

# Elementary Continent Mat Bundle

Guide to Lessons and Game

W

Cape Trafalgar

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# **Elementary Continent Mat Bundle**

*(suitable for children 6 to 12 years of age)*

## **Contents of Elementary Continent Mat Bundle:**

- Guide to Lessons and Game
- Elementary Continent Mat and storage bag
- 7 three-part Continent Cards
- 5 three-part Ocean Cards
- Continent Game Continent Cards (6 small color cards of each continent, 6 small black and white cards of each continent)
- 6 veneer Continent Game playing pieces
- 2 directional dice (1 Beginner Die: N, S, E, W, E, W; and 1 Advanced Die: NW, NE, SW, SE, S, N)
- Elementary Continent Mat Command Cards (25 each for Levels One, Two, and Three)
- 45 Landforms of the World Cards and arrows
- 45 Water Forms of the World Cards and arrows
- wooden storage boxes for all cards and the Continent Game

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## Three-Part Card Activities

**You will need:** Elementary Continent Mat, three-part cards for Continents and Oceans, 6 veneer Continent Game playing pieces.

**Purpose:** To introduce and learn to identify the continents and oceans.

Note: These activities serve as a primer for Elementary classrooms. They increase in difficulty from one to the next. Make sure the child has mastered each level before moving to the next.

1. Identify the continents on the mat.
2. Using the three-part Continent Cards, show the large cards with the picture and label and ask the child to find each continent on the mat.
3. Using the three-part Continent Cards, show the small cards with no label and ask the child to find the continent on the mat.
4. Match the large and small cards on the mat, naming each continent as the children find the match.
5. Match the label to the large card.
6. Match the label to the small card. Then, place the label on the mat on top of the corresponding continent.
7. Read the descriptions on the back of the small three-part Continent Cards. Have the children take their playing pieces to the continent described.
8. Repeat these activities with the three-part Ocean Cards.

## Continent Game

**You will need:** Elementary Continent Mat, Continent Game Continent Cards, 6 veneer Continent Game playing pieces, 2 directional dice (one beginner: N, S, E, W, E, W and one advanced: NW, NE, SW, SE, S, N), compass; **Optional for Extensions:** Continent Mat Wooden Animals, animal or people cards from the Biome Cards for the Continents.

**Purpose:** To actively engage the children in identifying and learning the continents.

This game is ideal for teaching the names of the continents to children who come into the elementary class not knowing them. Pair them with children who do and all of the conversations will help them learn.

(contributed by Marie Scott of New Gate School in Sarasota, FL)

1. Lay out the Elementary Continent Mat. Distribute a game piece to each child (up to 6 players or pairs of players). Give each player (or pair of players) a set of the small black and white Continent Game Continent Cards (one of each continent) for them to match to the cards they collect (and track what they have left to collect) as the game unfolds.
2. Take out a real compass and demonstrate how north can be determined. Find north (N) on the mat. Turn the mat and align the N on the mat with true north. Explain that the opposite direction is south. Show the directions east and west. Have the children move a playing piece on the grid according to your directions.

3. Demonstrate how you can come over to the west side of the mat when you go off on the east side (and vice versa) because the Earth is round. Bring the two ends together to show how it becomes a circle.
4. Identify the continents on the mat. Have the children take their playing pieces to each continent as you name it.
5. Sort the small, color Continent Game Continent Cards into stacks of matching continents. Place the stack on the appropriate continent.
6. Explain that each player (or pair of players) must land on each continent before they can come back to their home continent. In order to move, they throw one of the dice and move as far in that direction as they wish. (A slower game can be played by moving one rectangle at a time.) Explain that from Antarctica, you must roll north to leave and from the top of the mat, you must roll south.
7. Begin the game with the beginner die. As they land on each continent, a card is collected.
8. When all of the continents are collected, they can go back to their home continent and wait for everyone else to finish or help others collect Continent Game Continent Cards.
9. Explain the directions of northwest, northeast, southwest, and southeast. Have the children practice moving on the diagonal. Now you can introduce the more advanced die and play again.

