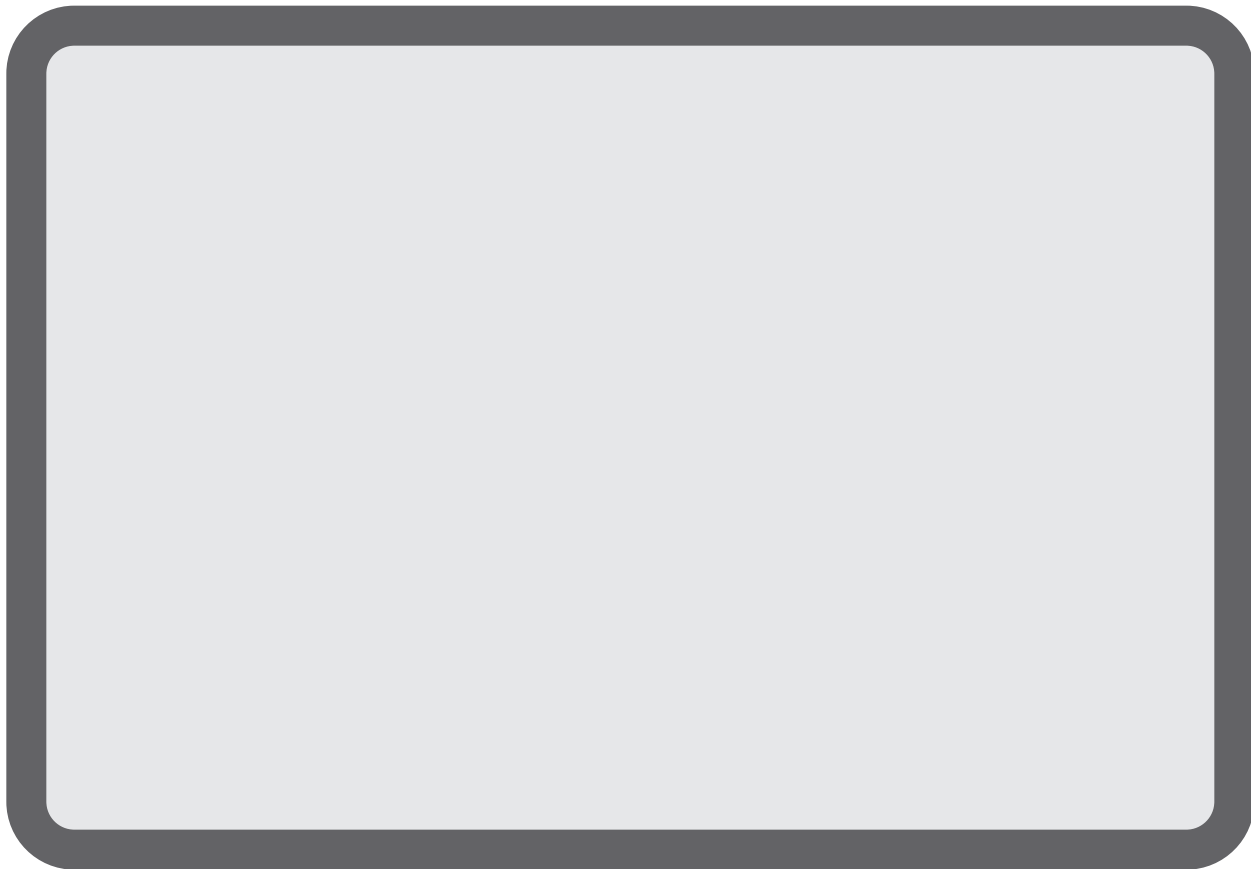




KNOWLEDGE BUILDING CARDS Grade 2



K-2 KNOWLEDGE BUILDING CARDS

Purpose

Knowledge Building Cards can be utilized to quickly teach or reinforce key social studies content during transitions, in centers or stations, with small groups, and throughout whole-class instruction. These cards make core Bayou Bridges K–2 vocabulary words visible, recurring, and interactive so students build knowledge through short, frequent practice across contexts.

These directions include routines and classroom management tips, teacher language examples, activities, and differentiation and inclusion activities to guide users as they incorporate these cards into their social studies instruction.

Card Design

Each Knowledge Building Card is a two-sided 5" x 7" card with a vocabulary word and image(s) on the front and the vocabulary word's definition on the back. The vocabulary words on the cards correspond to the vocabulary words found in Bayou Bridges: A K-8 Social Studies Curriculum.

Routines and Classroom Management Tips

1. Introduce card format: show the card front (picture + word), then the back (short kid-friendly definition or example).
2. Model how students respond (say the word, tell one thing about it, point to it). Use choral response, whisper partners, and a one-student answer routine.
3. Practice the response format with 4–6 cards until students respond quickly
4. Keep activities short and consistent. Use clear signals for attention (chime, hand signal).
5. Praise use of vocabulary in context ("I like how Maya used 'community' when explaining her drawing.")

