

# Introduction for the Teacher

This Teacher's Supplement contains games and activities for the two-book series, **Earth Matters**. The two books are intended to be used in sequence, although they may be used independently of each other. The recommended sequence is to use *Our Living Planet* first and *Going Green* second. *Our Living Planet* is a basic introduction to the physical geography, plant and animal life, and human presence on Earth. The basic concepts and vocabulary in *Our Living Planet* set the stage for *Going Green*, where environmental problems are described and solutions are suggested.

The contents of this booklet are photocopyable for classroom use. Several of the games may be used over and over again, and so laminating the material, although time-consuming, will make the effort worthwhile in the long run.

The descriptions and procedures for the games and activities, described below, are the same for both books. The contents, of course, differ. The material on pages 4 – 41 is intended for *Our Living Planet*. Pages 42 – 78 are for *Going Green*. Many of the games are set up as a page of 12 rectangles with phrases and words in the rectangle. We will refer to these rectangles as "cards," because they can be made into a kind of game card.

## **Phrase Match** pages 4 and 42

### **Preparation:**

There are two pages of words/phrases that are combined to form a sentence. The first part of the sentence is on the first page, and the end of the sentence is on the second page. Photocopy the first page. The cards on this page (with the first parts of the sentences) are numbered from 1 – 12. On the backside of the page, write the same numbers so that card 1 has "1" on its back, etc. Then photocopy the second page with the ends of the sentences. On the backside write the numbers 13-24 that appear on the front side. At this point, it is optional but advisable to laminate the uncut sheets. Then cut them into 24 rectangles. Lay the rectangles out on a table, separating the two parts of the sentence, as below:

1	2	3	13	14	15
4	5	6	16	17	18
7	8	9	19	20	21
10	11	12	22	23	24

Alternatively, after photocopying the two sheets, cut them up into 24 rectangles and paste them on index cards. Then write the numbers 1-24 on the backs of the cards.

### **Procedure:**

Lay the 24 cards/pieces out on a table with the numbers showing, from 1 -24. Taking turns, students call out two numbers, trying to make a match. Have the students choose a number from 1-12 (the beginning of the sentence) and then choose a number from 13-24. If the two numbers do not make a match, the result will be a nonsense sentence. The cards are turned back over again, and the turn passes to the next student. When a match is made, the cards are removed from the layout and the turn passes to the next student.

**Contents:** The three phrase match games are played after units 3, 6, and 10.

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### **Word Match** pages 10 and 48

Similar to the phrase match, there are three word match games to be played after units 3, 6, and 10. The match asks the students to match two forms of the same word, for example, “sun-sunny.” When a student makes a match, they should try to use both words in a sentence. For example, “I can see the sun. It’s a sunny day.” With these games, it is not necessary to separate the two matching words as in the diagram above. Simply copy the number on the face of the card onto the back of the card.

### **Bingo** pages 16 and 54

#### **Preparation:**

Photocopy the bingo card with its word list. Each student gets a card. They then choose words from the list to fill out their cards by writing in additional words. They should not use the same word twice.

#### **Procedure:**

Using both the words given on the card and the words on the list, call out words one at a time. Keep track of the words you call out. When someone claims “bingo,” have them read their words aloud. You can also ask them to use their words in a sentence. You may want to make more than one card for each student so that the game can be played more than once. A prize for the winner adds a bit of fun to the game.

**Contents:** There are five different bingo cards to be used after units 2,4,6,8, and 10.

### **Line-up** pages 21 and 59

#### **Preparation:**

Photocopy the word cards, and as in the matching game, cut them into 12 rectangles, optionally laminating them before cutting.

#### **Procedure:**

Give each student a card. There are 12 cards. If you have more than 12 students, some will have to play as a pair. If you have fewer than 12 students, you may want to give some students two cards. Then have the students physically line up according to the instructions. In many cases there will be discussion and disagreement; that’s part of the point of the game – to get people talking. However, they have to arrive at a final line-up. Compare their line-up with the answer. If some students have more than one card, instead of doing a physical line-up, they can lay their cards out on a table, chalk tray, or floor.

#### **Contents:**

The line-up pages may be used as independent activities. If you are coordinating this activity with one of the books, there is a note on each page indicating when to use the activity with the book. The answers are on pages 39 – 40 and 76 – 77.

## Crosswords pages 26 and 63

### Preparation:

Photocopy the crossword page and give it to the students.

### Procedure:

You may choose to give the crosswords to pairs of students so that they practice conversation as they work together to find the solution.

### Contents:

There are three different crosswords, to be used after units 3, 6, and 10. The solutions are available on pages 41 and 78.

## Verb Cards pages 29 and 66

### Preparation:

Photocopy the verb card pages and (optionally) laminate and/or paste them on index cards.

### Procedure:

The cards may be used in a variety of ways. If you make multiple copies of the page, you can have two, three, four, or even five small groups, each working with a set and quizzing each other on the meaning and use of the verb. (**Suggestion:** If you do make multiple copies, it is a good idea to copy each set on a different color paper so they don't get mixed up.) You can also have a competition with teams. A team member takes a card from the pile and, with help from teammates, defines the word and uses it in a sentence.

### Contents:

Each verb card has a number that indicates the unit in which the verb is introduced. You may sort the cards into sets. For example, after unit 3, your students can work with verbs from units 1 through 3. After unit 5, you could make a set of unit 4 and 5 verb cards, or you could use unit 1 through 5 verb cards, providing review. As a final review, you may use all the cards.

## Quiz Cards pages 33 and 70

### Preparation:

Photocopy the cards and optionally either laminate them or paste them on index cards or both. You may wish to make multiple sets allowing small groups each to have a set; it is useful to use different colored paper for each set to keep them from getting mixed up.

### Procedure:

Each card has both the question and the answer. This allows the students to quiz each other. For example, put a pile of cards on the table. One student pulls a card and asks another the question. The student holding the card has the answer. Some students may quibble with the answer given. Allow them to discuss the matter; it is good practice. If need be, you serve as the judge. The cards can be used by competing teams with you keeping score on a blackboard scoreboard like a "pyramids" or "hangman" diagram.

**Contents:** There are two sets of 36 cards to be used after units 6 and 10.

# PHRASE MATCH GAME FOR UNITS 1-3

Our sun is 1	Venus 7
Our moon is 2	Mars 8
Our galaxy 3	A globe 9
Our planet 4	Earth 10
Gravity 5	A stone 11
An orbit 6	Earth's core is 12

# PHRASE MATCH GAME FOR UNITS 1-3

is a star.

7

is very hot.

5

a satellite.

12

is very cold.

6

is the Milky Way.

9

is a sphere.

3

is Earth.

10

is tilted.

4

is a force.

1

is a rock.

8

is a circular path.

11

a solid ball.

2

