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| **Grade 5** | **Lesson:**  **Traits of Organisms Part 7** | | Reference to English Interconnections Lesson  None | |
| **Science Standard(s): Standard 5 Objective 2** | | | | |
| **Content Objective(s):** | | **Language Objective(s):** | | |
| Students will be able to compare the traits of two plants or animals of similar species and explain how these traits increase the survival of one plant or animal over another in a specific environment by playing a game in a small group.  ***I can compare the traits of two plants or two animals and explain how they help the plant or animal survive in its environment by playing a game in a small group.***  ***我能透过小组游戏来比较两个植物或动物有什么相同的特征/特性，并且能够解释这些相同的特征/特性如何帮助这些植物或动物在它们的生长环境中生存。*** | | Students will be able to orally state how specific traits of plants or animals help them survive in their environment and how their traits prevent them from surviving in other environments by presenting the information in a small group during a game.  ***I can explain how plants’ and animals’ traits help them survive in their environment, and how their traits prevent them from surviving in other environments by talking with friends in a small group during a game*.**  **我能够透过一个小组游戏中跟伙伴们的讨论来解释植物和动物的特征/特性是怎么帮助它们在它们的生长环境中生存，而这些特征/特性同时又是如何阻碍它们在别的环境中生存。** | | |
| **Essential Questions:**  *How do the traits of plants and animals help them survive in their environments?* | | **Required Academic Vocabulary for Word Wall:**  **Listen:** Environment, traits, species, survival  听：环境、特征/特性、物种、生存的  **Speak:** Environment, traits, survive  说：环境、特征/特性、生存  **Read:** Habitat  读：栖息地  **Write:**  **Sentence Frames:**  The \_\_\_\_\_\_\_\_\_\_\_ (animal) can survive in the \_\_\_\_\_\_\_\_\_\_\_\_\_ (habitat) because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (traits).  这个/只\_\_\_\_\_能够在\_\_\_\_\_\_\_（栖息地）生存是因为\_\_\_\_\_\_\_（特性）。  The \_\_\_\_\_\_\_\_\_\_\_(animal) could not survive in the \_\_\_\_\_\_\_\_\_\_ (habitat) because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(traits).  这个/只\_\_\_\_\_不能够在\_\_\_\_\_\_\_（栖息地）生存是因为\_\_\_\_\_\_\_（特性）。 | | |
| **Materials:**   * Picture of Polar Bear in the Desert * Picture of a Giraffe in the Safari * Picture of an Alpaca in the Mountains * Picture of a Camel in the Desert * Set of picture cards for teacher to use for practice * One set of picture cards pre-cut for each group of 4 students * One copy of the game board (laminated or on cardstock) for each group of 4 students * A gamepiece for each student (manipulatives) * Dice- one for each group of 4 students * Whiteboards, markers and erasers for each partnership of students | | **Additional Lesson Vocabulary:**  Fur, height, camouflage, skin, roots, water storage, trunk, leaves, turtle, tortoise, fox, salamander, gecko, bear, hare, jackrabbit, penguin, duck, hummingbird, owl, fish, pine,  毛皮、身高、伪装、皮/皮肤、根、储存水的地方、树干、叶子、海龟、陆龟、狐狸、火蜥蜴、守宫（又叫壁虎）、熊、兔子、大耳兔、企鹅、鸭、蜂鸟、猫头鹰、鱼、松树 | | |
| **Lesson:** | | | | **Instructional Time: 45 Minutes** |
| **Opening:** **(5 minutes)**  Hook: Post a picture of the polar bear in the desert. “Today we are going to talk about plants and animals and how their traits help them survive in their environments.”  引起学生兴趣：展示出一张在沙漠中有一只北极熊的图片。“今天我们要讲的是植物和动物，以及它们的特征/特性如何帮助它们在它们生长的环境中生存。  Question: “Does this polar bear have the traits to help him survive in this environment? Why or why not? Turn to your partners and discuss.”  问题：“这只北极熊的特征/特性有没有帮助它在沙漠这样的环境下生存？为什么？请跟你的伙伴讨论一下。”   * Have a couple of students share their ideas.   