Examples of Teacher Language

1. Introduce: "This is 'wetlands.' A wetland is a place with lots of water and plants. Tell your neighbor one place a wetland might be."
2. Prompt for reasoning: "Why do you think that belongs in this group?"
3. Praise: "Great explanation—your use of 'community' shows you understand people live and work there."

Activity Bank

1. Quick Transitions (1–3 minutes)

- Script: "When you hear the word, whisper the word and one quick fact. Then go to the line."
- How: Hold up a card as students move between activities. Call on students until all have moved.

- Variations: Choral response for the whole class; use finger signals (thumbs up) for silent quick checks; use a timer and see how many correct responses in 60 seconds.
- Classroom management: Keep expectations (quiet and quick). Praise speed and accuracy.

2. *Pocket Chart Riddles (3–7 minutes)*

- Setup: Place 6–10 cards in the pocket chart.
- Script: “I’m thinking of a place with big buildings and lots of people. Point to the card I described.”
- Teacher moves: Give 2–3 clues; if incorrect, allow classmates to give one hint. Model activity twice. Invite students to create their own riddles after they become familiar with the procedure.
- Differentiation: For emerging readers, provide picture-only clues first. For advanced students, ask for two sentence clues (where + why).

3. *Tell Me About It (2–5 minutes)*

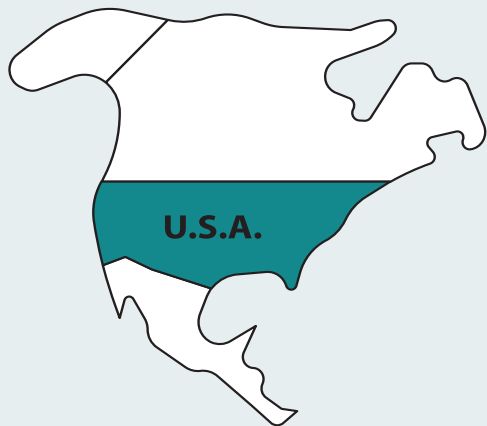
- Script: “This is _____. Tell me one thing you know about _____.”
- Purpose: Build oral language and content connections.
- How: Show a card and call on a student. After the student answers, ask a follow-up question to have the student explain their thinking. (e.g., “Why did you say that?” or “Can you give me an example?”)
- Variation: Partner turn-and-talk before whole-class sharing. Have students draw one thing about the word on mini whiteboards.

4. *Grouping & Sorting (5–12 minutes)*

- Setup: Create category headers (e.g., Places, People, Goods & Services). Provide 8–12 cards.
- Script: “Where does this card belong and why?” Students sort cards into categories.
- Higher-order prompt: “Tell your partner one reason this card fits there and one reason it might fit somewhere else.”
- Differentiation: Use two-category sorts for Grade K and multi-criteria sorts for Grade 2.

Differentiation and Inclusion

1. English learners: Preteach with visuals and gestures, allow sentence frames, and use translation/home language supports if available.
2. Struggling learners: Reduce the number of target cards, use picture-only cues, and allow partner support and manipulatives.
3. Advanced students: Ask for comparisons, cause-and-effect links, or create a story using several vocabulary cards.

