

# Getting Started

## ORGANIZATION

Each card game consists of 40 question and answer cards. The cards are arranged in columns (top to bottom) in the order in which they will be read by the class. A reproducible active listening enrichment page follows every set of game cards. Play the interactive card games alone or in conjunction with the reproducible pages to reinforce students' active listening, increase active participation, provide enrichment, and extend the learning and accountability of each student.

## INSTRUCTIONS FOR I HAVE, WHO HAS? GAME CARDS

- 1) Photocopy two sets of the game cards. Keep one copy as your reference to the correct order of questions and answers.
- 2) Cut apart the second set of game cards. Mix up the cards and pass them out to the students. Every student should have at least one card. Depending on your class size, students may have more than one card.
- 3) Have the student with the first card begin the game by saying *I have the first card*. *Who has . . . ?* As each student reads a card, monitor your copy to make sure students are reading the cards in the correct order. (Because of the interrelationship between concepts, more than one answer may *seem* correct. Acknowledge each “almost” answer and ask for a more specific answer.) If students correctly matched each card, then the last card read will “loop” back to the first card and read *I have . . . Who has the first card?*

<p>I have the <b>first card</b>.</p> <p>Who has the term for a living thing that starts out small, develops as it grows, and reproduces?</p>	<p>I have <b>flowering plant</b>.</p> <p>Who has the kind of plant that reproduces by making seeds in cones?</p>
<p>I have <b>organism</b>.</p> <p>Who has the world's largest organisms, which make the oxygen that people need to breathe?</p>	<p>I have <b>conifer</b>.</p> <p>Who has the part of the plant that takes in water and minerals from the soil and grows toward water?</p>
<p>I have <b>trees</b>.</p> <p>Who has the stages of an organism's life?</p>	<p>I have <b>roots</b>.</p> <p>Who has the part of the plant that supports the plant and carries the minerals and water from the roots to the leaves?</p>
<p>I have <b>life cycle</b>.</p> <p>Who has the kind of plant that reproduces by making seeds in flowers?</p>	<p>I have <b>stem</b>.</p> <p>Who has the part of the plant that takes in the gas called carbon dioxide and makes most of the plant's food?</p>

## INSTRUCTIONS FOR ACTIVE LISTENING ENRICHMENT PAGE

- 1) Copy one page for each child or pair of children.
- 2) Make sure each child has a light-colored crayon or highlighter (not a marker or pencil) to color over the correct boxes as they are read. Provide time for children to lightly color or highlight the correct box.

- 3) Have students answer the extension questions at the bottom of the page. Use the answer key on pages 90–96 to check students' answers.

### WHAT TO OBSERVE

- 1) Students who have difficulty locating the correct boxes on the active listening enrichment page once familiarity with the format has been established may have difficulties with visual discrimination.
- 2) Students who have difficulty reading their cards at the correct time may have difficulties with attention, hearing, active listening, or the concepts being reinforced.

### VARIATIONS

(To be played without the active listening enrichment page)

#### Timed Version

Have students play the game twice. Encourage them to beat their time in the second round. Have students play the same game again the next day. Can they beat their time again? Remember to mix up the cards before distributing them for each new game.

#### Small Groups

Give each group a set of game cards. Encourage groups to pay close attention, read quickly, and stay on task to determine which group is the fastest. Playing in smaller groups allows students to have more cards. This raises the opportunities for individual accountability, active participation, time on task, and reinforcement per student.

#### Card Reduction

If your class is not ready to play with multiple cards, you can reduce the number to fit your class needs. Photocopy the set of the game cards you want to play. Determine the appropriate number of cards needed. Following the existing order of the game, begin with the first card and count the number of cards you need. Delete the *Who has . . . ?* clue from the last card counted and replace with the sentence *Who has the first card?* Photocopy and cut apart the revised game for class play.



# Weather



I have the **first card**.

Who has the term for the daily condition of the lowest atmosphere in a particular place?



I have **atmosphere**.

Who has the materials that make up the atmosphere?



I have **weather**.

Who has the person who makes weather predictions or reports on the weather?



I have **gases and dust**.

Who has the lowest layer of the atmosphere in which weather occurs?



I have **weather forecaster**.

Who has the person who studies weather?



I have **troposphere**.

Who has the second layer of the atmosphere, which contains the ozone layer?



I have **meteorologist**.

Who has the term for the air that surrounds the earth?



I have **stratosphere**.

Who has the third layer of the atmosphere in which air is the coldest?





# Weather



I have **mesosphere**.

Who has the fourth layer of the atmosphere, which is important to radio communications?



I have **thermometer**.

Who has the term for the pressing down force of the air on the earth?



I have **thermosphere**.

Who has the outermost layer of the atmosphere?



I have **air pressure**.

Who has the type of air pressure in which air moves downward and creates good weather and clear skies?



I have **exosphere**.

