

BACKWARD DESIGN/DOWNWARD DESIGN CROSS-CURRICULAR PLANNING MODEL

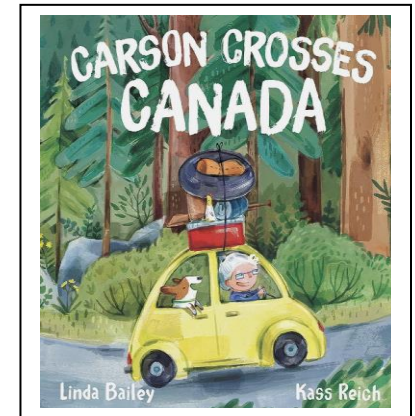
Grade: 4

Subjects /Strands: Social Studies, B3. Understanding Context: Regions in Canada

Title: Carson Crosses Canada

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Illustrator: Kass Reich



Synopsis: Feisty Annie Magruder and her dog, Carson, live in British Columbia, Canada, and they're setting out to visit her sister, Elsie, in Newfoundland. In their little rattlebang car, packed with Carson's favourite toy, Squeaky Chicken, and plenty of baloney sandwiches, Annie and Carson hit the road! They travel province by province, taking in each unique landscape and experiencing something special to that particular part of this vast, grand country. For example, they marvel at the beauty of the big, open sky -- and grasshoppers! -- in Saskatchewan and discover the gorgeous red earth and delicious lobster rolls in PEI, before finally being greeted by Elsie -- and a surprise for Carson!

STEP 1: CURRICULUM CONNECTIONS

Big Idea for This Unit	What is important for learners to know? What are the enduring understandings? Understand that Canada is separated into different regions. Cardinal directions can help us when locating or traveling.		
Inquiry Questions	What is the big open question to inform learning and link curricula? Consider starting with big ideas in Science or Social Studies. How is Canada divided into physical regions and what are some of the characteristics of these regions?		
Overall Language Expectation(s)	What will learners learn? Only identify those being assessed in the unit/lesson sequence. B3. Understanding Context: Regions in Canada: identify Canada's political and physical regions, and describe their main characteristics and some	Specific Language Expectation(s)	What specific expectations from the curriculum documents will be addressed throughout the unit/lessons? Only identify those being assessed in the unit/lesson sequence. B3.5 identify Canada's provinces and territories and their capital cities, and describe them with reference to their location and some of the peoples who live in them (<i>e.g., New Brunswick, which is in Atlantic Canada, is the only bilingual province and has a large Acadian population; Toronto, which is the capital of Ontario, has a large immigrant population, which includes people from China, South</i>

	significant activities that take place in them (FOCUS ON: Significance; Patterns and Trends)		<i>Asia, Europe, and Latin America as well as Indigenous Canadians; the majority of people in Nunavut, in Arctic Canada, are Inuit</i> B3.7 demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps
Cross-Curricular Connections (Science and/or Social Studies)	Include subject(s) and strand(s). Capitalization and Punctuation B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work.		
Learning Goals	What learners are expected to know, understand and be able to do in a language they can understand. We will identify the different provinces and territories in Canada on a map. We will identify the capital cities of each province and territories. We will describe regions of Canada using cardinal language.	Success Criteria	How will learners demonstrate that they are successful? We will identify the different provinces and territories in Canada on a map. We will identify the capital cities of each province and territories. - I can label a blank map of Canada with the provinces, territories, and their capital cities. We will describe regions of Canada using cardinal language. - I can use cardinal and intermediate language to locate different Canada regions on a map.

STEP 2: LANGUAGE CONNECTIONS

Tier 2 Vocabulary	What tier 2 vocabulary is important to highlight in this mentor text? Scorcher Drooped Souvenir Lively Tide Grand	Tier 3 Vocabulary	What tier 3 vocabulary is important to highlight in this mentor text? N/A
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Language Conventions	What syntax, sentence structure, grammar, or punctuation can be highlighted in this mentor text? Capitalization and Punctuation B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of capital letters for proper adjectives, commas to set off nouns of direct address, and quotation marks to indicate the title of a short work
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Lesson Sequence