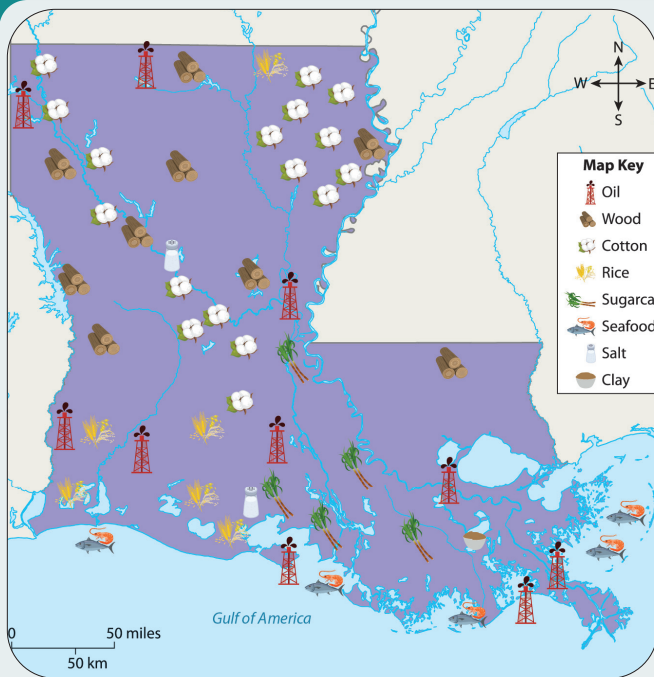


Map

Map

**pictures or drawings that show
information about a place**

Grade 2 Unit 1



Natural resources

Natural resources

**things found in nature
that are useful to people**

Grade 2 Unit 1

North



West

East

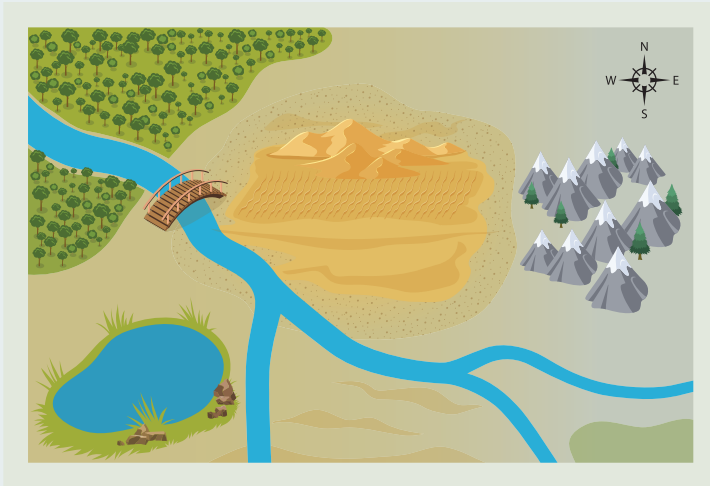
South

Compass rose

Compass rose

**a diagram that indicates
directions on a map**

Grade 2 Unit 1



MAP KEY



Museum



Bus stop



Bridge



Highway



City



Railroad



Capital city

MAP KEY



Forest



Desert



Mountain



River



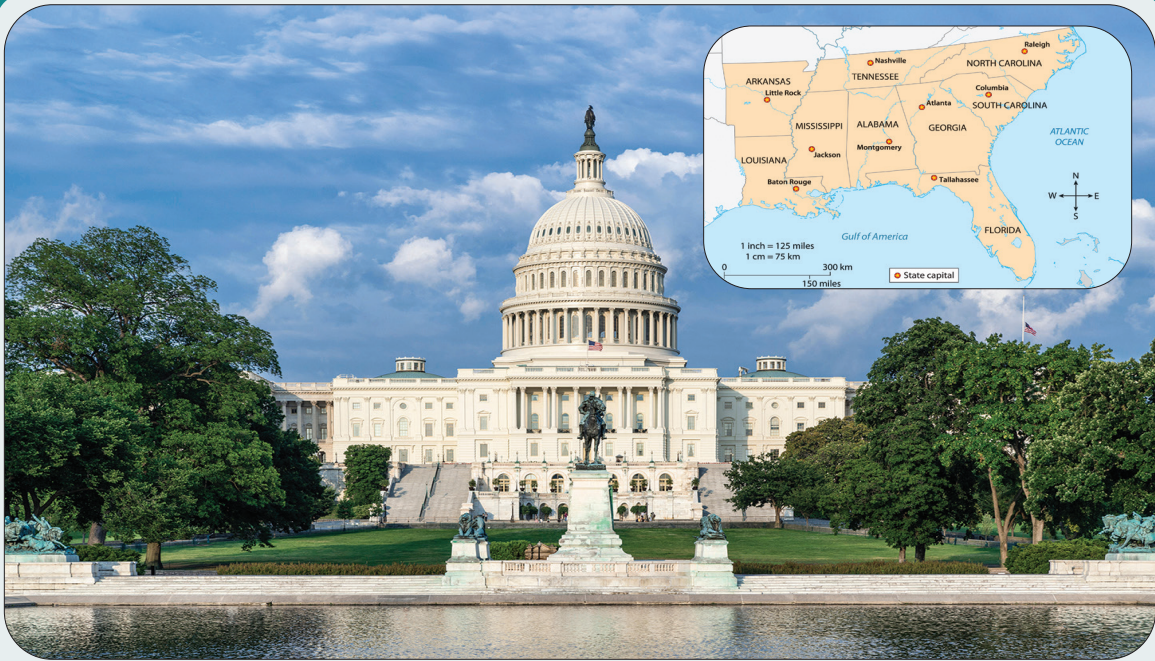
Lake

Map key

Map key

**the part of a map that explains what
the symbols and colors on the map
