Lesson Plan

**Introduction**

* Lesson topic: Global Warming Webquest
* Length of Lesson: 40 minutes- Day 2
* 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:

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

**Assessment Aligned to Objectives**

*Formative*

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.

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*

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.

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*  |
|  | * Get students talking about what we started yesterday. Webquest. Global warming. Ask them if they remember what the topic is. What their jobs are. Review everything that we talked about on the process page. Pull up on promethean to reinforce.
* Explain to students that today they will get with their partners. Display partner list after explanation. Tell them that they are to do more research on global warming where they can go back to the sites visited yesterday. Talk about what you learned yesterday. Explain that today, they will be creating the glog! Before doing this they must make a concept map using notes from yesterday. Draw an example on the board, having students walk through. What do we put in the middle? What would go on the outside circles? Examples? Make sure they understand that this is to be turned in so to do their very best.
* Show on the promethean the link to glogster edu. Tell them that they may not get to working on it today and that’s okay.
* Finally remind students that they do have a checklist to get signed today as well and you will be around for help.
* Ask students to pull out webquest packet. Pull up partners on board and start moving students together and getting computers.
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| *Lesson Development*  |
|  | * \*SEE PROCESS
* Make sure students are with correct partner.
* Walk around while students are working. Check on those that need help staying on task. Make note of these students.
* Remind students they must complete concept map, log in to glog, other research on global warming, checklist.
 | \*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 2 of their webquest! (hopefully you are very proud of how they handled doing something new!)
* Review what we did today. All student should have gotten their checklist signed, all work turned in, completed concept map on global warming. Draw another concept map on promethean and ask for some examples from students concept maps to get an idea of what they turned in. Also make sure that all students created their glog for tomorrow.
* Now tell students tomorrow, day 3, they will actually complete the glog! Have them flip in their packet to glog directions. Tell them that here they will find a ton of information on how to create the glog. Explain that tomorrow before starting you will walk through some of the steps but they should have a good idea of how to do this because we have created a couple over the past year.
 | * Students are listening and following directions. All students must be at their seat.
* Students should be looking at work that they completed and make sure they were on task. If not, they need to speak with the teacher.
* Students are listening to directions about tomorrow.
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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. **Show agenda on board.**
2. **Concept map can be completed in partners so allow these students to work with partner on concepts related to global warming. Teacher could provide some concept maps with notes partially written in to guide students who are struggling.**
3. **Share with these students descriptions of each website and where to click to navigate through websites provided.**
4. **Walk students through the webquest so far, showing them what they completed today.**
5. **Provide these students an agenda for the day tomorrow. Or allow them to stay logged onto the webquest to see the agenda. (could put this on board as well for a visual)**
 | 1. **Anticipatory Set**
2. **Concept Map-Partners**
3. **Research and starting glog-Partners**
4. **Checklist**
5. **Closure**
 | **1. Call on these students to discuss yesterdays events. Or even to talk about what we are to do today in the webquest. Allow them to come to the promethean to navigate to the webquest.****2. When placing partners, put strong students with students that they can really help during research. Allow them to help their partners or neighbors who might be struggling with the navigation of the webquest or websites given.****3. same as 2.****4. n/a****5. same as 1.** |