Question: “What types of plants or animals might we find in this environment?”  问题：“什么样的动、植物可以在沙漠这种环境下找到？”   * Call on a couple of students..   Question: “Could these animals live in the polar bear’s environment? Why or why not? Turn to your partners and discuss.”  问题：“这些动物可以在北极熊的生长环境中生活吗？为什么？请跟你的伙伴讨论一下。”   * Have a couple of students share their ideas.   Explain: “Plants and animals inherit certain traits that help them survive in their environment. Two plants or animals can be similar but live in completely different environments. They must have traits that they have inherited to help them survive in their natural environment. Let’s look at our objective today.”  解释：“动、植物从它们的亲体那儿遗传到一些特征/特性帮助它们在它们的生长环境中生存。两种植物或两种动物可能外表长得很像，却生长在完全不同的环境。它们一定是遗传到某些特征/特性才能帮助它们在它们生长的环境下生存。我们现在就来看看今天的学习目标。”  Introduce the Objectives: Have the students read the content as a class. Have Partner 1 tell Partner 2 one thing the class will learn today. Have Partner 2 tell Partner one how we will know that we learned it.  **Introduction to New Material (Direct Instruction): (10 minutes)**  Explain: “Some of the traits of plants and animals serve a special purpose to help them survive in their environment. Think of a giraffe. A giraffe has many traits, but it has a couple of special traits that help it survive in its environment, the safari.”  解释：“有些植物和动物的特征存在的目的是为了帮助它们在它们生长的环境下生存。我们来看看长颈鹿。长颈鹿有很多特征，不过它有一些非常特别的特征帮助它在非洲莽原中生存。”  Question: “What are the traits of the giraffe that help it survive in its environment in the safari? Turn to your partner and identify the traits.”  问题：“长颈鹿有什么特征帮助它在非洲莽原中生存呢？请你跟你的伙伴一起辨认出这些特征。”  Post the picture of the giraffe on the board or under the document camera.   * Have a couple of students share with the class what they discussed with their partners.   Explain: “You’re right. Its spots give it camouflage so it can hide from predators. Also, its long neck allows it to eat the tall trees. It also doesn’t have thick fur, which allows it to stay cool in the warm safari sun. Another animal has a long neck. I wonder if it would be able to live in the safari. Let’s look at the alpaca, It is similar to a llama and has a relatively long neck.”  解释：“你们说得对。它身上的斑点给它一种伪装，让那些要猎食它的动物看不见它了。还有，它的长脖子让它可以吃到高树上的叶子。它也没有很厚的皮毛，所以它在很热的非洲大莽原上也可以保持凉快。还有一种动物也有长长的脖子，我不知道它是不是也能在非洲大莽原上生存。我们现在来看看羊驼这种动物。它长得跟美洲的骆马很像，也有一个长长的脖子。  Question: “Would the alpaca be able to survive in the safari? Why or why not? Turn to your partner and discuss.”  问题：“羊驼是否能够在非洲大莽原上生存呢？为什么？请跟你的伙伴讨论一下。”  Post the picture of the alpaca on the board or under the document camera.   * Have a couple of students share with the class what they discussed with their partners.   Explain: “You’re right. An alpaca would not do well in the safari. An alpaca lives in the high mountains in South America. Sometimes this is a cold climate, and sometimes it’s quite warm and humid.”  解释：“你们说得对。羊驼在非洲大莽原上没办法生存得很好。羊驼是生长在南美洲高山上的一种动物，那儿有时候非常冷，有时候又非常的湿热。”  Question: “What traits does an alpaca have that helps it survive in the high altitudes of the mountains of South America that a giraffe doesn’t have? Turn to your partner and discuss.”  问题：“那么羊驼到底有什们样的特征/特性帮助它在南美洲的高山上生存，而这些特征/特性是长颈鹿所没有的？请跟你的伙伴讨论一下。”   * Have a couple of students share with the class what they discussed with their partners.   Explain: “Great examples and discussions. A giraffe and alpaca are not in the same animal family. Let’s look at an animal that is more closely related to an alpaca. This is a camel. Camels live in the desert where it is hot and dry.”  解释：“你们举的例子和讨论都非常好。长颈鹿和羊驼并不是同种的动物。我们现在就来看看跟羊驼更为相像的动物，骆驼。骆驼生长在又热又干燥的沙漠中。”  Post the picture of the camel on the board or under the document camera.  