mean**

Grade 2 Unit 1

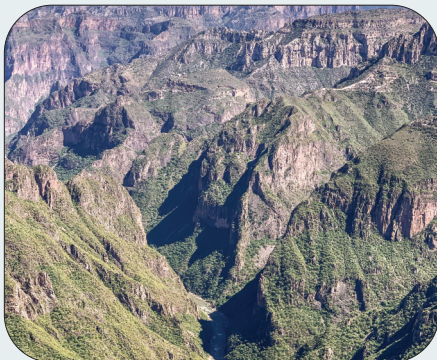


Capital city

Capital city

**the place where a state or country's
government meets to make decisions
and laws**

Grade 2 Unit 1



Physical geography

Physical geography

different landforms and waterways in a place

Grade 2 Unit 1



Rivers

Rivers

**large streams of flowing,
fresh (not salt) water**

Grade 2 Unit 1



Lakes

Lakes

**bodies of water
surrounded by land**

Grade 2 Unit 1



Deserts

Deserts

**dry places where very
few plants grow**

Grade 2 Unit 1

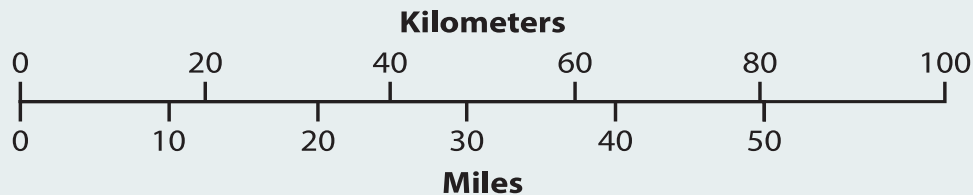


Forests

Forests

**places with many trees
and bushes**

Grade 2 Unit 1