Who has the force that holds the atmosphere in place?



I have **high pressure**.

Who has the type of air pressure in which air moves upward and creates bad weather conditions?



I have **gravity**.

Who has the tool used to measure the temperature of the air?



I have **low pressure**.

Who has the tool used to measure air pressure?



# Weather



<p>I have <b>barometer</b>.</p> <p>Who has the type of weather conditions expected if a barometer is rising?</p>	<p>I have <b>anemometer</b>.</p> <p>Who has the tool used to measure wind direction?</p>
<p>I have <b>fair weather</b>.</p> <p>Who has the type of weather conditions expected if a barometer is falling?</p>	<p>I have <b>weather vane</b>.</p> <p>Who has the term for a mass of tiny water droplets that are too small to fall from the sky?</p>
<p>I have <b>rain</b>.</p> <p>Who has the term for air moving from high pressure to low pressure?</p>	<p>I have <b>cloud</b>.</p> <p>Who has the type of clouds that are feathery, thin, and often mean rain or snow will fall within several hours?</p>
<p>I have <b>wind</b>.</p> <p>Who has the tool used to measure how fast wind is moving?</p>	<p>I have <b>cirrus clouds</b>.</p> <p>Who has the type of clouds that are fluffy, white with flat bottoms, and usually bring fair weather?</p>



# Weather



I have **cumulus clouds**.

Who has the type of clouds that are smooth and gray, cover the whole sky, and usually bring light rain and drizzle?

I have **rain gauge**.

Who has the term for a large body of air that has nearly the same temperature and moisture?

I have **stratus clouds**.

Who has the type of clouds that have dark, flat bottoms and produce rain or thunderstorms?

I have **air mass**.

Who has the areas in which most air masses form?

I have **cumulonimbus clouds**.

Who has the cloud droplets that grow and fall as rain, snow, sleet, or hail?

I have **tropics and polar regions**.

Who has the area where air masses meet?

I have **precipitation**.

Who has the tool that measures the amount of precipitation?

I have **front**.

Who has the type of front that results from cold air pushing under warm air and often brings thunderstorms and cooler weather?



# Weather



I have **cold front**.

Who has the type of front that results from warm air pushing into cold air and often brings long, steady rain and warmer temperatures?



I have **tropical zone**.

Who has the cold, snowy climate zone near the North Pole and the South Pole?



I have **warm front**.

Who has the term for how much water vapor is in the air?



I have **polar zone**.

Who has the climate zone between the polar and tropical zones that has warm summers and cold winters?



I have **humidity**.

Who has the tool used to measure humidity?



I have **temperate zone**.

Who has the device created to take pictures of the earth and collect information about the weather?



I have **hygrometer**.

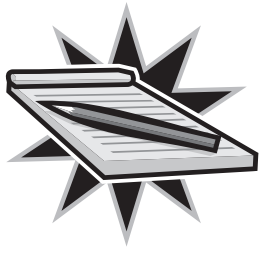
Who has the climate zone near the equator that has warm weather all year?



I have **weather satellite**.

Who has the first card?





# Weather

Draw a line from word to word to complete the maze as your classmates read the clues.

START	WEATHER	WEATHER FORECASTER	METEOROLOGIST
AIR PRESSURE	THERMOMETER	STRATUS CLOUDS	ATMOSPHERE
HIGH PRESSURE	GRAVITY	EXOSPHERE	GASES AND DUST
LOW PRESSURE	CIRRUS CLOUDS	THERMOSPHERE	TROPOSPHERE
BAROMETER	HUMIDITY	MESOSPHERE	STRATOSPHERE
FAIR WEATHER	RAIN	WEATHER	BAROMETER
ANEMOMETER	WIND	CUMULUS CLOUDS	STRATUS CLOUDS
WEATHER VANE	CLOUD	CIRRUS CLOUDS	CUMULONIMBUS CLOUDS
TROPICAL ZONE	HYGROMETER	HUMIDITY	PRECIPITATION
POLAR ZONE	ATMOSPHERE	WARM FRONT	RAIN GAUGE
TEMPERATE ZONE	WEATHER SATELLITE	COLD FRONT	AIR MASS
CUMULUS CLOUDS	<b>FINISH</b>	FRONT	TROPICS AND POLAR REGIONS

Look at the words you did **not** use in the maze above. Write one of those words for each definition.

1. \_\_\_\_\_ the air that surrounds the earth
2. \_\_\_\_\_ a tool used to measure air pressure
3. \_\_\_\_\_ a mass of tiny water droplets that are too small to fall from the sky
4. \_\_\_\_\_ the amount of water vapor in the air
5. \_\_\_\_\_ smooth, gray clouds that usually bring light rain and drizzle
6. \_\_\_\_\_ thin, feathery clouds that often mean rain or snow will fall within hours
7. \_\_\_\_\_ fluffy, white clouds that usually bring fair weather