



Name: _____ Date: _____ Per: _____

CONCEPT BUILDER

Element and Compound Trading Cards

Mission: Create two trading cards: one for an element and one for a compound.

To complete your mission, include the following:

1. The name of the element and compound
2. The chemical symbol of the element
3. A labeled and colored picture that depicts how the element and compound is used or where it is found

Materials (per student):

- Mac or PC Computer
- Internet (To gain access to the Periodic Table of Elements)
- Index Cards (2)
- Colored Pencil (1 Package)

Element Trading Card

1. Research your element using the resources provided by your teacher or the Internet. Determine if the element is found in solid Earth, oceans, or atmosphere.
2. Design a trading card for your element that includes the name, atomic symbol, and a picture that depicts where it is found.
3. Use colors when drawing your picture.

Compound Trading Card

1. Research your compound, using the resource provided by your teacher or the Internet. Determine what elements it contains.
2. Design a trading card for your compound that includes the name, the elements that create it, and a picture that depicts the compound.
3. Use colors when completing your picture.

Element Example

Lithium Li



Solid Earth

Compound Example

Water

Hydrogen – H
Oxygen - O

CONCEPT BUILDER

Element and Compound Trading Cards

Rubric and Grade Sheet

Category	Exceeds Expectations 3 points	Meets Expectations 2 points	Below Expectations 1 point	SCORE	Teacher Comments
Content Mastery	Included detail on all components and Key Concepts.	Included some detail on most components and Key Concepts.	Included little to no detail on components and Key Concepts.		
Vocabulary	Student correctly used all vocabulary and supported all content.	Student correctly used most vocabulary and supported most content.	Student correctly used little to no vocabulary and did not support content.		
Product	Final product is attractive and all components are easily identified.	Final product is somewhat attractive and most components are easily identifiable.	Final product is not presented well, and components are difficult to identify.		
Oral Presentation (optional)	The student can clearly dialogue about the project and is able to convey their ideas in an organized manner.	The student can somewhat dialogue about the project and can somewhat convey their ideas in an organized manner.	The student cannot clearly dialogue about the project and their ideas are not conveyed in an organized manner.		

