



Core Knowledge®

KNOWLEDGE BUILDING CARDS Kindergarten



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.



Farm

Farm

**a place with a lot of land that is
used for growing plants and raising
animals that can be eaten as food**

Kindergarten Unit 1

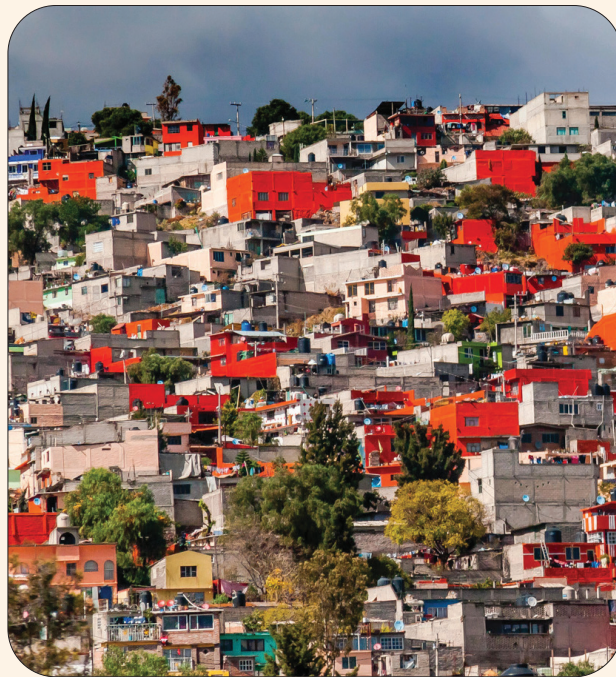


City

City

**a place with many
streets and buildings
where a lot of people live
and work**

Kindergarten Unit 1



Town

Town

**a place that has streets,
houses, and apartments
where people can live**

Kindergarten Unit 1



River

River

**a large stream of fresh,
flowing water**

Kindergarten Unit 1



Neighborhood

Neighborhood

**a part of a town
or city where people live near
one another**

Kindergarten Unit 1



State

State
a specific area within
a country

Kindergarten Unit 1



Country

Country
a place with a
government and laws
for all the people who
live there

Kindergarten Unit 1



Village

Village

**a small community
or group of houses in
a rural area, usually
smaller than a town**

Kindergarten Unit 1



Border

Border
a line where two
areas meet

Kindergarten Unit 1



Ocean

Ocean
a very large
body of water found in different
places around the world

Kindergarten Unit 1



Lake

Lake

a large body of water
surrounded
