



# “I Have, Who Has?”

An Interactive Vocabulary Game

**Terrific Trees**  
Grades 2<sup>nd</sup> and 3<sup>rd</sup>

## **Introduction:**

Below is a collection of cards that connect to the Terrific Trees Vocabulary for 2<sup>nd</sup> and 3<sup>rd</sup> graders.

**Activity Goal:** Students will become familiar terminology relating an animal’s role in their surrounding environment. Students will practice active listening skills in order to correctly identify and match their cards within their group.

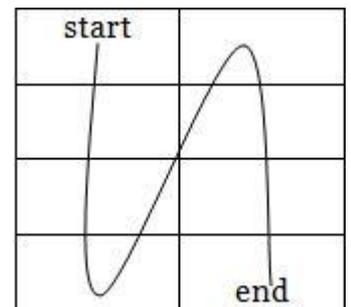
**Grade Level Suggestion:** Grades 2nd to 3rd

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

**Materials:** 3 sets of cards, a teacher key, vocabulary list or glossary (Vocabulary list is also available online below the corresponding program)

## **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 and 4.
3. 1 copy of pages 3-4 will serve as your key. The other copies of pages 3-4 will serve as your sets of cards. Page 3 is the first set and Page 4 is the second set.
4. Create 3 groups of these 2 sets of cards by cutting apart all each individual sheet. (Do not MIX UP the cards- each sheet is 1 set)
5. Shuffle each set of cards individually. You want to have a set 1 and a set 2 for each group of 8 students.
6. 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.
7. 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.
8. *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 #1 of cards. (They will receive set #2 once they have completed set #1).
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 online, below the corresponding program, to help them understand the meaning of their bolded word so they know what to listen for.*
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 set's to quiz their classmates.



## Set #1

<p> I have the <b>first card</b>.</p> <p>Who has a woody stem that grows from the trunk or main stem of a tree?</p> <p>(Hint: On White Oak Trees these grow straight out from the tree trunk)</p>	<p>I have <b>germination</b>.</p> <p>Who has the tough outer covering of a woody root or stem?</p> <p>(Hint: On a Dogwood tree this outer covering is smooth)</p>
<p>I have a <b>branch</b>.</p> <p>Who has a long thin, pointed leaf, usually found on evergreen trees?</p> <p>(Hint: These are the only leaves you see in the winter)</p>	<p>I have <b>bark</b>.</p> <p>Who has the term used to describe the first pair of leaves developed by a seed plant?</p> <p>(Hint: This part of the plant is visible during the first stages of germination)</p>
<p>I have a <b>needle</b>.</p> <p>Who has an organism that makes/produces their own food by converting sunlight, water and carbon dioxide into sugar?</p> <p>(Hint: Almost all plants are considered to be this, since they pass this energy through the food web when they are eaten or decompose)</p>	<p>I have <b>cotyledon</b>.</p> <p>Who has the part of a plant that will grow into a new plant under the right conditions?</p> <p>(Hint: These come in all shapes and sizes. Sometimes they are used as food by other organisms.)</p>
<p>I have a <b>producer</b>.</p> <p>Who has the process that occurs when a seed sprout pushes through the soil to reach the air and light?</p> <p>(Hint: This process starts seed growth)</p>	<p>I have a <b>seed</b>.</p> <p>Who has the first card?</p>



## Set #2

<p> I have the <b>first card</b>.</p> <p>Who has the underground part of a plant that absorbs water and nutrients from the soil and holds the plant in place?</p> <p>(Hint: These are generally white and spread out in all directions underground)</p>	<p>I have <b>an embryo</b>.</p> <p>Who has the main stem of a tree?</p> <p>(Hint: If you cut a ring of this, you can determine the age of the tree.)</p>
<p>I have a <b>root</b>.</p> <p>Who has the (usually) flat and green outgrowth of a plant stem?</p> <p>(Hint: These come in all shapes and sizes and are a great way to identify which type of tree you are looking at!)</p>	<p>I have <b>the trunk</b>.</p> <p>Who has a plant or animal that digests and breaks down dead material, converting it to nutrient for other plants or animals?</p> <p>(Hint: Examples of this type of organism would be a pill bug, worm or bacteria)</p>
<p>I have a <b>leaf</b>.</p> <p>Who has the term used to describe a condition where the plants and animals living together in an area <u>depend</u> on one another for survival?</p> <p>(Hint: An Example of this is a bee depending on a flower for food, and the flower depending on the bee for pollination)</p>	<p>I have a <b>decomposer</b>.</p> <p>Who has the term for the phases, stages or changes that an organisms goes through, throughout its <u>lifetime</u>?</p> <p>(Hint: This is a pattern that describes how the growth of an organism changes over its whole <u>life</u>-time)</p>
<p>I have a <b>interdependence</b>.</p> <p>Who has the term for a living thing in the earliest stage of development?</p> <p>(Hint: Almost all animals start out as this type of cell)</p>	<p>I have a <b>life cycle</b>.</p> <p>Who has the first card?</p>