HERPETILE BINGO

The purpose of this exercise is both to arouse some interest in reptiles and amphibians, introduce the students to the great variety of such animals, and to have some fun!

Herpetology is the study of reptiles and amphibians. The word comes from the Greek word *herpeton* which means "creeping things." Below is a list of reptiles and amphibians.

African rock python
Agama
Alligator
Anaconda
Anole
Barking frog
Basilisk lizard
Bearded dragon
Black mamba
Boa constrictor
Box turtle
Bullfrog
California newt
Cane toad
Cornsnake
Cottonmouth
Crocodile
Desert Tortoise
Emerald tree boa
Fat-tailed gecko
Fire-bellied newt
Gaboon viper
Galapagos tortoise
Gila monster
Gopher snake
Greater siren
Green iguana
Hawksbill turtle
Horned frog
Horned toad
Indian python
Jackson's chameleon
King cobra
Kingsnake
Komodo dragon
Leatherback turtle
Leopard gecko
Leopard tortoise
Marine iguana
Mata mata
Mexican beaded lizard
Mid-wife toad
Milksnake
Nile monitor
Pacific giant salamander
Pancake tortoise
Poison arrow frog
Rattlesnake
Red-eared slider
San Francisco garter snake
Savannah monitor
Spring peeper
Stinkpot turtle
Sungazer
Tegu
Tiger salamander
Tokay gecko
Tree frog
Tuatara
Water moccasin

Materials
BINGO 'cards'
Small tokens to mark the cards, such as beans, small stones, etc.

Note: Make enough copies of the BINGO card page so that each student has one. In each square of the grid, have the students write the name of a species from the list above (or any others you may add to the list), one name in each box on the car. Or, the cards can be prepared before being handed out to the students, making each one different.

An alternative to the teacher-fills-in-the-bingo-grid method:
Distribute a copy of the back of this page to each student. Have them write in the names of their favorite herpetiles (if they aren't familiar with enough names to fill in the squares, have them fill in any remaining blanks with names that attract their attention or that they would like to learn more about). Many of the names will have to be shortened or abbreviated to fit into the squares.

Hand out buttons to use as markers, or have each student use a pencil. Have a caller read out each of the names on the list. As each name is called, the students who have the name on their

bingo grid can place a button on the appropriate square or cross out the square with the pencil. Five squares in a row (vertical, horizontal or diagonal) is Bingo. If time permits after the first round, play blackout - all the squares must be filled in to get a Bingo.

Despite the admittedly amusing names some of them have, all of the animals listed are real animals. Skills development and practice can be brought into play by having students research some of the animals they are not familiar with.

Have the bingo winners research and present a short report on each of the five herps that they BINGO'd. Those who didn't get a bingo can extend any twosome or threesome that they covered on their board into a straight line to cover five squares, and do their research and reports on those species.

OR Have all students prepare a short oral report for the class or turn in a written, illustrated report for credit, on a herp of their choice.

A wall map can be assembled with student-made drawings and information cards attached. Once the animals are identified, have students classify them (reptiles [crocodilians, snakes, lizards, turtles, tortoises], amphibians [salamanders, newts, toads, frogs] or any other classification scheme that they come up with).

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