (continued)	
Many people fish in a river and catch lots of fish.	There are no fish left to lay eggs the next year.	
You practise the piano every night for 15 minutes.	You play well at the concert.	
You eat candy every day.	You get a cavity.	
You start a club and invite only some kids to join.	Someone feels left out and lonely.	
You don't eat your lunch.	You don't have enough energy to do your best work in the afternoon.	
You go up to the new girl in the class and ask her to play.	You make a new friend.	
You don't wear your new pads when rollerblading.	You fall and scrape your knees.	
You wiggle your tooth all day.	The tooth falls out.	
You stay up late playing video games.	You are tired all day and can't do your best work.	
You take back all the bottles and cans to the recycling store.	You make some extra money.	
You donate your old toys and clothes.	A few children get a new toy or clothe	s.

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Blackline Master





Luxor (millimetres of rain)Duncan (millimetres of rain and snow)January0145February0130March0102April054June037July020August047October10169December01. What can you tell about the amount of rain that Luxor gets?2. How is this different from what Duncan gets?			incan	
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December 0 186 1. What can you tell about the amount of rain that Luxor gets?				
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	December	0	186	
2. How is this different from what Duncan gets?				
2. Now is this different non-what bullean gets.	1. What can you t	cell about the amount of rain	that Luxor gets?	

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Blackline Master

	BLM 4 Name: Date:	
Opportunities are provided for students to respond and reflect on each lesson.	 How the Sahara Desert Affects How Homes Are Built 1. Look at the photos of homes in Luxor carefully. 2. In the second column, use words or pictures to explain how different parts of homes are affected by the features of the Sahara Desert. The first row has been done for you. Causes (Features of the Sahara Desert) Consequences (Features of Homes 	Wrap up activities are designed to assist students in integrating curricular competencies with the content learning standard topics.
	in Luxor) little rainfall the roof is flat because people don't have to worry about rain collecting on the roof very high heat during the day much cooler in the evenings few trees	
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Notes



Order Information

Kindergarten	
Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176814977
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Classroom Set (Includes Student Cards and Teacher's Resource with access to the Online Teaching Centre)	9780176815059
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