



# “I Have, Who Has?”

## An Interactive Vocabulary Game *Prairie Ecosystem Study Vocabulary* Grades 4<sup>th</sup>-8<sup>th</sup>

### **Introduction:**

Below is a collection of cards that connect to the Prairie Study Vocabulary for 4<sup>th</sup> - 8<sup>th</sup> graders.

**Activity Goal:** Students will become familiar with terminology relating to an animal's role in its surrounding environment. Students will practice active listening skills.

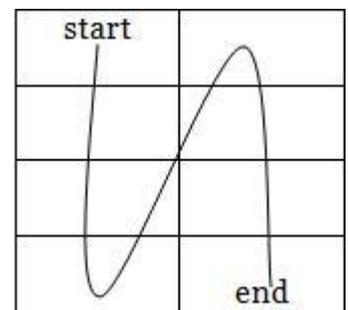
**Grade Level Suggestion:** Grades 4<sup>th</sup> to 8<sup>th</sup>

**Time Frame:** 15-20 minutes.

**Materials:** 3 sets of cards, a teacher key, vocabulary list or glossary (Vocabulary list available: <http://www.mortonarb.org/images/stories/education/schools/PreVisit/PrairieProgramVocabularyList.pdf>)

### **Set-Up (10-15 minutes):**

1. Organize students into 3 groups of 8 students. For this activity if you have more than 8 students in a group they will need to share cards. Do not make “extra cards” for a group of 9 or 10.
2. Make 4 copies of pages 3-4 or 3 and 5 depending on your group's age level and if you are participating in a lab program.
3. 1 copy of pages 3-4 or 3 and 5 will serve as your key. The other copies of pages 3-4 or 3 and 5 will serve as your sets of cards.
4. Each group will play with 2 sets. Each set is composed of 1 page. Cut apart page 3 to make set #1, page 4 or 4 to make set #2.
5. Shuffle each set of cards individually. (Do not mix the sets.)
6. Give each group set 1 and set aside set 2 until they are ready.
7. To set up your teacher's key draw an arrow down the right hand column and back up to the top of the left hand column. Then continue the arrow back down to the bottom of the left hand column. See Figure 1.
8. This arrow will dictate the order that the cards should be read by each student. Students will use the clues on the card to determine when to read their card.
9. *Please note: There is no linear connection to the order that these terms appear on the key. The activity is meant to reinforce the vocabulary used for your field trip program. Students should listen to the definitions and hints to help them determine when they should participate in the activity, by reading their card next.*



(Figure 1)

### **Directions**

1. Divide Students into 3 groups (Each group should contain 8 students.)
2. Each group should receive a set of cards.
3. Instruct the students to distribute the cards so that each student gets one 1 card. *Note: If you have less than 8 students in a group, students can have more than 1 card. If you have more than 8 in a group pair up the students.*
4. Ask students to read their card silently to themselves.
5. Next, inform students that they will be listening for someone to describe the bolded word on their card.
6. *Optional: Encourage students to utilize the glossary of their text book or the vocabulary list located to help them understand the meaning of their bolded word.*
7. The person with the first card goes first and reads, “I have the first card, who has the.....” Students should not read the hint at first. (The first card also has a sun pictured on it.)



8. Students listen for the clues and when they think their card has been called they read their card. "I have \_\_\_\_\_, who has..."
9. If no one knows if their card has been called the student whose turn it is can read the "hint." Note: Some of the cards could have multiple matches, however if students are unsure they should use the "hint" in order to determine the best possible match.
10. Monitor each group and touch base with student groups to ensure they are correctly identifying the meaning of each word.
11. Once a group has completed 1 round, give them Set #2 and have them play again, with the next set of vocabulary terms.
12. After each group has successfully completed 1 loop of each set, encourage students to write their own sets to quiz their classmates.



