Compounds Bingo

Version One

Developed by Alice Adesina, Heather Millington from Medway LA and Stuart Scott.

The webaddress for this activity is:
http://www.collaborativelearning.org/compoundsbingo.pdf

Last updated 14th September 2010

This activity is currently being piloted and was presented at ASE conference in January 2010. We welcome feedback, corrections and suggestions.

Two versions at the moment which need trying out. Set 1 cards: single molecules Set 2 cards: molecules in different amounts.

COLLABORATIVE LEARNING PROJECT
Project Director: Stuart Scott
We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.
17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885
Website: http://www.collaborativelearning.org

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

How to play Compounds Bingo using Set 1 cards

A game for four players

Each player has a bingo board with six compounds. The aim of the game is to collect enough molecules of the elements to make up all your compounds before the other players do.
Spread the elements cards out face down on the table.
Take turns to pick a card.
If it is an element you need you can keep it. If you do not need it, place it back where you picked it up.

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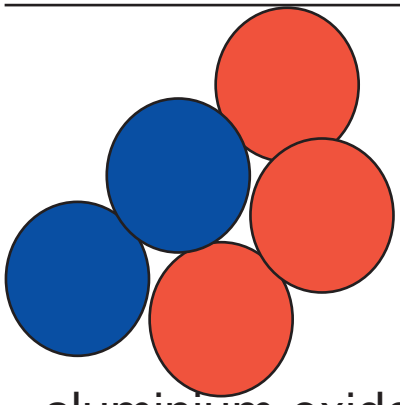
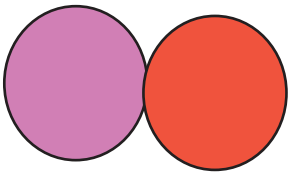
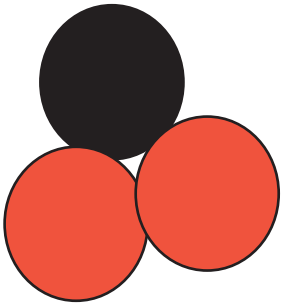


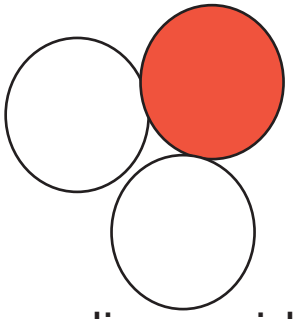
aluminium oxide



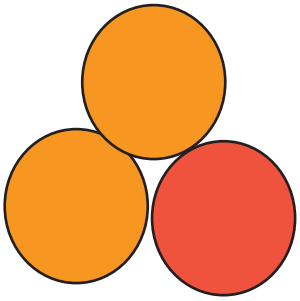
magnesium oxide



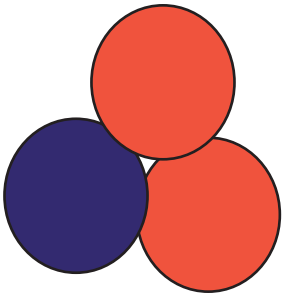
carbon dioxide



sodium oxide



lithium oxide



nitrogen dioxide

Compounds Bingo 1

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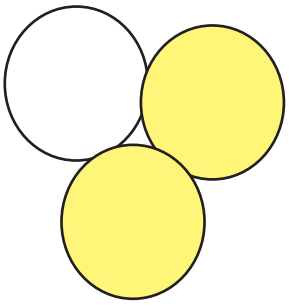
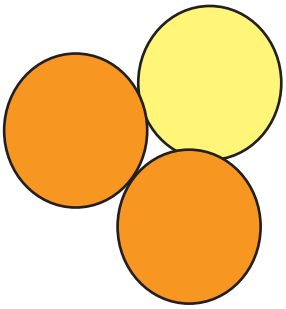
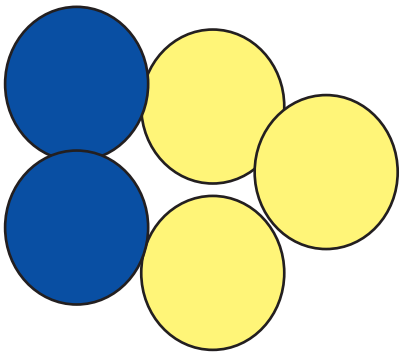