#### **Extensions:**

- The game can be played by shuffling the black and white small Continent Game Continent Cards and distributing them to each player to determine a random itinerary of continents they need to visit to complete the game.
- Once the children are comfortable with the Continent Game you can add additional items to be collected from each continent. For example, you can add animal cards from our Biome Cards for the Continents to each continent for the children to collect when they land on that continent. They can learn about that animal (and contextualize where it is found in the world) during the game and do further research on the animals whose cards they collect after they have completed the game. This addition to the game also works well with Continent Mat wooden animals and the people cards from the Biome Cards for the Continents.
- After the children have begun work with the Landforms and Water Forms of the World cards, you can deal them 4 or 5 cards from those sets. As they roll the dice and visit continents, they can point out and name the land or water forms from their set as they land in that area and turn the card over to show they have visited it.

## Command Cards

**You will need:** Elementary Continent Mat, Command Cards (25 each for Levels One, Two, and Three).

**Purpose:** To gain additional knowledge about the continents and continue to gain fluency in directional movements.

1. Begin with Level One Elementary Continent Mat Command Cards. Have the children read the command cards and perform the command.
2. Once they have met the challenges of the Level One cards, introduce the Landforms of the World and Water Forms of the World cards and work through them.
3. After becoming familiar with the land and water forms of the world, proceed to the Level Two and Level Three Command Cards.

## Landforms of the World Cards

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## Water Forms of the World Cards

**You will need:** Elementary Continent Mat, 45 Landforms of the World Cards and arrows, 45 Water Forms of the World Cards and arrows.

**Purpose:** To learn about the land and water forms of the world.

These exercises may be done with a teacher and pre-reading student who locates the land and water forms while hearing their names read aloud, however, most of this work is recommended for children reading on a 2nd or 3rd grade level. Children at this level should be able to do the work independently and utilize its potential to help them learn the names of the prominent land and water forms around the world.

1. Introduce a set of cards for one continent. Locate the continent on the mat. Note the color. Show the landform card and ask them to find that landform on the mat. Once the landform is located, place the corresponding arrow label pointing to it.
2. Repeat the process for the water forms. When the child is familiar with the process, this work can be done independently and repeated until the child learns the land and water forms for that continent.
3. Repeat the process for the other continents, one at a time.
4. Give the student more than one continent at a time to work with. The icon on the back can help identify the continent along with the color of the land.
5. As a final challenge, the child may be given the labels separately and asked to locate them on the mat without the pictures. The picture cards can then be used as a self-check.

## Land and Water Form Storytelling

**You will need:** To research the history of the names of some land and water forms, globe or Elementary Continent Mat.

**Purpose:** Many prominent land and water forms have stories associated with them that explain how they got their names. Telling these stories helps ensure that a child will remember these names by providing an emotional anchor.

One example is the story of the Cape of Good Hope:

People in Europe a long time ago wore clothing of wool. (Pass around a scrap of wool for the children to feel.) Their food was plain and sometimes spoiled before they could eat it. There were no refrigerators.

Those who went out exploring other lands came upon people to the east, like India and China, who had much older civilizations. They had been living in cities for thousands of years. A man named Marco Polo brought back silk (pass around a scrap of silk) and spices for food.

Kings and rich people wanted more of these things. The explorers sailed on the Mediterranean as far as they could until they had to go across the desert for many, many miles. It would take them a year or more to come back. Often, robbers would take their money on the way there or their silk and spices on the way back. The safest way to go would be by boat. They knew these lands were on the coasts of an ocean, but they didn't know how that ocean and the Atlantic Ocean connected. (Show globe.)

Sailors from Portugal and Spain set out south, hoping to get around the land and be able to sail east toward the land of silk and spices. Each explorer got a little bit further but had to give up and come back before they found a way around Africa.

Finally, a man named Vasco da Gama was determined to find a way. He loaded up his ship with enough food and water to last for a very long time. (Trace his trip on the globe or mat.) When he went around Cape Verde, they went east for a while. Could this be it? No, the land was still blocking the way. Not until they came down to this point of land (point to the Cape of Good Hope) were they able to turn east and, then, north to find India. They named this place the Cape of Good Hope. Why do you think they called it this?