#	Lesson Title	Lesson Activities (Learning Experiences)	Assessment	Resources
1	Introducing	Minds on: Brainstorming web (whole group) Draw a brainstorm web on the board with the word Canada in the center. Ask students what they know about Canada. "What do you know about Canada?" Write the various ideas students share around the web. Show students video about Canada. https://www.youtube.com/watch?v=zm6gHJ3SQIM MINI LESSON: Pull up a labelled map of Canada where all students can see. "What do you notice about this map? What do you see?" Explain to students that Canada is divided into different sections. Canada is divided into provinces and territories. Canada has 10 provinces and 3 territories. The territories are the Northwest Territories, the Yukon and Nunavut. The remaining are the 10 provinces. Show the students the different provinces and territories on the map or have them find them. Ask students why they think Canada is divided into provinces and territories. "This map represents the political regions of Canada. This means that the map is divided by the borders between Canada's provinces and territories.	-Prior knowledge check. -Exit Ticket: Label and Colour a map of Canada.	Carson Crosses Canada by Linda Bailey & Kass Reich Labelled map of Canada or Google Earth/Google Maps YouTube

	Provinces and Territories each have their own type of government that they follow. Each province and territory have different features and characteristics that differ from each other. The weather, animals, plants, houses, environment, and even the people differ. We will see that as we continue to learn about Canada”. Continue looking at the map exploring different regions and asking questions. What province is the biggest, the smallest? Which province do you live in? Which province is the farthest from where we live? Etc. Share with students that we are going to be reading a book called “Carson Crosses Canada.” Before Reading: “Has anyone ever travelled within the country of Canada, where have you been?” Begin reading the book. *We will read the book twice so focus on identifying the vocabulary words of your choosing during this reading. * “Scorcher, Drooped, Souvenir, Lively, Tide, Grand” At the end of the story, talk about the different places the characters travelled through. Hand out a blank map of Canada. While discussing the different places the characters travelled to have students label and colour their maps with the province or territory. What were the different characteristics of each place travelled? Discuss this as you are going through these locations.		
2	Mini Lesson: Mapping Show students picture of map of Canada. (Ensure it has a compass and labelled capital cities) “On some maps, there is a compass that helps represent directions. Called a compass rose, shows four main directions, N, S,E & W. We call these cardinal directions.” Point out the compass on the map. Point out your province on the map. Have students identify the direction other provinces are from them. For instance,	Observation notes	

	“Which direction is British Columbia from Ontario” students would say “West”. Do a few of these together. Inform students that we can also use the cardinal directions when moving around inside the classroom or outside the classroom. As a whole group, walk to different places in your school such as the gymnasium, office, neighbouring classrooms etc. At each location, have students turn to show what direction that location is from the classroom-- north, south, east, or west. Direct the students through the halls using the cardinal directions. *You may do this activity outside in the yard as well* Look at the worksheet labelled “reading a map” practice as a whole group or individually if you wish.										
3	Read the poem: https://media.nationalgeographic.org/assets/file/Cardinal_Directions_Poetry.pdf This poem reinforces the cardinal directions as well as connects it to Canada. Have students do an action every time they hear a cardinal direction. Activity (refresh on cardinal directions) Have students stand in the middle of the classroom or learning space. Have students travel from the center to the cardinal directions. For instance, you will call out a cardinal direction and the students will go to that direction. You may have them walk, skip, crawl, hop etc. to that direction. Mini Lesson: Intermediate Directions A compass rose can also show intermediate directions. These are the directions that are halfway between the main cardinal directions. Show image of a compass and show the intermediate directions. <table><tr><th colspan="2">Intermediate Directions</th></tr><tr><td>Northeast (NE)</td><td>Halfway between North and East</td></tr><tr><td>Southeast (SE)</td><td>Halfway between South and East</td></tr><tr><td>Southwest (SW)</td><td>Halfway between South and West</td></tr></table>	Intermediate Directions		Northeast (NE)	Halfway between North and East	Southeast (SE)	Halfway between South and East	Southwest (SW)	Halfway between South and West	Worksheet	https://www.99worksheets.com/2nd-grade/social-studies-2nd-grade/cardinal-directions/
Intermediate Directions											
Northeast (NE)	Halfway between North and East										
Southeast (SE)	Halfway between South and East										
Southwest (SW)	Halfway between South and West										

