



# “I Have, Who Has?”

An Interactive Vocabulary Game

**Woodland Ecosystem Study Vocabulary**  
**Grades 4<sup>th</sup>-8<sup>th</sup>**

## **Introduction:**

Below is a collection of cards that connect to the Woodland Ecosystem Study Vocabulary for 4<sup>th</sup> and 5<sup>th</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 4<sup>th</sup> to 5<sup>th</sup>

**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 3-5.
3. 1 copy of pages 3-5 will serve as your key. The other copies of pages 3-5 will serve as your sets of cards
4. Each group will play with all 3 sets. Each set is composed of 1 page. Cut apart page 3 to make set #1, page 4 to make set #2 and page 5 to make set #3.
5. Shuffle each set of cards individually. (Do not intermix the sets)
6. Give each group set 1 and set aside the other sets 2 and 4 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 students. 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 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. After students finish Set #2, have them complete Set #3 until they have reviewed all of the 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 the part of a plant's stem that represents the thin layer where new growth begins?</p> <p>(Hint: On a tree this layer is located directly beneath the bark)</p>	<p>I have <b>regeneration</b>.</p> <p>Who has the tissue of a vascular plant that transports food from the leaves to the other parts of the plant?</p> <p>(Hint: These tubes are considered the "roads" of plant because they transport food throughout the plant)</p>
<p>I have the <b>cambium</b>.</p> <p>Who has an area that provides an animal or plant with food, water, shelter and space?</p> <p>(Hint: A deer's _____ is the forest, a fish's _____ is the pond etc.)</p>	<p>I have <b>phloem</b>.</p> <p>Who has the term used to describe the green pigment found in plants that can use light energy from the sun to turn water and carbon dioxide into sugar and oxygen?</p> <p>(Hint: This pigment is often times identified by its green color. However it is also found in yellow and red)</p>
<p>I have a <b>habitat</b>.</p> <p>Who has the layer of the forest that is formed by the branches and leaves of the tallest forest trees?</p> <p>(Hint: This layer is also home to many birds and raptors.)</p>	<p>I have <b>chlorophyll</b>.</p> <p>Who has the process where dead material is broken down into simple elements that can be returned to the soil and atmosphere?</p> <p>(Hint: This pigment is often times identified by its green color. However it is also found in yellow and red)</p>
<p>I have the <b>canopy</b>.</p> <p>Who has the process that brings renewal and re-growth to a healthy woodland?</p> <p>(Hint: This process is also used to describe the process in which some organisms re-grow damaged limbs)</p>	<p>I have <b>decomposition</b>.</p> <p>Who has the first card?</p>



## Set #2

<p> I have the <b>first card</b>.</p> <p>Who has the process in which green plants make food (sugar) by converting sunlight, water and carbon dioxide into energy?</p> <p>(Hint: This is why plants are considered to be producers)</p>	<p>I have <b>the growth rings</b>.</p> <p>Who has the series of natural changes in the makeup of an ecosystem overtime?</p> <p>(Hint: An example of this would be a oak forest being replaced by a maple forest due to varying amounts of sunlight.)</p>
<p>I have <b>photosynthesis</b>.</p> <p>Who has the vascular tissue that transports water from the roots up to the leaves?</p> <p>(Hint: A these tubes have to work extra hard to move against the force of gravity)</p>	<p>I have <b>succession</b>.</p> <p>Who has the layer of the forest that is made up of an upper layer of mixed soil and decayed organic material?</p> <p>(Hint: This is the bottom layer of the forest)</p>
<p>I have a <b>xylem</b>.</p> <p>Who has the layer of the forest that is formed by the leaves and branches of the smaller trees?</p> <p>(Hint: This layer is also home to many squirrels and other small birds)</p>	<p>I have <b>the forest floor</b>.</p> <p>Who has the liquid that is transported by the phloem and xylem tissues in a plant?</p> <p>(Hint: This is sometimes used to make syrup)</p>
<p>I have the <b>understory</b>.</p> <p>Who has the layer of wood formed in a plant during a single period of growth?</p> <p>(Hint: These are visible as circle of varying width when a tree is cut crosswise.)</p>	<p>I have <b>sap</b>.</p> <p>Who has the first card?</p>



## Set #3

<p> I have the <b>first card</b>.</p> <p>Who has a community of living (biotic) organisms and non-living (abiotic) factors working together in a unit?</p> <p>(Hint: Wetlands, Woodlands, Prairies and Marshes are all examples of these)</p>	<p>I have <b>the herbaceous layer</b>.</p> <p>Who has the tough outer covering of the woody stems and roots of trees, shrubs and other wood plants?</p> <p>(Hint: Many Field ecologists with creating rubbings of this part of the tree, since it can be considered a characteristic that is used to distinguish different trees in the winter months.)</p>
<p>I have an <b>ecosystem</b>.</p> <p>Who has a condition where plants and animals living together in an area depend on one another for survival?</p> <p>(Hint: An example of this relationship is bees and flowers. Bees need the flowers for their nectar (food) and flowers need bees for pollination)</p>	<p>I have <b>the outer bark</b>.</p> <p>Who has the younger layers of new wood. This layer is active in the conduction of water and is usually lighter in color than the heartwood?</p> <p>(Hint: This layer is found between the cambium and heartwood)</p>
<p>I have interdependence.</p> <p>Who has the older, non-living central wood of a tree or woody plant, usually darker and harder than the younger sapwood?</p> <p>(Hint: The first part of the word represents an organ in your body that is also located in the central cavity of your body.)</p>	<p>I have <b>the sapwood</b>.</p> <p>Who has the rings of a tree that represent 1 year of growth for the tree?</p> <p>(Hint: This ring is composed of a lighter and darker line. )</p>
<p>I have the <b>heartwood</b>.</p> <p>Who has the layer of the forest that has little or no woody tissue growing?</p> <p>(Hint: This is layer is named for the type of plant compose majority of the layer. These plants are fleshy and often die down at the end of the growing season)</p>	<p>I have <b>the annual ring</b>.</p> <p>Who has the first card?</p>