Lesson Plan

**Introduction**

* Lesson topic: Global Warming Webquest
* Length of Lesson: 40 minutes- Day 1
* VA Standards of Learning – 5.7  The student will investigate and understand how Earth's surface is constantly changing. (human impact)
* Context – This webquest lesson would fall near the end of the year when classes talk about earth’s resources.
* Global Themes –Students learn more about human impact on earth as well as a debatable topic: global warming. Making connects to what they can do to help with global warming and climate change!

**Content Objectives**

Students will:

1. Conduct research on global warming answering key questions for the final project.
2. Work collaboratley with a partner to put research on global warming together for the final project.
3. Demonstrate understanding of global warming by completing a KWL chart and concept map.
4. Apply knowledge of global warming by creating and sharing a glog (electronic partner) with a partner.

**Assessment Aligned to Objectives**

*Formative*

1. Conduct research on global warming answering key questions for the final project.

-Key elements: What is global warming? Who are what is responsible for global warming? What are the effects or impacts of global warming on Earth? What are possible solutions in helping stop global warming? What can you do!!

-During research time, walk around observing students. Are they on task? Can they navigate on the webquest or web page. Assisting and noting students who are struggling.

1. Work collaboratley with a partner to put research on global warming together for the final project.

-Observing students working with partners. Are they on task? Working well together? Take note on clipboard for each student. Use the rubric at end to give final grade.

-Listen for students having discussions about global warming. Especially discusions on possible solutions. Encouraging students to have dialogue on the topic.

*Summative*

1. Demonstrate understanding of global warming by completing a KWL chart and concept map.

-KWL chart will be completed independently at the beginning and end of the webquest. Check for understanding each column and especially look over what student learned in this webquest. Use the rubric to give final grade.

-Concept Map- Collect and check for understanding of global warming. Look for key elements listed in the outside bubbles. Use the rubric to give final grade.

1. Apply knowledge of global warming by creating and sharing a glog (electronic partner) with a partner.

-Take notes on student presentation. (use rubric for final grade)

-Look over student glogs and check off for including key elements discussed. (use rubric for final grade)

**Materials/Technology and Advanced Preparation**

* Computers for each student
* Webquest site
* Webquest packet for each student
* KWL chart
* Concept Map
* Partner list
* Rubric