	Northwest (NW)	Halfway between North and West		
	Do the activity again but including the intermediate directions. At the end of the lesson/period, have students fill in a compass rose with the cardinal and intermediate directions. You may have students do this independently as an exit ticket or with partners or even whole group (attached worksheet example)			
4	Minds on: Video: https://www.youtube.com/watch?v=Hmvy4CgBHbg “We have learned about where the provinces and territories of Canada are located. Now let’s learn about their capital cities. A capital city is a city where the government’s offices are located. Every province and territory has a capital city. Countries also have capital cities. Canada’s capital city is Ottawa, which is in Ontario.” Show students map of Canada with labelled capital cities and provinces and territories. When identifying the capital cities and their locations, read the blurbs about each capital city in Canada learning about each one with your students. Ask students if they have heard of any of these cities or have even been to any of these cities? Have students fill in their map from Lesson 1 with the capital cities using the reference map you have shown.			https://elementary.tvolearn.com/spe4_elem/assets/includes/sspe4_01.206.svg https://www.thoughtco.com/capital-cities-of-canada-4173714
5	Read <u>Carson Crosses Canada</u> a second time. As you are reading the book, talk about the different locations that are travelled and ask students what provinces, territories, or capital cities they think that they are in			Map Verbal Assessment https://www.layers-of-learning.com/wp-content/uploads/2013/06/Canada-Map.pdf

	throughout the various book pages based on what they now have learned about each one. Follow the map throughout Carson’s journey. After reading: ask students what capital city they would like to visit and why. Provide students with a blank map of Canada with a word bank of provinces, territories, and capital cities. Have students independently fill it in. As students are filling in their maps, call up students individually to assess their understanding of map and compass reading. Ask students the questions below to see if they can accurately use the compass rose or if they need more practice. Provide a map of Canada with labelled provinces and territories for them to do this. To go from Iqaluit to Ottawa, I would travel ____ To go from Quebec City to St. John’s, I would travel ____ To go from Edmonton to Charlottetown, I would travel ____ To go from Yellowknife to Fredericton, I would travel ____		https://www.thoughtco.com/capital-cities-of-canada-4173714
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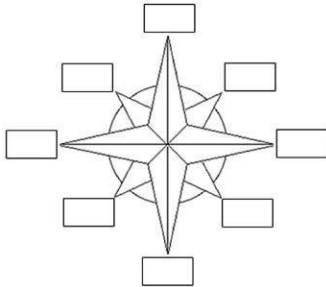
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Cardinal Points

What does N E S W stand for?

N _____ S _____
E _____ W _____

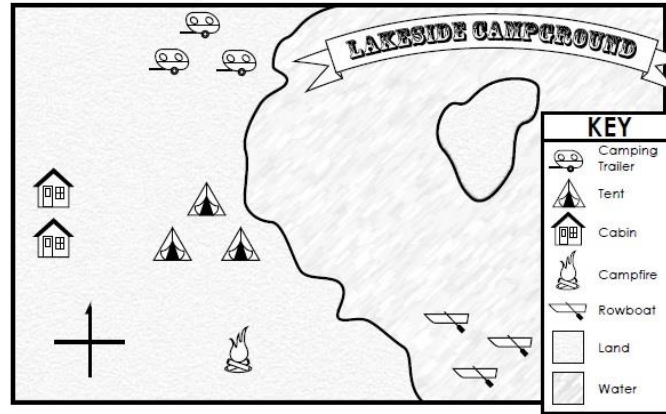
Place the letters N, E, S, W, NE, SE, SW in the empty blocks below:



What is the opposite direction of:

north-west: _____ south-east: _____
south-west: _____ west: _____
east: _____ north-east: _____
south: _____ north: _____

Reading a Map



1. Label **N**, **S**, **E**, and **W** on the compass rose.
2. Color the land **green** and the water **blue**.

Write **north**, **south**, **east**, or **west** to complete each sentence.

3. The rowboats are _____ of the campfire.
4. The camping trailers are _____ of the tents.
5. The cabins are _____ of the tents.
6. The campfire is _____ of the camping trailers.
7. The island is _____ of the cabins.