

Plants & Animals Activity Bag

“What’s In Your Environment” Game: Teacher Guide

Each of your students will need the following items:

Materials From The Bag

- 10 Blue Disks
- 10 Green Disks
- 10 White Disks
- Environment Cards
- My Organism Sheet

Other

- Science Notebook or Student Activity Sheet from the teacher.
- Ability to view the Google Slide Deck.

Game Setup

There is a **Google Slide Deck** (www.ciblearning.org) that we encourage you to use. Read the introduction together: *“Plants and animals need food, air, and water to live. This game will explore how plants and animals get these things from their environment. The environment is where they live.”* Explain to students that they are going to play a game about how living things interact with their environment. They will be an organism and will have to get things from their environment to survive. Ask **What do living things need to live?**

1. Have students get their My Organism Sheet (pg. 5) and look at it. Students will focus on three things in this game: **food, water, and air.**
2. Have students take out all of their disks. Inform them that in our game:
 - a. **Blue disks represent water**
 - b. **Green disks represent food**
 - c. **White disks represent air**
3. Have students place five disks of each color in the correct circle. The rest of the disks should go on their desk in front of them.
4. Explain to students that the My Organism Sheet represents their organism. Their organism must have water, food, and air to survive (They must have at least 1 of each color disk). Their desk, with all of the other disks, represents the environment. This is where they will get things (disks) to survive.
5. Give each student a Student Activity Sheet. Notice the first row reflects their organism.
6. Have students look at their environment cards (pg. 6). Ask **What do you notice?** Explain that these cards represent something that happens in their environment and will tell us what things (disks) we will take or give back.

Part 1: Entire Class Game

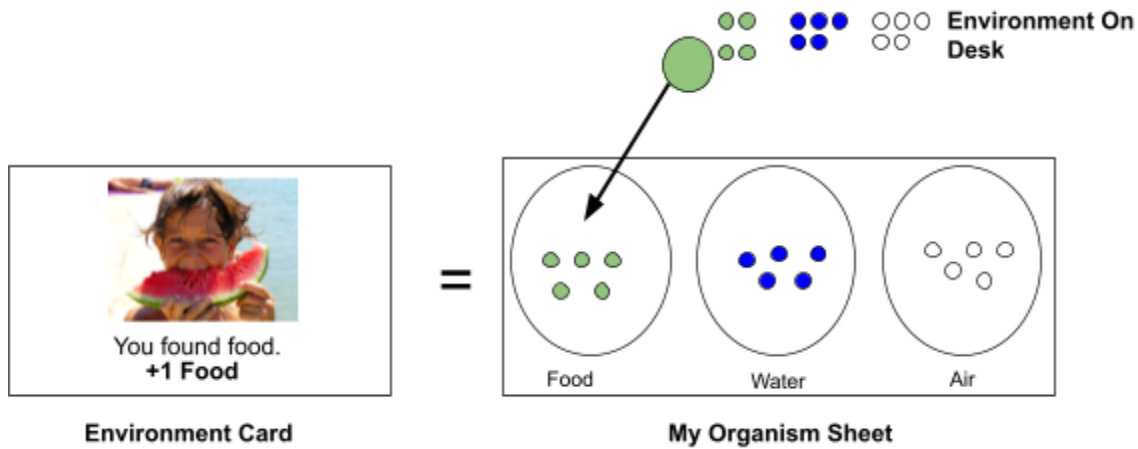
In this part, the entire class will play the game together to make sure each student understands the rules. The entire class will follow your lead.

1. Cut out the environment cards and remove the following cards:
 - a. You found food.
 - b. There was a drought.
 - c. The community built a nature park.
 - d. There was a forest fire.
 - e. You found water to drink.