Question: “Would an alpaca be able to live in the desert? Why or why not? Would a camel be able to live in the high mountains? Why or why not? Turn to your partner and discuss.”  问题：“羊驼可以生活在沙漠中吗？为什么？骆驼可以生活在高山上吗？为什么？请跟你的伙伴讨论一下。”   * Have a couple of students share with the class what they discussed with their partners.   Explain: “A camel’s coat protects it from the hot sun, and it can shed it easily. Its feet are soft and good for walking on the sand. Its humps allow it to store good amounts of water. These allow it to live in the dessert, but would not help it survive in the mountainous peaks of South America. And an alpaca could not survive the heat of the dessert. Animals have traits that help them survive in their environments. Animals and plants, even in the same families, may have different traits that enable them to survive in their different environments.”  解释：“骆驼的毛可以保护它在烈日下不会晒伤，但是也很容易就会掉毛。它的蹄子很软很适合在沙上走。它的驼峰让它可以储存很多水。这些特征都帮助它在沙漠中生存，但是这些特征却不能帮助它在高山上生存。羊驼也没办法在沙漠这么热的地方生存。所以动物都有一些特征/特性帮助它们在它们生长的环境中生存。即使同种的植物和动物，都可能会有一些特征/特性让它们能够在不同的环境下生存。”  **Guided Practice: (15 minutes)**  Explain: “We are going to work together as a class to compare two similar animals or plants that live in different environments and explain how their different traits help them survive in their different environments. I have many cards with different species of plants and animals. I will mix them up and select two cards. I will display one card under the title Partnership A and the other under Partnership B. You will be working in partners and in groups. Each partnership will have a Partner 1 and a Partner 2, and each group will have a Partnership A and Partnership B. Partnership A will be looking at the plants or animals under their title, while Partnership B will be looking at the plants or animals under their title. First, you will need to work with your partner to identify your plant or animal’s traits and their environments. You may use a whiteboard to write down some notes to help you remember what you discuss. You do not need to write complete sentences. You will identify and explain with your partner how each plant or animal’s traits help them survive in their environment. You can use the sentence frame to help you but I recommend trying to use your own natural language.”  解释：“我们全班现在要一起来比较两种非常相似但是生长在不同环境下的植物或动物，我们要找出能够帮助它们在不同环境下生存的特征/特性。我手上有很多有不同种动植物的卡片，想在我要把它们混合然后抽出两张卡片。我会把两张卡片分别放在A组和B组下面。四个人是一个大组，每一大组分为伙伴A组和伙伴B组，伙伴A组和B组里又分为伙伴一和伙伴二，你们要先跟自己的伙伴讨论，然后再到大组里讨论。A组的两个成员负责讨论在A组下面贴得那两个植物或动物，B组两个成员负责讨论在B组下面贴的那两个植物或动物。首先，你们要跟你的伙伴辨认出那两个植物或动物的特征/特性和它们生活的环境。你们可以用小白板写下你们讨论出来的重点，不用写出整个句子。你们不但要辨认出它们的特征/特性，还要解释它们的特征/特性是如何帮助它们在它们生长的环境中生存。你可以用这些句型来帮助你们说明，但是我建议你们用你们自己的话来说明。 Post the sentence frame: The \_\_\_\_\_\_\_\_\_\_\_ (animal) can survive in the \_\_\_\_\_\_\_\_\_\_\_\_\_ (habitat) because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (traits). （这个/只\_\_\_\_\_能够在\_\_\_\_\_\_\_（栖息地）生存是因为\_\_\_\_\_\_\_（特性）。） “You will also explain how each plant or animal’s traits would NOT help it survive in the opposite environment. Again, you can use the sentence frame to help you but I recommend trying to use your own natural language.” “然后你们也要解释这两个植物或这两只动物的特征/特性为什么不能帮助它们在完全不同的环境下生存。你们可以用下面这个句型来帮助你说明，可是我建议你们用你们自己的话来说明。”Post the sentence frame: The \_\_\_\_\_\_\_\_\_\_\_(animal) could not survive in the \_\_\_\_\_\_\_\_\_\_ (habitat) because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(traits). 这个/只\_\_\_\_\_不能够在\_\_\_\_\_\_\_（栖息地）生存是因为\_\_\_\_\_\_\_（特性）。