Map scale

Map scale

**a tool that helps us
understand how far
apart places are**

Grade 2 Unit 1

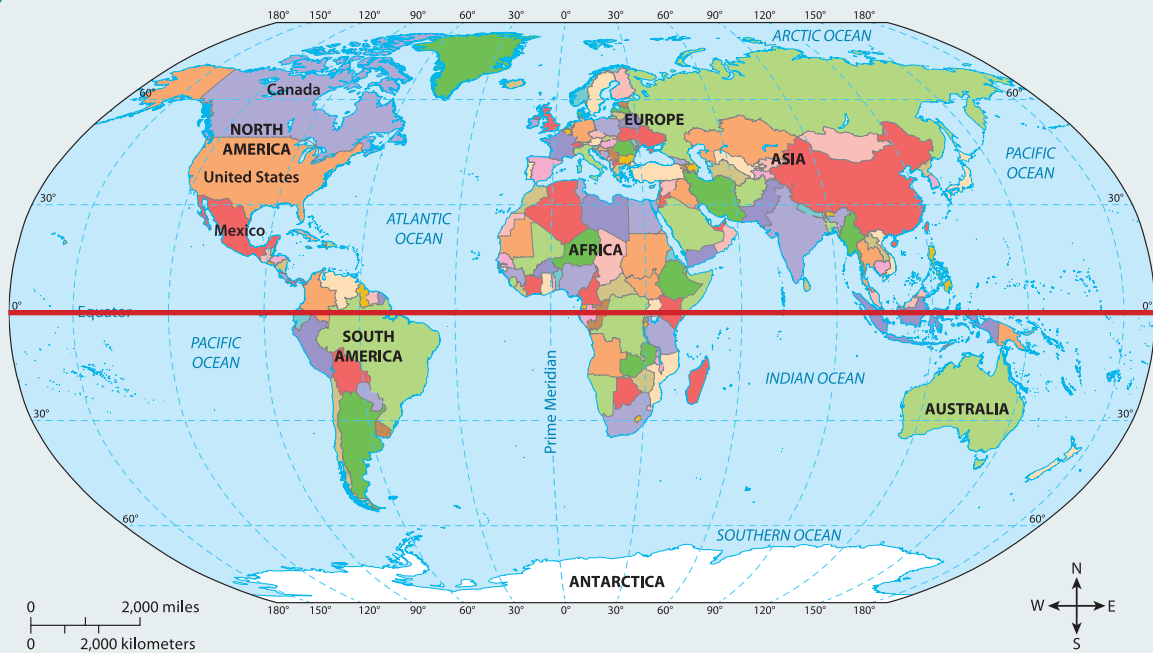


Globes

Globes

round models of Earth

Grade 2 Unit 1

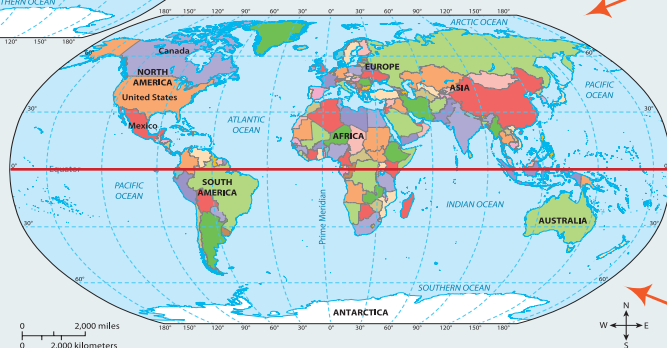
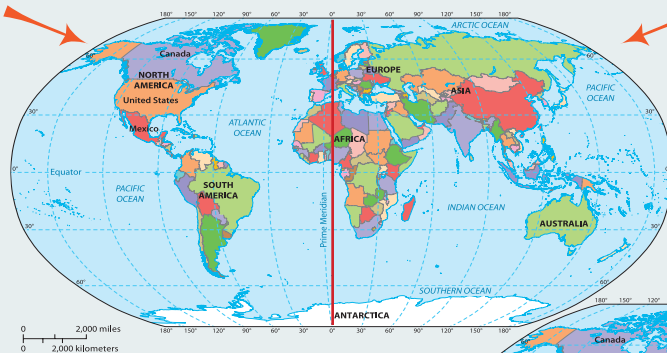


Equator

Equator

**the imaginary east-west line on
a globe or map that is an equal
distance from the North Pole
and the South Pole**

Grade 2 Unit 1

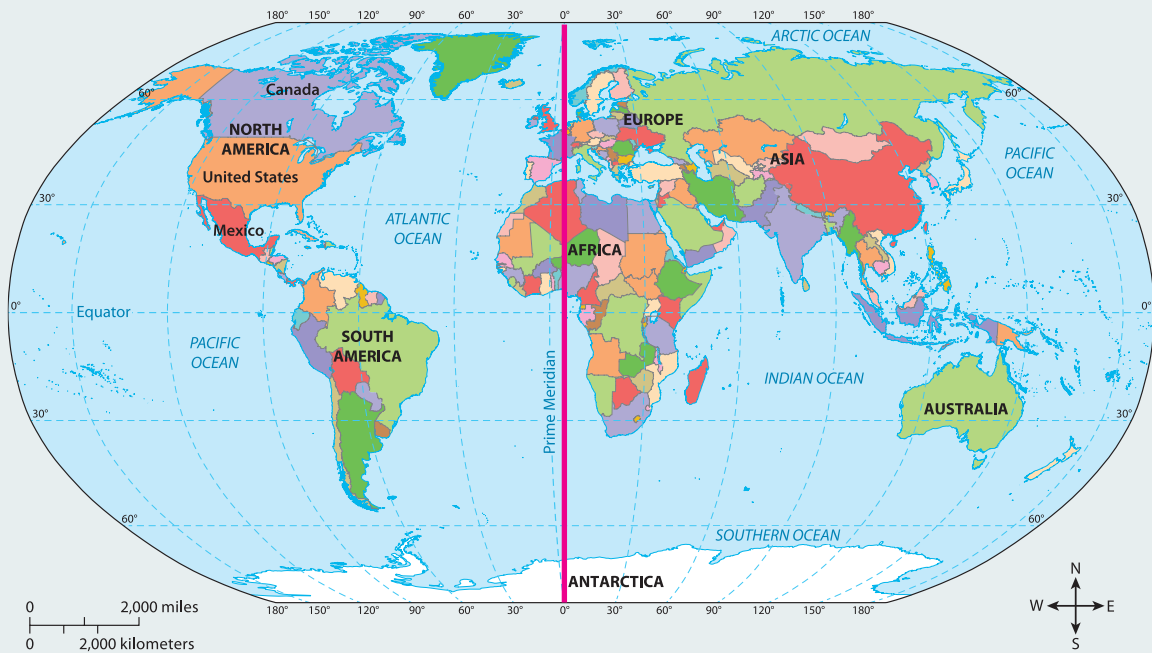


Hemisphere

Hemisphere

a half of the Earth

Grade 2 Unit 1



Prime meridian

Prime meridian

the imaginary north-south line on a globe or map that runs between the north and south poles

