



LET'S PLAY LINGO

RYAN JONES

Time Frame:		Standards:	
45 minutes		6.S.5.1.1 Identify issues for environmental studies	
6 th Grade		6.S.5.3.1 Explain the differences between renewable and nonrenewable resources	
Objectives:			
The students will become familiar with various energy sources as a result of playing a word game			
Background Information:			
<p>The same energy resources that are available today were available thousands, even millions of years ago. But we use a lot more energy today than was used in the past. Resources have been discovered and their use has been refined. Years ago petroleum was used to water proof boats and canoes; later it was used for heat and light but the by product, gasoline, was discarded. Then came the 'horseless carriage' and suddenly the gasoline refined from petroleum became an important commodity. Today we get thousands of products from petroleum. Resources are being used world – wide at a rate never before known to man. Experts and environmentalists are concerned that our supplies may be depleted. Because of this, it is important to use our resources wisely and efficiently.</p> <p>There are two main categories of energy sources – renewable and nonrenewable. Renewable sources of energy cannot be depleted. I can chop down a tree, but five more can be planted. I can use the sun's energy today and there will still be more tomorrow. Nonrenewable resources are sources of energy that can be depleted. There are limited amount of oil and coal that can be taken from the earth. Once it is gone we cannot get more. We need to be careful how we use our nonrenewable sources of energy so they will be available for many generations.</p>			
Materials:			
<ul style="list-style-type: none">• Word definition strips• "Lingo" Cards• Corn, beads, or any object to use as markers			

Procedure:

1. Introduce the activity by indicating that the class is going to play a word game. Write the Lingo vocabulary on the chalkboard, copy the following list and distribute as a handout, or add to the bottom of the Lingo grid before copying.

Geothermal	Coal	Nuclear Energy
Oil	Fission	Crude Oil
Fossil Fuels	Solar	Wind
Oil Shale	Gasoline	Battery
Stream	Methane	Ocean Waves
Ocean Tides	Hydroelectric	Uranium
Water	Waste	Petroleum
Biomass	Fusion	Garbage
Natural Gas	Plants	Wood
Propane	Energy	BTU
Hydro-carbon	Chemical Energy	Heat Energy
Refuse	Fuel	Renewable Energy
Food	Charcoal	Synthetic Fuel
Lignite	Primary Energy	

2. Copy and distribute the Lingo cards. Instruct the students to write one of the vocabulary words in each of the squares, leaving the middle space as a “free” space. Students may mix the words any way they wish. Explain that Lingo is played like Bingo.
3. Distribute corn, beads, or other space markers.
4. Have the caller draw definition strips from a bag or box. Read the definition only. If the student can match the definition with a word on their list, then they should place a marker over the word. Continue until a student has a “Lingo,” a complete line vertical, horizontal, or diagonal.
5. The student who calls “Lingo” must then read all the words in his/her lingo to verify that the definitions were correctly indentified and match the words called.
6. After several plays, go over each word and definition with students. You may wish to repeat the game in one week to check retention.

Extra: Have students categorize the Lingo vocabulary words. Brainstorm to get the categories – for example, renewable, nonrenewable, fossil fuels, products, energy sources, gases, solids, etc.



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Assessment:

Learning to use the dictionary is important. Have students define the energy words used in this activity. For fun have a “dictionary scramble” – call out a word from the list provided in Step 1, see who can be the first to find it in their dictionary.

Additional Content:

See attachments Energy Definitions and Lingo game board

References:

National Energy Foundation-Resources for Educators
Energy Fun-Integrated Learning Activities-Primary
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Energy for Educators

Bring Energy into the Classroom