

Grade: Fourth grade	Subject: Science
Materials: Prezi presentation, computers for each student, environmental changes worksheet, pencil	Technology Needed: Computers for each student, projector
Instructional Strategies: <ul style="list-style-type: none"> 🍎 Direct instruction 🍎 Guided practice 🍎 Socratic Seminar 🍎 Learning Centers 🍎 Lecture 🍎 Technology integration 🍎 Other (list) <ul style="list-style-type: none"> 🍎 Peer teaching/collaboration/cooperative learning 🍎 Visuals/Graphic organizers 🍎 PBL 🍎 Discussion/Debate 🍎 Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍎 Large group activity 🍎 Independent activity 🍎 Pairing/collaboration 🍎 Simulations/Scenarios 🍎 Other (list) <p>Explain:</p> <ul style="list-style-type: none"> 🍎 Hands-on 🍎 Technology integration 🍎 Imitation/Repeat/Mimic
Standard(s) 4.7.1. Identify consequences of natural and human-induced environmental changes.	Differentiation
Objective(s) By the end of the lesson, the student should be able to identify the consequences of natural and human-induced environmental changes by researching one environmental and observing the consequences. Bloom's Taxonomy Cognitive Level: understand	<p>Below Proficiency: The students below proficiency can choose an environmental change that is popular such as a hurricane. I will direct some of the more simple questions toward those of low proficiency during group discussions. They will also be given the option to watch videos about the environmental change they choose rather than having to read through information.</p> <p>Above Proficiency: I will encourage students above proficiency to dig deep into their research and go beyond what is on the worksheet. I will direct questions of higher difficulty to these students when having class discussion.</p> <p>Approaching/Emerging Proficiency: Students who are approaching proficiency will be expected to fill out the worksheet to the best of their ability and participate in all discussions.</p> <p>Modalities/Learning Preferences: Visual</p>
Classroom Management- (grouping(s), movement/transitions, etc.) The students will start at the carpet as I give an intro to the lesson and review expectations when using the computers. The students will get in a single file line while getting their computers and will sit in their assigned reading spot. When it is time to put their computers away they will be in a single file line and be expected to return to their	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) The students will sit quietly when I am explaining the lesson and raise their hand if they have a question or comment. They students will have a voice level 0 when they are getting their computers and doing their research. When they return to their seats, they can use an inside voice to have a

	seats directly after.	discussion with their tables.
Minutes	Procedures	
3	Set-up/Prep: Project Prezi presentation on the board, print environmental changes worksheet	
5	Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.) I will bring the students to the carpet and ask them if they know what an environmental change is. I will allow the students to turn and talk to the person next to them. We will then have a group discussion and I will ask students to give me examples of natural environmental changes and human-induced environmental changes.	
8	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - I will present the prezi to the students and explain what environmental changes are and show them pictures of the consequences of these changes. http://prezi.com/cnoxz3phkui7/?utm_campaign=share&utm_medium=copy 	
10	Explore: (independent, concrete practice/application with relevant learning task - connections from content to real-life experiences, reflective questions- probing or clarifying questions) The students will get a computer and a worksheet from me and work independently. The student will get to pick an environmental change and research it while filling out their worksheet. I will encourage the students to look at pictures of their environmental change so they are able to see the affect it had.	
5	Review (wrap up and transition to next activity): The students will put away their computers and share what they have found with their tables. I will walk around to join conversations and hear what the students have found. I will then collect the students' worksheets.	
	Formative Assessment: (linked to objectives) Progress monitoring throughout lesson-clarifying questions, check-in strategies, etc. At the beginning of the lesson I will ask the students questions and take note of any prior knowledge they have about the subject. After the lesson I will look at the worksheets that the students have turned in to measure how much they have learned. Consideration for Back-up Plan: If the lesson is not going as planned I will do it as a whole class activity and we will fill out the worksheet together.	Summative Assessment (linked back to objectives) End of lesson: By the end of the lesson, students should be able to describe some consequences of environmental changes and identify at least one major environmental change by gathering information about it. If applicable- overall unit, chapter, concept, etc.:
	Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson was very enjoyable for both the students and myself. The Prezi I used was a great tool to	

conduct conversation and keep the students engaged. As I presented the Prezi, I asked many questions such as “how did this change the environment?” and “was this caused by nature or humans?”. When I asked these questions I was impressed with the responses I was getting and I could tell the students were understanding the concept. I reviewed my expectations about using the computers. The students were very excited to research the environmental change that they had the freedom to choose. If I did this lesson again, I would remove the question on the worksheet that asks for a date and location of the disaster. A majority of the students did not choose a specific event, instead they picked an entire topic such as a hurricane rather than focusing on just one hurricane. The students were very excited to share the information they found with those around them. I am very satisfied with how this lesson turned out as the students were fully engaged and excited about the topic.

Name:

Natural or human induced environmental changes

What environmental change did you choose? (Earthquake, volcano, hurricane, erosion, etc.)

Where and when did this environmental change occur?

Was this environmental change natural or influenced by humans?

What were the consequences of this environmental change?

What is an environmental change?