“Take good notes, because next you will explain your findings with another partnership. Partnership A will share with Partnership B, then Partnership B will share with Partnership A. Each partnership will identify the plants or animals on their card,. Partner 1 will look carefully at both plants or animals and will explain how each plant or animal’s traits help them survive in their environment. Partner 2 will explain how each plant or animal’s traits would NOT help it survive in the opposite environment. Then, Partnership B will share in the same manner. Afterwards, we will discuss our findings as a class for each set of plants or animals.”  “把你们讨论的结果好好记录下来，因为等一下你们要把结果解释给另外一组的同学听。A组的同学要告诉B组的同学，B组的同学要告诉A组的同学。每一小组要辨认出他们的卡片上的动、植物。A组的伙伴一的同学要负责向B组解释这两种植物或动物的特征/特性是如何帮助它们在它们生长的环境中生存。伙伴二的同学要负责解释这两种植物或动物的特征/特性是如何阻碍它们在完全不同的环境中生存。然后，B组的伙伴一和伙伴二也要轮流向A组的同学报告他们的动、植物。最后，我们全班会一起讨论每一组植物和动物的特性。”  *Use the modeling cycle:*  *Teacher Does:*   * Use a puppet, stuffed animal or an imaginary group member to model. Post two cards on the board or under the document camera. Label one as Partnership A and the other as Partnership B. Talk with your imaginary partner and use the large class whiteboard to take notes about your two plants or animals under Partnership A. Discuss how their traits help them survive in their respective environments, and how they couldn’t survive in one another’s environment.   *Teacher Does with a Pair of Students:*   * Call up two students to help you model. Have them use the card under Partnership B to discuss the two plants or animals and take notes on the large class whiteboard about their two plants or animals and how their traits help them survive in their respective environments, and how they couldn’t survive in one another’s environment. As Partnership A, work with your imaginary partner to present your findings with Partnership B. Explain you will be Partner 1 and will explain how each plant or animal’s traits help them survive in their environment. Your imaginary partner, Partner 2, will then explain how each plant or animal’s traits would NOT help it survive in the different environment. Next, Partnership 2 will do the same.   *A Group of Students Do:*   * Call up four students to help you model. Use the same cards on the board to model once again what they should do. Label one pair of students Partnership A (with a Partner 1 and Partner 2) and the other pair of students Partnership B (with a Partner 1 and Partner 2). Each partnership will use a small whiteboard to take notes about their plants or animals. They will discuss what helps them survive in their environment, and what makes it so they couldn’t survive in the other environment. Then the two pairs will share with one another. Partner 1 will explain how the traits help the plants or animals survive in their environments, while Partner 2 will explain why each plant or animal could not survive in the other environment.   *All Students Practice:*   * Post a new set of pictures under Partnership A and Partnership B. Assign all students to be either Partner 1 or Partner 2, and Partnership A or Partnership B. Walk students through this process and have partnerships share out loud with the class what they discussed after all partnerships had a chance to share in their groups. Post another set of cards if you think the students could use more practice.   **Independent Practice: (12 minutes)**   * Explain: “Now you are going to play a game in your groups. You will all have a game board. Partnership A will be working together, and Partnership B will be working together. You will have two game pieces and a die. Each partnership will take turns rolling the die. They will move their game piece that many spaces. They will land on a square with a number on it. The number lines up with a particular card with plants or animals on it. That will be the card they use. They will need to discuss in their partnership, just as we did in the previous activity, how each plant or animal’s traits help it survive in its environment and how its traits prevent it from living in the other plant or animal’s environment. Partner 1 will share how the traits help it survive, and Partner 2 will share how its traits prevent it from surviving in the other environment. Then, the next Partnership will roll the die and move. Each partnership can use the whiteboard to help them if they want, but they don’t need to.”   解释：“现在我们要来玩一个游戏。你们都会有一个游戏板。A组的两个同学为一个小组，B组的两个同学为一个小组，四个人为一个大组。每一个大组会有两个棋子和一个色子。A组和B组轮流丢色子，丢到数目几就走几格。无论走到哪一格都会有一个数字在上面，那个数字就对应一张卡片，上面会有两种植物或动物，那就是那个小组的讨论题目。就像我们之前做的小组讨论一样，每一小组要讨论这两个植物或动物的特征/特性是如何帮助它们在它们生长的环境中生存，又是如何阻碍它们在别的环境中生存。伙伴一要向大家报告这两个植物或动物在它们的生长环境下的生存之道，伙伴二要向大家报告这两个植物或动物的特征/特性如何阻碍它在别的环境中生存。然后下一组继续丢色子。大家可以用白板来记录讨论的重点，但是也可以选择不用。”   * The modeling cycle can be used to focus on the new procedures of the game. The language and much of the procedure is the same, so the entire cycle may not be necessary. * The teacher should walk around and ensure students are following the procedure, speaking orally, taking turns, and using the target language. Ensure that there is not one student in the partnership or group who is dominating the conversation.. You can walk around and write down observations to assess students and partnerships.   **Closing: (3 minutes)**  Revisit the Objectives: Have students reread the content objective as a class. Have students explain to their partners one new skill they learned today, and how they know they learned it. Have some students share with the class.  Real World Application: Tell students to take a walk through the zoo, read a book about the zoo, or look at pictures from a zoo on the internet. Have them look for environments that have been created for certain plants and animals. Make note of the specific traits of the plants and animals that help them survive in that environment. Have students ask themselves if traits of the plants and animals in the zoo help them survive or make it more difficult to survive in the zoo and in the city/state that the zoo is in. Give students an opportunity to share their thoughts and experiences during another class period. | | | | |
| **Assessment:** | | | | |
| Observe students during guided and independent practice. Observe their conversations in guided and independent practice to assess their mastery of the language objective. | | | | |
| **Extra Ideas:** | | | | |
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| **Green Sea Turtle  Species6**  **Green Sea Turtle**  Desert Tortoise  SpeciesHabitat: Worldwide in sub-tropical and tropical oceans such as off the Florida Coast and Gulf of Mexico.  **Desert Tortoise**  Habitat: Mojave and Sonoran Deserts of California, Nevada, Arizona, and Mexico. Lives among bushes, yucca trees and desert grasslands. | | **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQprXi9c5LfyCsLMhczP3tCzWiz6XgchYukc1j8DYp3OzSTkGn8Lg9**  **Fennec Fox**  Habitat: Sahara Desert of North Africa, desert climates  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTcLh_gcfAiU05NptB6LIRT7nEGIbQ5EcIs1H8zkjPbOvgjCZJPPg  **Arctic Snow Fox**  Habitat: Greenland, Russia, Canada, Alaska and other arctic ice lands. They live in dens off of a hill, cliff or riverbank. | | |
