



“I Have, Who Has?”

An Interactive Vocabulary Game

Cycles and Solutions

Grades 4th and 5th

Introduction:

Below is a collection of cards that connect to the Cycles and Solutions Vocabulary for 4th and 5th grade.

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.

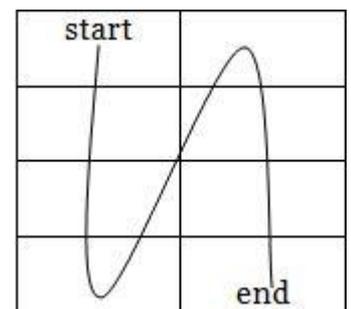
Grade Level Suggestion: Grades 4th and 5th

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 page 3.
3. 1 copy of page 3 will serve as your key. The other copies of page 3 will serve as your sets of cards
4. Create 3 sets of cards by cutting apart all 3 copies of page 3. (Do not MIX UP the cards- each sheet is 1 set)
5. Shuffle each set of cards individually.
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.
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, have them try it again and time the group to see how fast they can go.
12. After each group has successfully completed 1 loop, encourage students to write their own set's to quiz their classmates.



<p> I have the first card.</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 a cycle.</p> <p>Who has something in an ecosystem that is living?</p> <p>(Hint: this is the opposite of abiotic)</p>
<p>I have abiotic.</p> <p>Who the process that breaks down collected materials so that they can be turned into new items?</p> <p>(Hint: Many of you do this at your homes when you separate plastic, from paper)</p>	<p>I have biotic.</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 recycling.</p> <p>Who has the part of the water cycle that represents raining. This is a process in which water from the atmosphere falls to the ground as rain, sleet or snow?</p> <p>(Hint: This occurs after evaporation)</p>	<p>I have photosynthesis.</p> <p>Who the process in which a plant releases water from the openings on a leaf's surface?</p> <p>(Hint: These come in all shapes and sizes. Sometimes they are used as food by other organisms.)</p>
<p>I have precipitation.</p> <p>Who has the term for a repeated process (usually circular) of related events that occurs throughout nature in a lot of different ways?</p> <p>(Hint: water, carbon, nitrogen, phosphorus and soil all have this circular process. These processes move these materials from one place to the next, so that they can be used by many different organisms.)</p>	<p>I have a Transpiration.</p> <p>Who has the first card?</p>