Lesson Plan

**Introduction**

* Lesson topic: Global Warming Webquest
* Length of Lesson: 40 minutes- Day 3
* 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*  |
|  | * Explain to students that today is DAY THREE of our webquest! Tell them to continue following directions and stay on task. Ask students if anyone can remember what we did yesterday. Concept map? Created glog? What about the checklist? Why is that important?
* Go over today: We will be creating and finising our glog today. You and your partner will log in and start designing. Explain that it is important that they really stay on task today because tomorrow they will only get prep time before sharing. Pull up the two examples on the webquest. The first example has all the elements you have to have on the glog. Explain that you are especially interested in what they think we should do about global warming. Solutions….
* Now go to the link on the process page to glogster edu. Have students take out webquest packet and turn to glogster directions. Walk through how to set up a background, put in text, pictures, videos. Explain that there are a lot of resources on here and they do not need to get off task.
* Go over what elements NEED to be on the glog. Tell them that this is also on the webquest as a reminder.
* Ask for questions?
* If no questions, allow for one partner from each to get a computer and students may move to spot in the classroom.
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| *Lesson Development*  |
|  | * SEE PROCESS DAY 3
* Continue to walk around while students are working on glog. TODAY is very important that students are working on this and finishing. No one should be off task.
 | SEE PROCESS DAY # |
| *Closure*  |
| 4-5 minutes | * Bring students back to attention (5,4,3,2,1) and explain that they did a great job on day 3 of their webquest! Hopefully most students were on task. Those that weren’t, will know and you will need to write their names down.
* Review today: Everyone should have created and finished the glog. They need to know that tomorrow they will only have a few minutes for prep!
* Tomorrow: Have students think about good presentation skills. Go over what you are expecting and that BOTH partners should share in the presentation. It will be quick and simple so no one should be nervous.
 | * Students are listening to closure.
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**Homework** N/A

**References**

See webquest

**Lesson 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.**  | 1. **Anticipatory Set**
2. **Partner work**
3. **Checklist**
4. **Closure**
 | **1.** **2.**  |