## Set #1

(Can be used for either 4-5<sup>th</sup> or 6-8<sup>th</sup> grade Programs)

<p> I have the <b>first card</b>.</p> <p>Who has something in an ecosystem that is not living?</p> <p>(Hint: examples of these would be light, water, heat, light, rock, air.)</p>	<p>I have an <b>ecosystem</b>.</p> <p>Who has something in an ecosystem that is living?</p> <p>(Hint: This is the opposite of abiotic.)</p>
<p>I have <b>abiotic</b>.</p> <p>Who the slow process of change in the physical or behavioural traits of a plant or animals due to some environmental factor?</p> <p>(Hint: An example of this would be deep roots in the prairie where surface water is scarce.)</p>	<p>I have <b>biotic</b>.</p> <p>Who has the process that plants use to turn sunlight, water and carbon dioxide into energy?</p> <p>(Hint: Photo is the Greek word part for light.)</p>
<p>I have <b>adaptation</b>.</p> <p>Who has a type of root system with one main root stem extending deep into the earth?</p> <p>(Hint: A carrot is an example of this type of root system.)</p>	<p>I have <b>photosynthesis</b>.</p> <p>Who the ecosystem that contains large amounts of light, tall grass vegetation and small mammals and birds?</p> <p>(Hint: When you come to The Morton Arboretum you will explore this ecosystem.)</p>
<p>I have a <b>taproot</b>.</p> <p>Who has a community of living (biotic) organisms and nonliving (abiotic) environmental factors working together as a unit?</p> <p>(Hint: Prairie, woodland, wetland are all examples of these.)</p>	<p>I have <b>the prairie ecosystem</b>.</p> <p>Who has the first card?</p>



## Set # 2A

(This set can be used with 4-5<sup>th</sup> grade groups who are also participating in the lab program)

 I have the <b>first card</b> .  Who has a plant or animal that eats other living things to survive?  (Hint: Rabbits eat grass, they consume their food, they do not produce it.)	I have <b>a stamen</b> .  Who has the reproductive part of the flower that contains both the stigma and ovule?  (Hint: The stigma is most commonly found in the middle of the flower and the ovule is found at the base of the flower head.)
I have <b>consumer</b> .  Who has a plant or animal that produces its' own food, some of which will be passed through the food web when the plant is eaten or decomposes?  (Hint: A grass uses light from the sun to make its own food.)	I have <b>the pistil</b> .  Who has a consumer that eats meat or other animals?  (Hint: Fox, falcon and coyote are all examples of this type of consumer.)
I have <b>producer</b> .  Who has all of the interactions between predators and prey, in which plants and animals obtain food, within a community or ecosystem?  (Hint: This is often times created as a diagram with a number of different species and how they are interdependent with each other.)	I have <b>carnivore</b> .  Who has the type or consumer that eats plant material (leaf, stem, roots and flowers)?  (Hint: Rabbits, deer and bison are all examples of this type of consumer.)
I have <b>a food web</b> .  Who has the reproductive part of the flower that produces pollen? It is composed of both a filament and anther.  (Hint: There are usually 3-4 of these in each flower head.)	I have <b>herbivore</b> .  Who has the first card?



## Set # 2B

(This set can be used with 6-8<sup>th</sup> grade groups who are also participating in the lab program)

<p> I have the <b>first card</b>.</p> <p>Who has the total of all varied and diverse plants and animals interacting in an ecosystem?</p> <p>(Hint: Bio means life.)</p>	<p>I have <b>a stamen</b>.</p> <p>Who has the reproductive part of the flower that contains both the stigma and ovule?</p> <p>(Hint: The stigma is most commonly found in the middle of the flower and the ovule is found at the base of the flower head.)</p>
<p>I have <b>biodiversity</b>.</p> <p>Who has a plant that has little or no woody stem but has leaves and stems that die down at the end of each growing season?</p> <p>(Hint: Grasses and flowers would be examples of this but trees would not be.)</p>	<p>I have <b>the pistil</b>.</p> <p>Who has a consumer that eats meat or other animals?</p> <p>(Hint: Fox, falcon and coyote are all examples of this type of consumer.)</p>
<p>I have an <b>herbaceous plant</b>.</p> <p>Who has the natural process where plant seeds are spread to other areas?</p> <p>(Hint: This process can be powered by the wind and often disperses seeds across great distances.)</p>	<p>I have <b>carnivore</b>.</p> <p>Who has the type or consumer that eats plant material (leaf, stem, roots and flowers)?</p> <p>(Hint: Rabbits, deer and bison are all examples of this type of consumer.)</p>
<p>I have <b>Seed Dispersal</b>.</p> <p>Who has the reproductive part of the flower that produces pollen. It is composed of both a filament and anther?</p> <p>(Hint: There are usually 3-4 of these in each flower head.)</p>	<p>I have <b>herbivore</b>.</p> <p>Who has the first card?</p>