

Double or Single Consonant Bingo

bo le

n

pp

di er

pe er

bb

p

co e

tt

Includes template to make
your own version.

Double or Single Consonant Bingo

Developed by Liz Taylor, Primary Advisory Teacher in Suffok, and Stuart Scott in 2001.

The webaddress for this activity is:

<<http://www.collaborativelearning.org/doubleconsonantbingo.pdf>>

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Collaborative Learning:

makes challenging
curriculum accessible.

improves social
relations in the
classroom.

provides scaffolding for
exploratory talk.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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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 across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were 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 mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*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 mother tongue 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 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.

Double or Single Consonant Bingo

Teacher notes:

Players pick double or single letter cards, and have to try to produce complete words on their bingo cards. We have produced large bingo boards and kept the letter cards small so that they can be 'fitted in' on the board.

You will need two sets of cards because the spaces on the board generate a lot of words. We thought it worked better when we spread the cards face down rather than putting them in a pile, so that players can put them back if they can't use them, and other players may remember where they are. Because the cards cover the words on the board players might need to keep a written record of each word they make, so we have produced a template for this. You will also need to provide a dictionary for checking spellings. You might want to offer a special prize for the players who collects the largest numbers of words which ignore this spelling rule!

We envisage a pair of children playing with another pair to increase the opportunities for discussion and collaboration.

We have also provided you with a blank board template for you or your class to research and produce their own versions to try out on each other.

We also think there is mileage in a version with a bingo caller and a group of four. In this case you could draw on a wider group of single and double letters. Please share any ideas with us.

We have not produced pupil instructions. We think in this case it is easier to train a group who can then train others to play the game.

Double or Single Consonant Bingo Board 1

bo le	co e	ri e	su en
bi er	pe er	pu le	bo om
di er	bu le	tu e	pe y

A long vowel sound is usually followed by a single consonant.

A short vowel sound is usually followed by double consonants.

Usually does not
mean always!

Double or Single Consonant Bingo Board 2

bi e	a le	wi e	ri le
cu le	cu e	ke le	la er
ra it	pu y	co on	su er

A long vowel sound is usually followed by a single consonant.

A short vowel sound is usually followed by double consonants.

Remember! Not all words follow these rules!

Double or Single consonant Bingo Board

A long vowel sound is usually followed by a single consonant.
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Remember! Not all words follow
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Double and single consonant bingo cards

p	pp	t	tt	s
b	bb	d	dd	n
n	nn	s	ss	p
p	pp	t	tt	d
b	bb	d	dd	mm
n	nn	s	ss	ff

Double or Single Consonant Bingo Record Sheet

Names of players.....

Double consonant words	Single consonant words

Put a * beside those words you needed to check in the dictionary