by land on all sides

Kindergarten Unit 1



Countryside

Countryside

**a place where
there are fewer
buildings and people
than a city**

Kindergarten Unit 1



Suburb

Suburb

**a town or a community
near a large city**

Kindergarten Unit 1

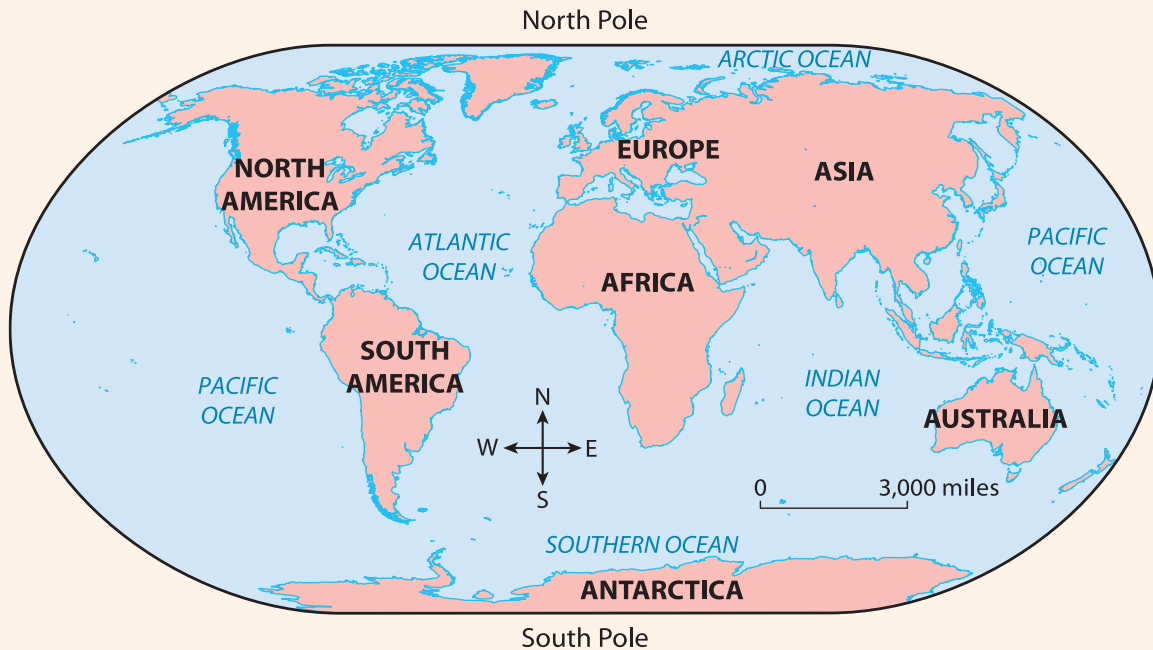


Maps

Maps

drawings of places

Kindergarten Unit 1



Continent

Continent

**one of the largest areas
of land on Earth**

Kindergarten Unit 1



Natural Resources

Natural Resources

**things we get from
nature
that we can use**

Kindergarten Unit 1

MAP KEY



Highway



Forest



City



Railroad



Capital City



Mountain



Airport



River

Symbols

Symbols

**pictures or signs that
mean something**

Kindergarten Unit 1

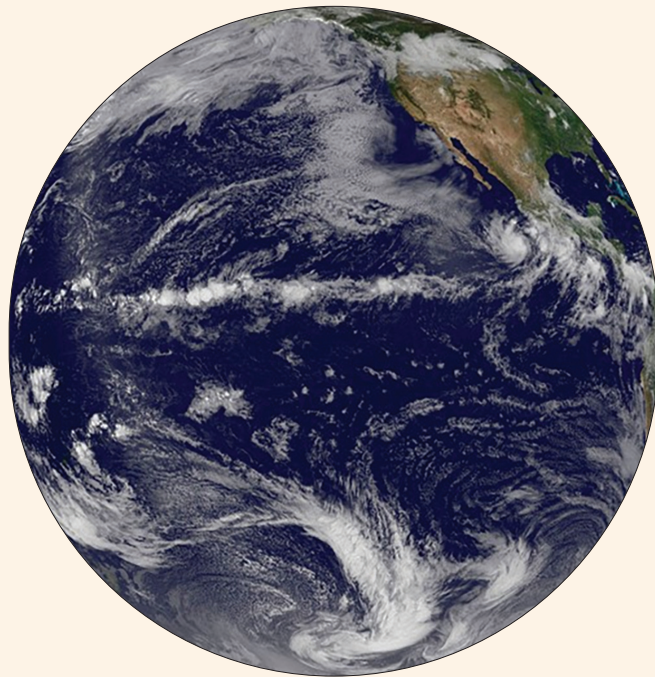


Globe

Globe

**a round model
of the world**

Kindergarten Unit 1



Earth

Earth

**another name for
our world**

Kindergarten Unit 1



North Pole

North Pole

**most northern point
on Earth**

Kindergarten Unit 1



South Pole

South Pole

**most southern point
on Earth**

Kindergarten Unit 1



Dairy

Dairy

**food that is made from milk
or milk products**

Kindergarten Unit 1



Desert

Desert

**any area of land that
is dry and
does not get a lot of rain**

Kindergarten Unit 1