



“I Have, Who Has?”

An Interactive Vocabulary Game
Eco-Explorers Vocabulary
Grades 2nd and 3rd

Introduction:

Below is a collection of cards that connect to the Eco-Explorers Vocabulary for 2nd and 3rd graders. Each set of Cards incorporates the vocabulary and applies it within a different ecosystem in The Morton Arboretum.

Activity Goal: Students will become familiar with the relationships between organisms in an ecosystem and how their interactions are interconnected. Students will practice active listening skills in order to correctly identify and match their cards within their group.

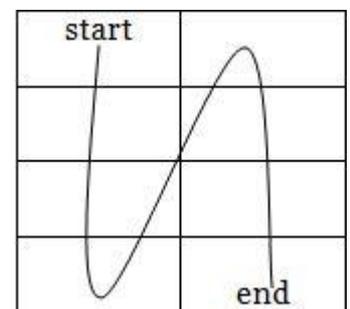
Grade Level Suggestion: Grades 2nd to 3rd

Time Frame: 5-8 minutes per set of cards. If utilizing all 3 sets of cards- 20-25 minutes.

Materials: 1 sets of each ecosystem’s 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 2 copies of pages 2-4
3. 1 copy of pages 2-4 will serve as your key. The other copy of pages 2-4 will serve as your sets of cards
4. Cut apart 1 copy of page 2, 3 and 4 to create 3 sets of different cards. (1 Meadow, 1 Woodland, 1 Wetland).
5. Shuffle each set of cards individually. (DO NOT intermix the sets).
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 students. 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. Introduce today's goal, "Today we are going to identify how organisms within a ecosystem are connected by playing a game. This will also help us to learn some of the vocabulary that you will use on your field trip to The Morton Arboretum."
2. Divide Students into 3 groups (Prairie, Wetland and Woodland)
3. Each group (prairie, wetland and woodland) should receive a set of cards.
4. 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.
5. Ask students to read their card silently to themselves.
6. Next, inform students that they will be listening for someone to describe the bolded word on their card.
7. *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.*
8. 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.
9. Students listen for the clues and when they think their card has been called they read their card. "I have _____, who has..."
10. If no one knows if their card has been called the student whose turn it is can read the "hint"
11. Teacher or Aide follows along to ensure that the students are going in the correct order by correctly identifying the clues for each vocabulary word.
12. Once you have completed 1 round try it again and time the group to see how fast they can go.
13. After each group has successfully completed 1 loop, switch card sets so that each group can apply the vocabulary to each of the ecosystems.

Set #1- Woodland

<p>I have the first card. </p> <p>Who has an organism that makes their own food?</p> <p>(Hint: like a White Oak Tree)</p>	<p>I have adaptations. </p> <p>Who has a community of living and non-living factors working together as a unit?</p> <p>(Hint: Trees-producers, squirrels-consumers, slugs-decomposers all live in the same space and interact with each other because they are all a part of the same _____?)</p>
<p>I have a producer. </p> <p>Who has a plant or animal that eats other living things to survive?</p> <p>(Hint: like a squirrel eating the acorns of the oak tree)</p>	<p>I have ecosystem. </p> <p>Who has the order of what eats what in a community?</p> <p>(Hint: predator, prey and decomposers are all a part of this connected circle)</p>
<p>I have a consumer. </p> <p>Who has a plant or animal that breaks down or digests dead material, and converts the material in to nutrients?</p> <p>(Hint: like a slug eating dead log)</p>	<p>I have food web. </p> <p>Who has the source of energy for the entire ecosystem?</p> <p>(Hint: It gets the food web started)</p>
<p>I have a decomposer. </p> <p>Who has the slow process of change in a plant or animal's characteristics (traits) that help it survive in its ecosystem?</p> <p>(Hint: An example of this would be the colors of the Great Horned Owl's feathers to blend in with its nest of leaves, high in a tree.)</p>	<p>I have the sun's energy. </p> <p>Who has the first card?</p>

Set #2- Meadow

<p>I have the first card. </p> <p>Who has an organism that makes their own food?</p> <p>(Hint: like a Big Blue Stem Grass)</p>	<p>I have adaptations. </p> <p>Who has a community of living and non-living factors working together as a unit?</p> <p>(Hint: grasses-producers, rabbits-consumers, worms-decomposers all live in the same space and interact with each other because they are all a part of the same _____?)</p>
<p>I have a producer. </p> <p>Who has a plant or animal that eats other living things to survive?</p> <p>(Hint: like a rabbit eating the grasses of the meadow)</p>	<p>I have ecosystem. </p> <p>Who has the order of what eats what in a community?</p> <p>(Hint: predator, prey and decomposers are all a part of this connected circle)</p>
<p>I have a consumer. </p> <p>Who has a plant or animal that breaks down or digests dead material, and converts the material in to nutrients?</p> <p>(Hint: like a worm eating the dead material in the soil.)</p>	<p>I have food web. </p> <p>Who has the source of energy for the entire ecosystem?</p> <p>(Hint: It gets the food web started)</p>
<p>I have a decomposer. </p> <p>Who has the slow process of change in a plant or animal's characteristics (traits) that help it survive in its ecosystem?</p> <p>(Hint: An example of this would be the how the prairie plants have changed over time in order to develop roots that can reach up to 15 feet in the ground!</p>	<p>I have the sun's energy. </p> <p>Who has the first card?</p>

Set #3- Wetland

<p>I have the first card. </p> <p>Who has an organism that makes their own food?</p> <p>(Hint: like a Algae)</p>	<p>I have adaptations. </p> <p>Who has a community of living and non-living factors working together as a unit?</p> <p>(Hint: algae-producers, tadpoles-consumers, snails-decomposers all live in the same space and interact with each other because they are all a part of the same _____?)</p>
<p>I have a producer. </p> <p>Who has a plant or animal that eats other living things to survive?</p> <p>(Hint: like a tadpole eating the algae in a pond.)</p>	<p>I have ecosystem. </p> <p>Who has the order of what eats what in a community?</p> <p>(Hint: predator, prey and decomposers are all a part of this connected circle)</p>
<p>I have a consumer. </p> <p>Who has a plant or animal that breaks down or digests dead material, and converts the material in to nutrients?</p> <p>(Hint: bacteria in the water eating the dead material near the bottom of the pond.)</p>	<p>I have food web. </p> <p>Who has the source of energy for the entire ecosystem?</p> <p>(Hint: It gets the food web started)</p>
<p>I have a decomposer . </p> <p>Who has the slow process of change in a plant or animal's characteristics (traits) that help it survive in its ecosystem?</p> <p>(Hint: An example of this would be a frog's moist skin that allows it to breathe underwater)</p>	<p>I have the sun's energy. </p> <p>Who has the first card?</p>