| **http://3.bp.blogspot.com/-VZoszsCdjPw/TgVB4_Nk7XI/AAAAAAAADiw/jXT7D5U2y3M/s320/Kristen%2BMartyn-%2BTwo-Lined%2BSalamander%2B%25281%2529.JPG2**  **Two Lined Salamander**  Habitat: Forests, shrublands, rivers, marshes, springs in Canada and the United States.  https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRpDMJFHqJKFjfABtJBHyTF9Ljii_VSAnv4kCWrn3cfSlVQKK7PGQ  **Tiger Salamander**  Habitat: Mountainous areas and lowlands. They avoid the water and prefer the shelter of rocks and boulders. | | **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS6a2TNU_UqkEqHAF2VCkXcoub4eDy-Ad2ZrRl_mSn6QR0fJ6s_4**  **Leopard Gecko**  Habitat: Deserts in Asia, Pakistan and India.  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSkOV3eejny-JD6A6VJoWMn02eK6u-iId-u70ydNnPLDufuNyk31Q  **Day Gecko**  Habitat: Islands near Indian Ocean, Africa, Hawaiian Islands, Madagascar and Florida. They live in coconut palms, banana trees, and in gardens. | | |

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| **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSbun5wWpWJyMKpBo1pqErs83ADp5_yhCOKIN4z9bVf4lbSahDt1**  **Black Bear**  Habitat: North American forests with thick vegetation  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcT57qz2GfolcKlQBCM_k3_pDtu4g7ESzhY9_nsY7afo3RiWxaug9A  **Polar Bear**  Habitat: Arctic areas, the sea, where the ice meets the water. | **5**  **Snowshoe Hare**  Habitat: Young forests with lots of trees, brush and grass for cover.  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTnRn8ZABBI9HqGwEH_Pd2dq6MSTGe-7PTtHj-FhvoFs8Rh_Ppkmg  **Black-tailed Jackrabbit**  Habitat: Deserts in Western United States and Mexico. They live in shrub-grassland terrains in the desert. |
| **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQu90CFapxuLBnXICUPc5F3arMbo2M9B00iA9gXKJdYC2YWoRCN1w12**  **Emperor Penguins**  Habitat: Antarctica near ice cliffs.  https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcRs3Yyc-Hfha0Mez-y-kM8ZMLe6lnNaCH6sHg1kjD-ShBxb_oe9tg  **Galapagos Penguins**  Habitat: Galapagos Islands, tropical waters. | **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQxVny_9akfTdMpd9erOg8fI0BLpJUH6HOwQNwrWkfqGrUV43GDGQ14**  **Mandarin Perching Duck**  Habitat: Densely wooded areas with waterways and marshes in Asia, Great Britain, Ireland and parts of the United States. Can be found perched in high trees.  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQjE-pQTIx-2SP9GoXmZ4_CQS58hnMQiViFLkFO5nHEWIfi6unm  **King Eider Duck**  Habitat: Arctic waters of Europe, North America and Asia. They are sea ducks and gather on coastal waters. |

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| **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcS9oCIEHeHUurgT7Gc3BZfDcd6PEYDdCfCHO-WN3hACTj9984tv3A13**  **Gorgeted Puffleg Hummingbird**  Habitat: Tropical rainforests in Colombia, South America.  https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcTWPB4tJ5rpHNPUEgimZQIdmLmeEEGGQCQ7T95gbeUmzEaGCLsl  **Northern Spotted Owl**  Habitat: Forests with many trees in North America and Canada. | **https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcRl8lm8MaEJsHU5vIknbtq49JMT081zFFlJiuK9bKmoaom7Ortn8**  **Clownfish**  Habitat: Saltwater from oceans or seas.  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcS9Z_U4kNqMwN1KW3Sm5YXQKJb3Hexik_8SQ8k9MkIvzlG9S7-Etg  **Goldfish**  Habitat: Freshwater ponds or lakes. |