Grade 2 Unit 1

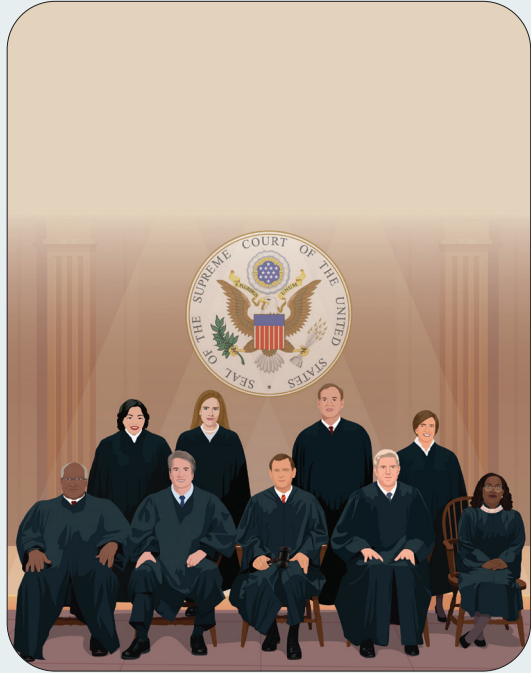


Continent

Continent

**a very large area of land
that is often home to
several countries**

Grade 2 Unit 1



Government

Government

**the group of people who
make decisions for a city,
state, or country**

Grade 2 Unit 1

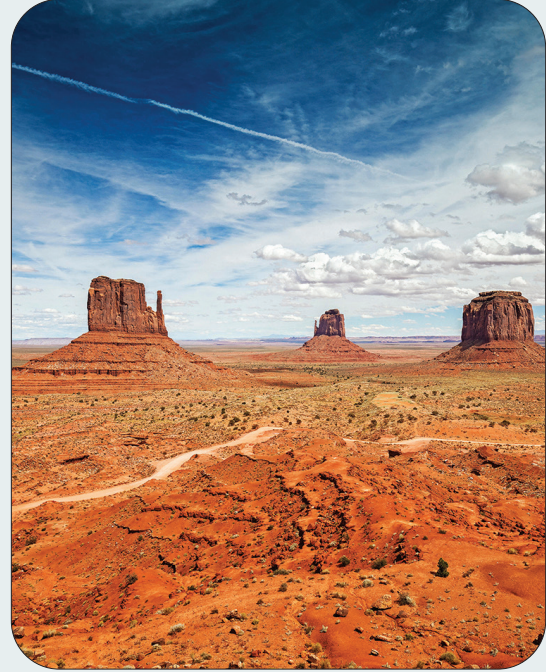
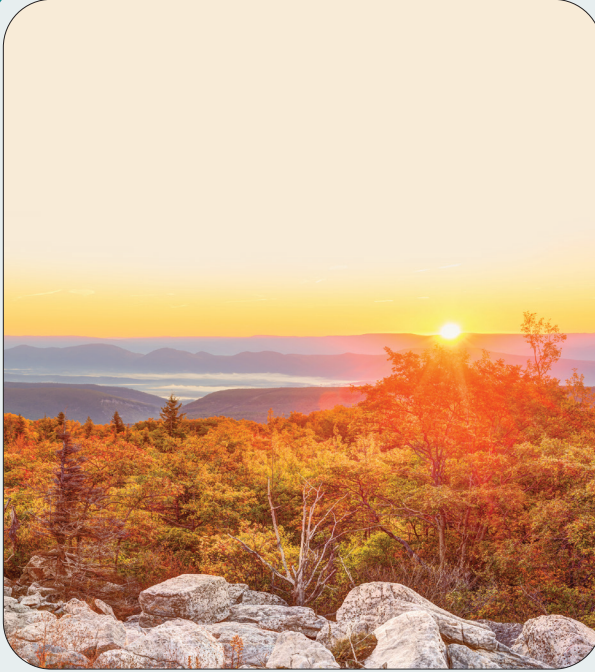