**Teaching and Learning Sequence**

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| --- | --- | --- |
| **TIME** | **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| *Introduction/Anticipatory Set*  |
| 10 minutes | * Explain to students that over the next couple of days we will be completing a webquest. Explain that a webquest is a fun and interactive way for students to do an assignment.
* Tell students that they will be doing independent work as well as partner work. (yes, your partners were chosen already!)
* Explain to students that they will have 3 days of working on the webquest and then one day will be devoted to presenting.
* Start webquest by asking students if they have heard of something called global warming? Let them know that its okay if they haven’t \*
* Pull up on promethean board the webquest. Explain to students that the webquest they are to complete is called Global Warming: Be the Solution!
* Click on the Introduction tab on the website. Read through to the students explaining their job! Tell students that they may have questions right now but to wait because they will most likely be answered.
* Click on the task tab. Explain independent work as well as partner work. Tell them at this time you are going to share with them the rest of the website before they get started. Click through each of the other tabs. Finally ending with the teacher example of the glog. Explain to students that this is the final product that they will be creating with a partner! They will have a rubric to know exactly what to include on the glog, as well as some step by step help making a glog. \*explain that the teacher will be around to help as well! Also, we would have introduced glogs at the beginning of the school year so students would have had some experience using and aware of the tools. But this would be a great time to pull it up and review a few tips!!
* Now ask for questions.
* Pass out computers to each student.
* Pass out Webquest packets to each student. Instruct them on writing their name.
* Flip through the packet with them so they are aware of the checklists and worksheets within.
* Remind students that at the end of each day they are to flip to the checklist. (for today they must flip to the day 1 checklist) check off all of the things that they have done. Ms. N will then come around and check for these things and sign off that you are on top of your work. Also that at the end of each session, the students will turn in work. Make note of where that is in the packet!
 | * Students are listening to directions about webquest.
* Students must answer if they know anything about global warming.
* Students continue to listen to important directions. Asking questions when unclear.
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| *Lesson Development*  |
| 25 minutes | * \*SEE PROCESS
* Transition to the computers. Ask all students to please turn on computers and go to the internet browser. Type in the website. (it is on the sheet in packet as well as on the board) Pause for students to get to this point.
* Ask students if they are all at the webquest site. No.. wait. Yes.. move on.
* Give students a chance to navigate themselves before moving to the section on process.
* Have students click on the process tab as the teacher clicks on it on the board. Walk around to make sure everyone is where they should be.
* Share with students that today is Day 1. Today you will have 5 steps to complete in our science block. Explain that they have the KWL chart in their packet and are only supposed to complete the K and the W for today. Remind them what each letter stands for. Ask for questions.
* Tell students that they can begin following the webquest and should stop when they get to step 5 because they are done for today. Remind students that it is very important for them to stay on track today!
* Begin! (walk around throughout webquest helping students) (today is the first day so their may be students who need extra attention)
* After 30 minutes stop students. Ask them to click out of the webquest, shut the computer down and put the computer away.
* Tell students they must now flip to the checklist in their packet. Check off each of the things that they have completed today and look over things that are due. Walk around to each student so they can share their checklist, sign off on students that have done what they needed to do. For those students who fell behind, do not sign off because they have not finished their assignments. Explain to those students that tomorrow is a new day and will have to move on.
* Allow students to turn in work to teacher, including checklist for day 1.
 | \*SEE PROCESS |
| *Closure*  |
| 4-5 minutes | * Bring students back to attention (5,4,3,2,1) and explain that they did a great job on day 1 of their webquest! (hopefully you are very proud of how they handled doing something new!)
* Review what we did today. Talked through the webquest, each student completed day 1 (steps1-5). This included a KWL (just the K and the W), research, note taking and the checklist. Remind students that this checklist is important because it keeps each of the students on task as well as the teacher to know where each student is.
* Now explain tomorrow. Tell students that tomorrow is day 2 of the webquest. We will start the day with a review from the day before and go over the steps for day 2. Explain that tomorrow will be partner day. (partners are already chosen!!)
 | * Students will listen to teachers instructions and closure.
* Students must make sure they have done the checklist, had the teacher sign it for completion, and turned in all work due.
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**Homework** N/A

**References**

**See webquestLesson Organizer**

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| **Prior Knowledge and NEW Instructional Content** |
| Prior knowledge terms: (some knowledge of)Cause and effectImpactHuman impactGreenhouse effectNew content:Global warmingImpacts of global warmingCauses of global warmingSolutions of global warmingMaking connections between global warming and studentsNotes for teacher from SOL:* Humans have varying degrees of impact on Earth’s surface through their everyday activities. With careful planning, the impact on the land can be controlled.
* Describe how people change Earth’s surface and how negative changes can be controlled.
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| **Instructional Modifications to** **ASSIST Students** | **Main Events of Instruction** | **Instructional Modifications to** **CHALLENGE Students** |
| 1. **Provide these students with agenda. Or pull up on board for them to visually see it.**
2. **Allow students to move closer to the board while sharing the webquest.**
3. **Make sure these students are comfortable with the technology. Could allow students to type notes instead of writing them if that is easier.**
4. **Walk through the steps of the webquest from this day with the student then sign off. Show them what they completed today.**
5. **Pull up agenda for today and next day for students to see. Or provide students their own agendas.**
 | 1. **Anticipatory Set**
2. **Introduction to Webquest**
3. **Independent Work**
4. **Checklist**
5. **Closure**
 | **1. Call on these students to discuss what they think we will be doing today. What is a webquest? Call to come to the promethean to naviage through webquest.****2. Have students share knowledge on previous webquest.** **3. Let these students help others out who may be struggling with the technology. Challenge them to really think of solutions that we can do in our school and at home before reading on the internet about them.****4. n/a****5. same as 1.** |