
GRADE 2: PEOPLE AND ENVIRONMENTS: GLOBAL COMMUNITY

ABSTRACT:

In the Grade 2 People and Environments strand, teachers will use *Somewhere in the World Right Now* by Stacey Schuett to explore the concept of time zones. The book takes us on a journey to discover what is happening around the world at this exact moment, and students will explore the ways in which people from different parts of the world live and what these communities/environments are like.

Source: Schuett, Stacey. *Somewhere in the World Right Now*. New York: Knopf, 1995. Print. ISBN: 978-0679885498

Language Literacy Focus: Oral Communication, Reading, Writing

SOCIAL STUDIES STRAND / RELEVANT GUIDING QUESTION(S):

What are some of the ways in which different regions of the world are distinct?

How do physical features and climate contribute to differences in the ways people around the globe live?

LEARNING GOALS

In Social Studies, students will:

LG1 show how a person lives in a different community in different parts of the world (**Significance**)

LG2 demonstrate the similarities and differences between the ways in which people around the world adapt to meet their needs (**Cause and Consequence**)

LG3 identify repeating characteristics in how people live and react to their environment (**Patterns and Trends**)

In Language, students will

LG4 gather and organize information

LG5 extend their understanding of a text by connecting the ideas in them to their own knowledge of a community



Prior Knowledge and Concepts

- ELL connection: Pre-teach key words to ensure a better understanding of text and a richer discussion)
- Students should have experience: reading a map, gathering and organizing information, using and creating a Venn diagram

A. Instructional Strategies:

Interactive Read Aloud/Shared Reading



Ask students what time of day it is right now. (Morning, afternoon). Ask students if they think it is the same time of day all over the world. Introduce *Somewhere in the World Right Now* and explain that this book will help us understand what time of day it is in different parts of the world and what is happening in these places. Record questions students may have as you read.

B. Student Activities:

Interactive Read Aloud/Shared Reading



1. Ask students to listen for the names of different countries because we are going to locate them on a world map. After reading, use turn and talk strategy to develop a class list of locations and locate them on a map. **(Gather and Organize)** Create a list of questions students have after reading the book. **(Formulate Questions)**

Assessment suggestions: Teacher listens as students share the locations mentioned in the book. **(LG1)**

2. Students and teacher create a simple Venn diagram for similarities and differences between people around the world and people in our community based on what they've read and seen in the book. *(This can be done in small group or whole class setting that provides multiple opportunities for students to turn and talk and think, pair, share.)* **(Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions: Informal conversations and observations of student understanding of similarities and differences. **(LG1, LG2, LG3)**

3. Students use the picture clues from the book and a map of the world to determine why people live the way they do. (e.g. on the page for Siberia, why is the family wearing coats? Why is it cold in Siberia?) **(Interpret and Analyze; Evaluate and Draw Conclusions)**

Assessment suggestions: Informal conversations with students as they explain why the distance from equator affects climate and how humans adapt to the climate. **(LG1, LG2, LG3, LG5)**

4. Students select a question from Activity #1. Students use books about countries or information from websites to gather and organize this information. **(Formulate Questions; Gather and Organize Information)**

Assessment suggestions: Informal conversations with students about their findings **(LG1, LG2, LG3, LG4)**.

EXTENSIONS

- Students use Google Earth to find the locations mentioned in the book
- Focus on a difference from Venn diagram and research why is it different (climate, natural features etc.)
- Students identify other locations that have similar weather based on distance from equator
- Students prepare final communication of new learning in a representation that suits their learning style

A note about assessment: The achievement chart on pages 32 and 33 of the Ontario Curriculum Social Studies document and the achievement chart on pages 20 and 21 of the Ontario Language curriculum will prove helpful when assessing the various components of these activities.

OVERALL EXPECTATIONS

Social Studies:

Application: B1
Inquiry B2
Understanding Context: B3

Language:

Oral Communication: 1
Reading: 1
Writing: 1

SPECIFIC EXPECTATIONS

Social Studies:

Application: B1.1,
Inquiry: B2.1, B2.2, B2.6
Understanding Context: B3.1, B3.4,
B3.7, B3.8

Language:

Writing: 1.3, 1.4
Oral: 1.2, 1.4, 1.5, 1.6, 2.2
Reading: 1.3, 1.6

OTHER RESOURCES

- Google Earth
- Schuett, Stacey. *Somewhere in the World Right Now*. New York: Knopf ;, 1995. Print.
- On This Day in March by Marilyn Singer
- <http://www.nationalgeographic.com/kids-world-atlas/maps.html>