Laws

Laws

**the rules that a group of
people living together in a
community must follow**

Grade 2 Unit 1



Landscapes

Landscapes

**the features that can be
seen on the land**

Grade 2 Unit 1



Industry

Industry

**a group of similar or
related businesses**

Grade 2 Unit 1



Urban

Urban

relating to a city

Grade 2 Unit 1

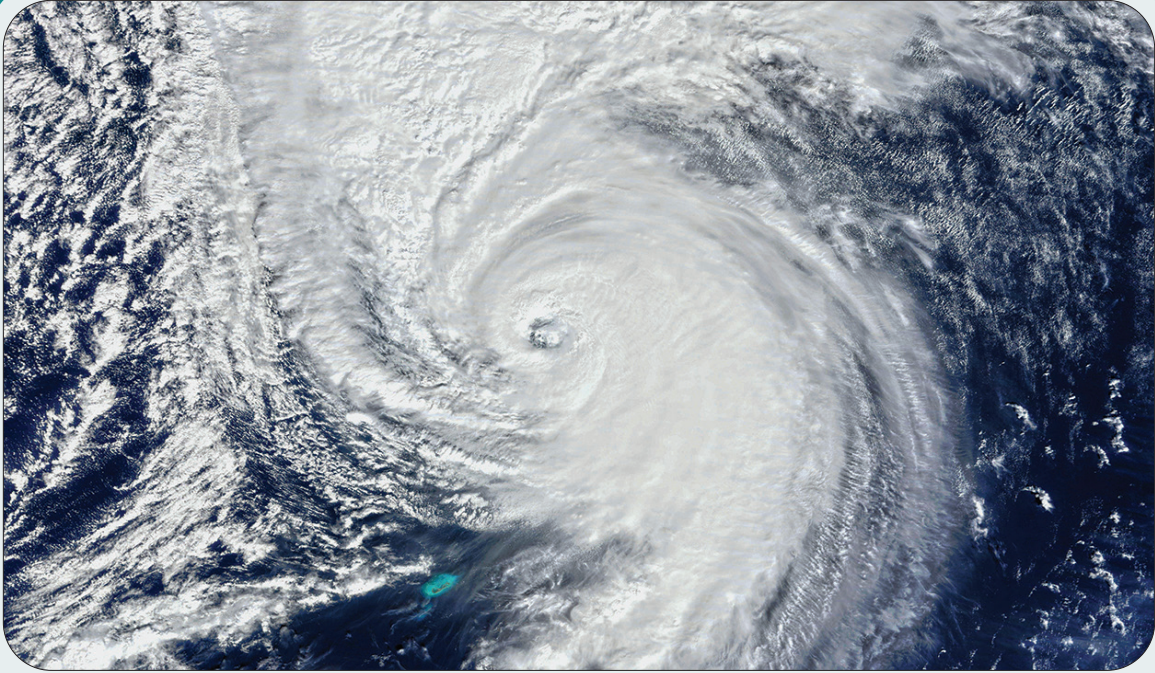


Peninsula

Peninsula

**an area of land that is surrounded by
water on three sides**

Grade 2 Unit 1



Hurricanes

Hurricanes

**storms with dangerously high
winds and heavy rain**

Grade 2 Unit 1



Rural

Rural

relating to the countryside

Grade 2 Unit 1



Tornadoes

Tornadoes

**a type of storm that has swirling
winds of more than a hundred miles
per hour (161 kph)**

Grade 2 Unit 1



Mine

Mine
to dig underground for valuable
resources such as coal

Grade 2 Unit 1



Tourism

Tourism

**the business of providing services—
such as places to stay, eat, and play—
for people who are traveling**

Grade 2 Unit 1



Canyon

Canyon

deep valleys with steep sides

Grade 2 Unit 1



Natural wonder

Natural wonder

**a landform or other geographic
feature that is especially beautiful
or unusual**

Grade 2 Unit 1



Suburban

Suburban

**an area where people live outside
of a city**

Grade 2 Unit 1



Bay

Bay

**a body of water surrounded on three
sides by land**

Grade 2 Unit 1



Rainforest

Rainforest

**a forest found in warmer places
that gets a lot of rain**

Grade 2 Unit 1

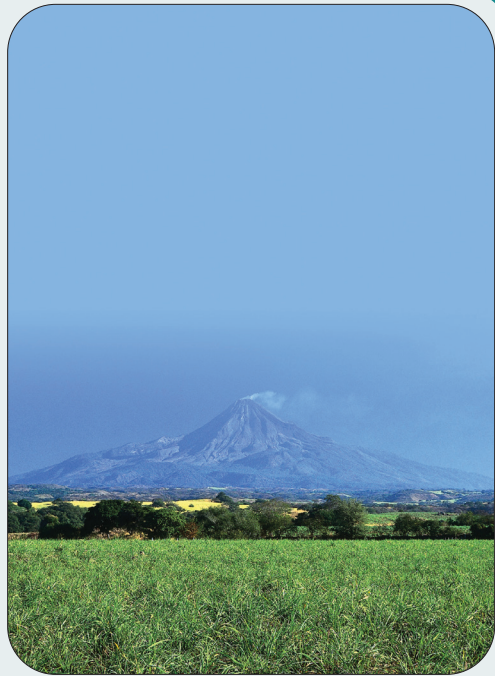


Island

Island

**land completely surrounded
by water**

Grade 2 Unit 1



Volcanoes

Volcanoes

**mountains with a crater or opening
from which lava, gases, and rocks
escape through Earth's crust**

