Global Warming Closing/ Short Introduction to Comets

# Breakthrough Denver

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| **Getting Yourself Ready** | | | | |
| **Materials**: Laptop or computer with access to e-mail. PowerPoint set up. Whiteboards, expo markers. | | **Your Preparation**: Review PowerPoint from Thursday. Create PowerPoint about global warming. Create Short Comet Worksheet.  Find Graphs on different cities weather over the years. | | **Agenda (w/times)**: Do now process (6 minutes) PowerPoint (20 minutes) Video (8 minutes) Global Warming quiz (10 minutes) Comet Introduction (12 minutes) |
| **Getting Your Students Ready** | | | | |
| \***Do Now**:  Students will answer question on whiteboard “What are the two products that CO2 creates in Global Warming and how do these two products affect the Earth’s ecosystem. | | | | |
| **Objective**:  YWBAT Understand how CO2 affects the environment and the environment that you created with your groups. Also a short introduction into Global Warming. | | | **Proving behavior**: Students will create a portrait about how CO2 affects the ecosystems that they created. | |
| **Purpose**:  To Closeout Global Warming. | | | | |
| **Teaching** | | | | |
| Step 1: | Say: What are the Ways Global warming has affected the Earth’s ecosystem as a whole so far? What are some examples of Global Warming in the Earth?  See: Students will see examples of Global Warming on board (Hurricanes, Avalanches, Forest Fires, Etc.)  \*Do: Students in two groups will give specific examples of global warming (Hurricane Katrina, Hurricane Ike, Gulf Of Mexico oil spill, Etc.)  Total Estimated Time T.E.T. (7-10 minutes) | | | |
| Step 2: | Say: How has CO2 affected your Enivronment? On Thursday and your homework was to explain how how Global warming will affect your ecosystembut how will it affect your ecosystem over generations? And how will your animals be able to adapt to the environment along with global warming?  See: Students will see the animal I created, the ecosystem I made it in, and how I said the organism will adapt to its environment and dealing with global warming.  \*Do: Students will explakin individually how their animal will adapt to their environment dealing with Global Warming.  T.E.T. (10-15 minutes) | | | |
| Step 3: | Say: CO2, Temperatures. The Connection between the two and how they are related  See: Graphs of weather temperatures of different states over different years.  \*Do: Students will guess how temperatures in different cities have been apart of Global Warming and why they think these changes have happened.  T.E.T (12-17 minutes) | | | |
| Step 4: | See: CO2, Higher Sea Levels. The Connection between the two and how they are related together.  Say: Students will see graphs of rising sea levels in different oceans around the world.  \*Do: Students will predict the water levels in 5, 10, 15, 20, 25, and 30 years in the future.  T.E.T. (12-14 minutes) | | | |
| Step 5: | Say: Introduction to comets. Basic introduction and what we will be studying over the next few days.  See: Comet worksheet basic outline of a comet  \*Do: How do they believe comets affect this lives (on Whiteboard)  T.E.T (10-12 minutes) | | | |
| Step 6: | Say: N/A  See: N/A  \*Do: N/A | | | |
| **Practice** | | | | |
| \***Structured Practice** (3-4 additional examples led by teacher with gradually quickening pace, helping students approach automaticity by manipulating time, materials, and group size) | | | | |
| Time:  Materials:  Group Size: | Example 1: what is your definition of a comet? Discuss your definition with your classmates.  Time: 7 minutes  Materials: Whiteboard, Expo markers.  Group Size: 3-4 members | | | |
| \***Guided Practice** (the proving behavior of the objective monitored by the teacher) | | | | |
| Assignment: (from proving behavior): Explain The affects of CO2 in the African country of Madagascar.  (5 minutes) | | | Criteria for Mastery: CO2 around the World game. | |
| Independent Practice (Homework) | | | | |
| Explain Homework: Draw a Comet in your opinion. It does not have to accurate it just has to go along with the definition that you created in class. | | | | |
| **Closure** | | | | |
| Explain Closure:  We are journeying into another aspect of life all together so be ready and expect to face the unknown. | | | | |