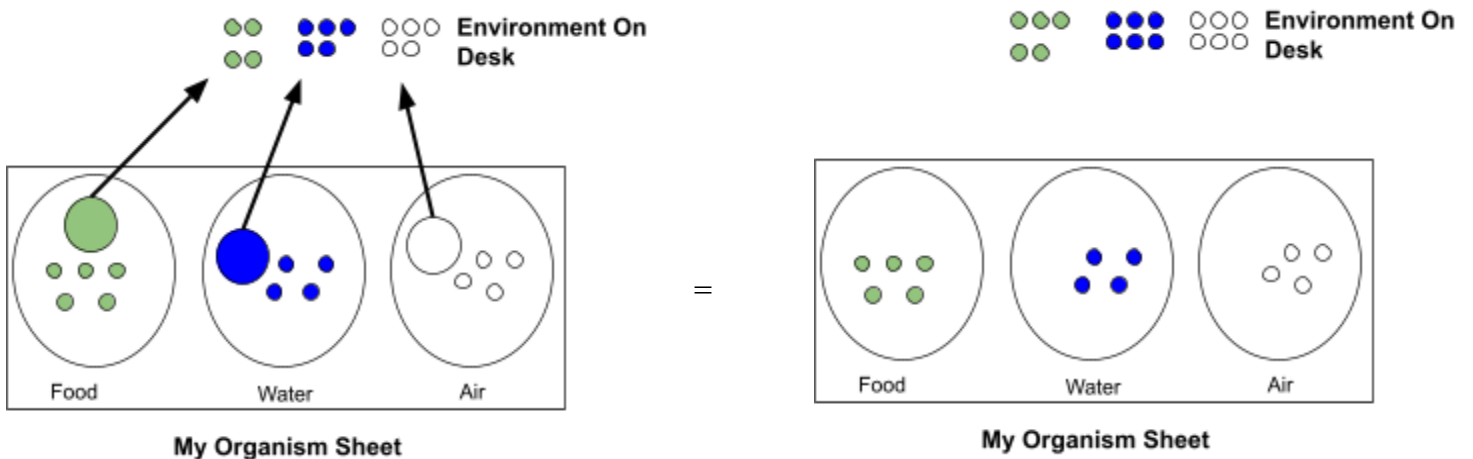
2. Place the environment cards in the following order (make it appear random and place them upside down):
 - a. You found food.
 - b. There was a drought.
 - c. The community built a nature park.
 - d. There was a forest fire.
 - e. You found water to drink.

When students play the game they will shuffle their cards and select them at random.

3. Tell students you have shuffled the environment cards and are now ready to play. Flip over the first card. “You found food. +1 food”. Explain that you were able to find food in your environment. Instruct students to add one green disk from their environment to their living things sheet. **Each student should have 6 green disks, 5 blue disks, and 5 white disks at this time.**



4. Explain to students that when organisms live and grow they use some air, food, and water. So they will give one of each color disk back to the environment. **Each student should have 5 green disks, 4 blue disks, and 4 white disks at this time.**



5. Have students look at their My Organism Sheet and ask them **Do you have one disk of each color?** They will answer yes and tell them because they still have one of each color, they have what they need to survive for the year. Congratulate them on surviving 1 year. Record results at this time.

6. Continue to follow the same steps until they die. It should look like this:

Year	Environment Card	Food	Water	Air
Start		5	5	5
1	Food	5	4	4
2	Drought	3	2	3
3	Nature Park	4	3	4
4	Forest Fire	3	2	1
5 DIED	Water	2	1	<u>0</u>

Use the Google Slide Deck for a visual representation. Everyone's organism dies after the 5th environment card because they ran out of air.

Part 2: Independent Game

In this part, students will play the game by themselves. To help them keep track, have them document how many disks they have after each turn on their student activity sheets. Don't forget students will remove one disk or each color before recording. They will get the opportunity to explore which events were positive and which events were negative.

Part 3: Partner Game

In this part, students will work with a partner and determine who lived longer. They will share one set of environment cards. Once again students should document how many disks they have after each turn on their student activity sheets.