Grade 2 Unit 1



Tropical forests

Tropical forests
forests that grow in areas
near the equator

Grade 2 Unit 1



Border

Border

**a line that marks the edge of a place,
such as a country or a state**

Grade 2 Unit 1



Mainland

Mainland

the main land area of a country or continent, in contrast to outlying islands

Grade 2 Unit 1



Flooding

Flooding

**when a body of water overflows onto
land that is usually dry**

Grade 2 Unit 1



Population

Population

**the total number of people who
live in an area**

Grade 2 Unit 1



Central

Central

**located in or near the middle or
center of something**

Grade 2 Unit 1



Soil

Soil

**dirt that has the things that plants
need to grow**

Grade 2 Unit 1



Ash

Ash

the powder that remains after
something is burned

Grade 2 Unit 1

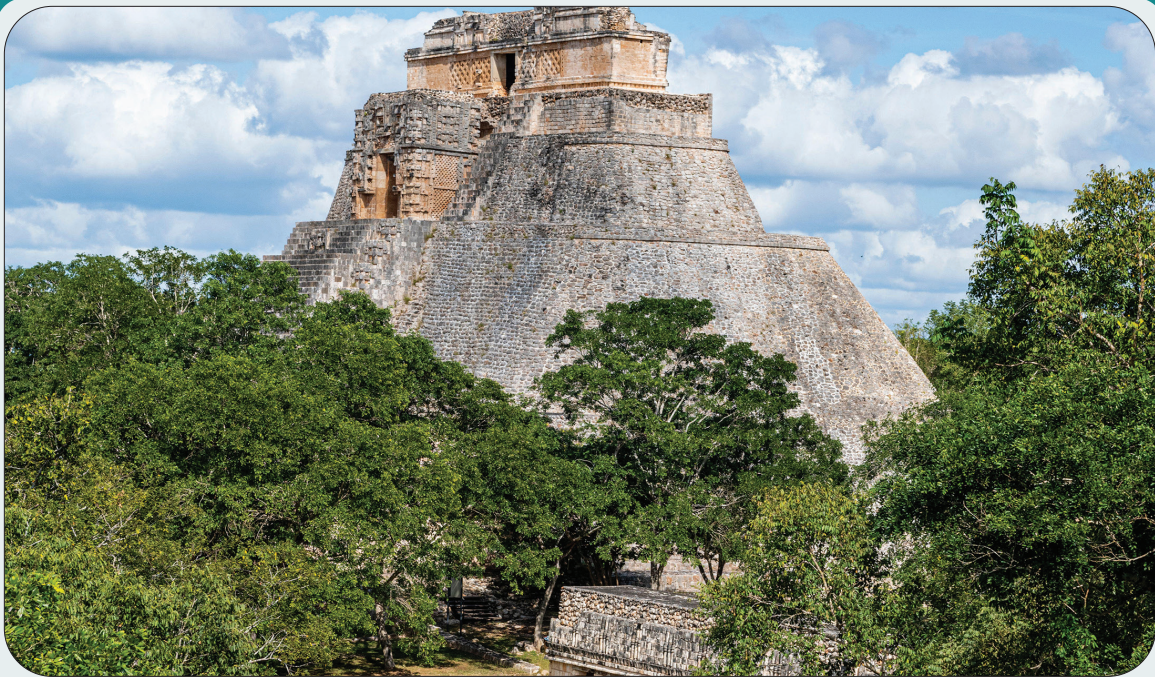


Irrigation

Irrigation

any way in which people bring water to land to help crops grow, such as by using canals or pipes

Grade 2 Unit 1



Ruins

Ruins

what is left of something, like an abandoned building or a city, after a long, long time of no one using it or taking care of it

Grade 2 Unit 1



Factories

Factories

**places where people use machines
to make goods**

Grade 2 Unit 1



Producer

Producer

**a person, group, or company who
makes a good to sell to other people
or countries**

Grade 2 Unit 1

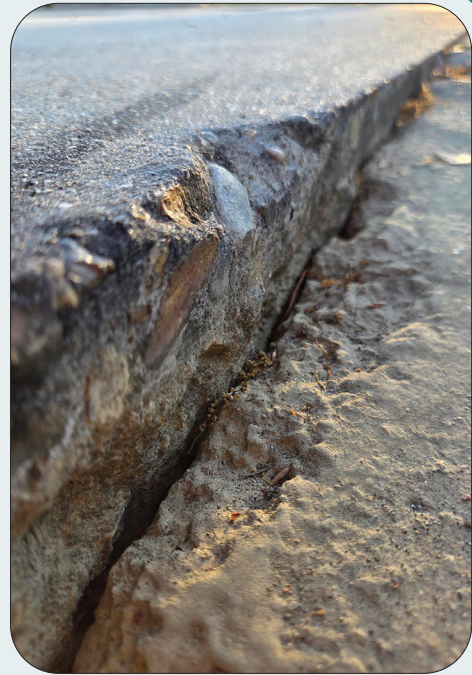
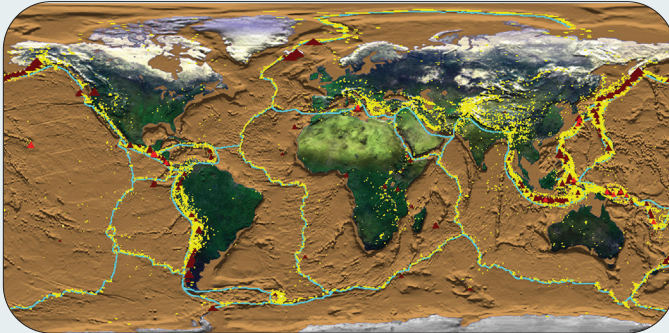


Natural disasters

Natural disasters

**events in nature that cause harm,
like hurricanes and floods**

Grade 2 Unit 1



Earthquakes

Earthquakes

**when the ground shakes suddenly as
a result of movements beneath the
surface of the Earth**

Grade 2 Unit 1