



“I Have, Who Has?”

An Interactive Vocabulary Game
Animal Homes Vocabulary
Grades 2nd and 3rd



Introduction:

Below is a collection of cards that connect to the Animal Homes Vocabulary for 2nd and 3rd 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.

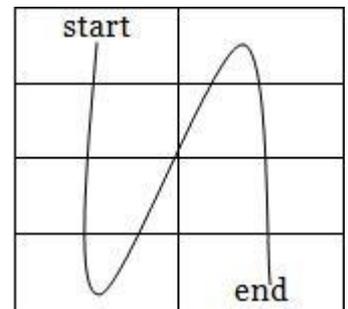
Grade Level Suggestion: Grades 2nd to 3rd

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 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 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. Please note: If it seems that the definition could fit for more than 1 card, encourage students to read the hint to lead them to the correct term.
12. Once a group has completed 1 round, have them try it again and time the group to see how fast they can go.
13. After each group has successfully completed 1 loop, encourage students to write their own set's to quiz their classmates.

Please note: This activity could also be incorporated in to a center or other cooperative learning structure if you see fit.

Set of Cards

<p>I have the first card. </p> <p>Who has an organism who makes his own food?</p> <p>(Hint: like a White Oak Tree)</p>	<p>I have a habitat.</p> <p>Who is a animal that transfers pollen from the male part of a flower to the female part?</p> <p>(Hint: Who is often found buzzing around the prairie, don't swat I sting)</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 am a pollinator.</p> <p>Who is the process of staying alive, by whatever means possible?</p> <p>(Hint: The term fits in this sentence, "Billy had good _____ skills because he could find food and make shelter while camping in the woods.")</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 survival.</p> <p>Who has the condition where plants and animals living together in an area depend on one another for survival?</p> <p>(Hint: Trees rely on squirrels to plant their acorns)</p>
<p>I have a decomposer.</p> <p>Who has a place where an animal lives. This place provides the animal with food, water, protection and space?</p> <p>(Hint: A wetland, a woodland a meadow are all examples)</p>	<p>I have interdependence.</p> <p>Who has the first card?</p>