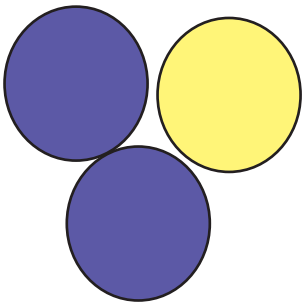
sodium suphide



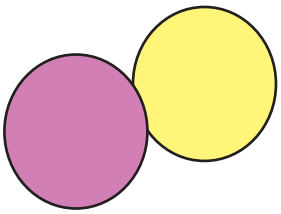
lithium suphide



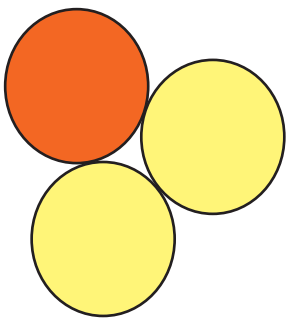
aluminium suphide



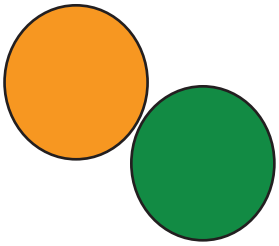
potassium suphide



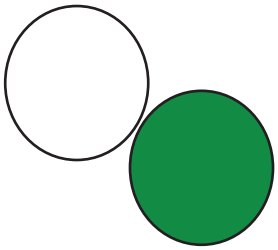
magnesium suphide



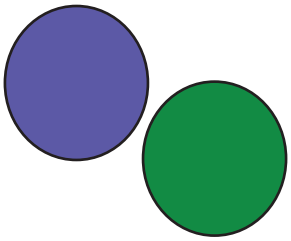
silicon suphide



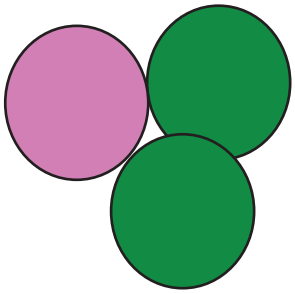
lithium chloride



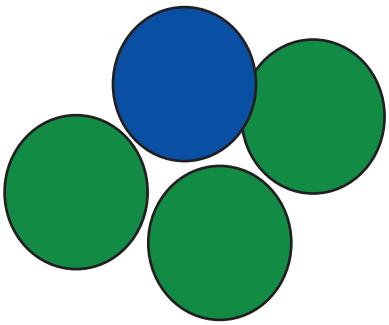
sodium chloride



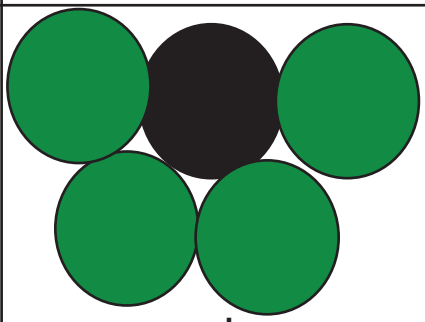
potassium chloride



magnesium chloride



aluminium chloride



carbon tetrachloride

Compounds Bingo 1

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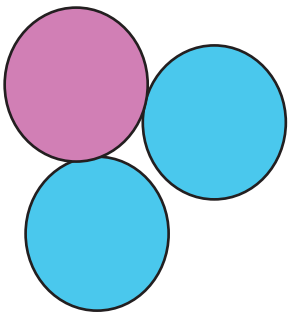
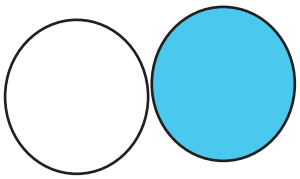
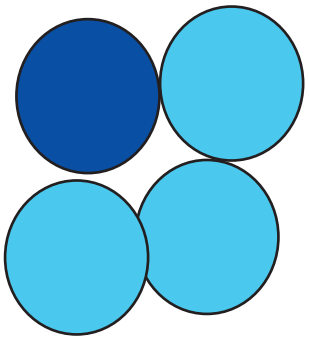


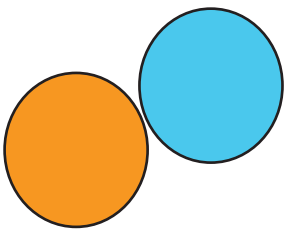
magnesium fluoride



sodium fluoride



aluminium fluoride



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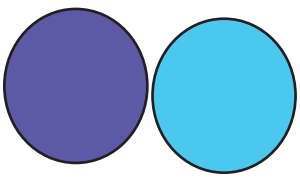
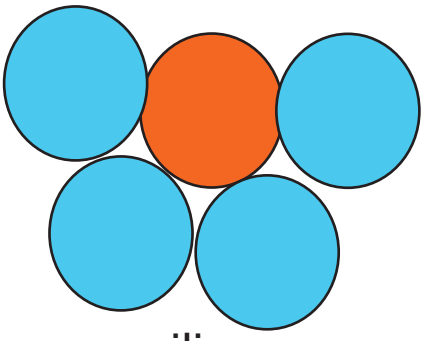


potassium fluoride



silicon tetrafluoride

Li Set 1	lithium Set 1	lithium Set 1
lithium Set 1	K Set 1	potassium Set 1
potassium Set 1	Na Set 1	sodium Set 1
sodium Set 1	sodium Set 1	Mg Set 1
magnesium Set 1	magnesium Set 1	magnesium Set 1
Si Set 1	silicon Set 1	carbon Set 1
carbon Set 1	nitrogen	Al Set 1
aluminium Set 1	aluminium Set 1	aluminium Set 1
oxygen	oxygen	O

oxygen Set 1	oxygen Set 1	oxygen Set 1
oxygen Set 1	oxygen Set 1	oxygen Set 1
oxygen Set 1	chlorine Set 1	chlorine Set 1
chlorine Set 1	chlorine Set 1	chlorine Set 1
chlorine Set 1	chlorine Set 1	chlorine Set 1
chlorine Set 1	chlorine Set 1	chlorine Set 1
chlorine Set 1	fluorine	fluorine Set 1
fluorine Set 1	fluorine Set 1	fluorine Set 1
fluorine	fluorine	fluorine

fluorine Set 1	fluorine Set 1	fluorine Set 1
fluorine Set 1	sulphur Set 1	sulphur Set 1
sulphur Set 1	sulphur Set 1	sulphur Set 1
sulphur Set 1	sulphur Set 1	sulphur Set 1
sulphur Set 1		