Lesson Plan

**Introduction**

* Lesson topic: Global Warming Webquest
* Length of Lesson: 40 minutes- Day 4
* 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**

|  |  |  |
| --- | --- | --- |
| **TIME** | **TEACHER ACTIONS** | **STUDENT ACTIONS** |
| *Introduction/Anticipatory Set* | | |
| 5 minutes | * YAY! Today is the last day of the webquest and it is all presentation. Tell students how excited you are to see what they presented. * Ask students if there are any questions before we get with our partners. * Allow students 5 minutes to prep with partner. They may log into glog and go over who will talk about which part of the poster. |  |
| *Lesson Development* | | |
| 30 minutes | * Call time and ask students to come back to their seats. * Explain that you are going to call numbers randomly to get partners up and sharing posters. * Remind students of what we talked about yesterday. (presenting) * Start to call names. Let students present ☺ | * Students are listening and getting ready to present. |
| *Closure* | | |
| 4-5 minutes | * Tell students how proud you are of their work and that they all did a great job presenting. Explain that we are completely done with the webquests and they should all be experts on global warming. Also, let them know that they do not need to fill out a checklist today because if they presented that is my checklist for them. * End the webquest asking students |  |

**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 effect  Impact  Human impact  Greenhouse effect  New content:  Global warming  Impacts of global warming  Causes of global warming  Solutions of global warming  Making connections between global warming and students  Notes 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. | | |
| **Instructional Modifications to**  **ASSIST Students** | **Main Events of Instruction** | **Instructional Modifications to**  **CHALLENGE Students** |
| 1. **Provide these students with agenda for the day. Or pull up on board for students to visually see it.** 2. **Allow students to bring notes with them to the board if they get nervous.** 3. **n/a** | 1. **Anticipatory Set** 2. **Presentations** 3. **Closure** | **1. n/a**  **2. n/a**  **3. n/a** |