| **https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcTV61-_zzVQ4CIq5ImT4YxEBaGgBOHA9ZXflTtegmPdR94LLpPxfg10**  **Utah Juniper Tree**  Habitat: Southern Utah, Nevada, and Arizona in dry ground such as the dessert or rocky soil.  http://www.blueplanetbiomes.org/images/samauma.jpg  **Kapok Tree**  Habitat: Tropical rainforests in South America, Africa, Indonesia and Asia. | **http://upload.wikimedia.org/wikipedia/commons/thumb/a/aa/Bambusa_oldhamii_form.jpg/220px-Bambusa_oldhamii_form.jpg3**  **Bamboo**  Habitat: Tropical and subtropical areas of Asia, especially in the wet tropics  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcROi1_Q_hkHsy67WVNA68zQC9XheYgMZotM5_9Gq08WSdXmj2EdDA  **Cactus**  Habitat: Deserts, hot and dry land |

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| **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRwfvd7EqxBdvjOP5dqFYpZbgWJX68XIEq3erp9qppGVq5DRVD97**  **Ferns**  Habitat: Shady, moist conditions of tropical rainforests and other forests.  http://farm4.staticflickr.com/3534/3939582382_251cace4da_z.jpg  **Sagebrush**  Habitat: Western United States deserts with dry, rocky soil. | **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcSeLPv-l96MLmZDSg5nMciYaWHG8LWOfbnOkMiXVglSxjXDczrbHA11**  **Hibiscus**  Habitat: Sub-tropical to tropical regions of the world  **Calochortus nuttallii (Sego lily) #640**  **Sego Lily**  Habitat: Dry, brushy and grassy slopes, desert high country. |

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| **Green Sea Turtle  Species6**  Desert Tortoise  Species：和的中，和。  ：、、的和。生活在树、树、和绿一。 | **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQprXi9c5LfyCsLMhczP3tCzWiz6XgchYukc1j8DYp3OzSTkGn8Lg9**  **大耳小**  ：，下。  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTcLh_gcfAiU05NptB6LIRT7nEGIbQ5EcIs1H8zkjPbOvgjCZJPPg  ：，，大、、和他。他们生活在山上、上、和的中。 |
| **http://3.bp.blogspot.com/-VZoszsCdjPw/TgVB4_Nk7XI/AAAAAAAADiw/jXT7D5U2y3M/s320/Kristen%2BMartyn-%2BTwo-Lined%2BSalamander%2B%25281%2529.JPG2**  ：大和的、、、、和山中。  https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRpDMJFHqJKFjfABtJBHyTF9Ljii_VSAnv4kCWrn3cfSlVQKK7PGQ  **老虎**  ：高山和。他们不喜欢水，喜欢在和下。 | **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS6a2TNU_UqkEqHAF2VCkXcoub4eDy-Ad2ZrRl_mSn6QR0fJ6s_4**  ：、和一的中。  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSkOV3eejny-JD6A6VJoWMn02eK6u-iId-u70ydNnPLDufuNyk31Q  **日**  ：、、、马和地的小上。他们喜欢住在子树上、树上、和花。 |

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| **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSbun5wWpWJyMKpBo1pqErs83ADp5_yhCOKIN4z9bVf4lbSahDt1**  ：美的地  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcT57qz2GfolcKlQBCM_k3_pDtu4g7ESzhY9_nsY7afo3RiWxaug9A  ：大以北极的海的。 | **5**  **白兔**  ：有很多树、、和地的树林里。  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcTnRn8ZABBI9HqGwEH_Pd2dq6MSTGe-7PTtHj-FhvoFs8Rh_Ppkmg  **尾大耳兔**  ：美国和西哥的地。他们生活在沙漠里的木绿一。 |
| **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQu90CFapxuLBnXICUPc5F3arMbo2M9B00iA9gXKJdYC2YWoRCN1w12**  ：大的冰山上。  https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcRs3Yyc-Hfha0Mez-y-kM8ZMLe6lnNaCH6sHg1kjD-ShBxb_oe9tg  ：美的中。 | **https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQxVny_9akfTdMpd9erOg8fI0BLpJUH6HOwQNwrWkfqGrUV43GDGQ14**  ：、国、、和美国地树林里的水和地。有时候在很高的树上也会他们的。.  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQjE-pQTIx-2SP9GoXmZ4_CQS58hnMQiViFLkFO5nHEWIfi6unm  ：、美、的北地。它们是在里的水鸭，在。 |

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| **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcS9oCIEHeHUurgT7Gc3BZfDcd6PEYDdCfCHO-WN3hACTj9984tv3A13**  ：美哥的中。  https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcTWPB4tJ5rpHNPUEgimZQIdmLmeEEGGQCQ7T95gbeUmzEaGCLsl  **美点**  ：美和大的中。 | **https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcRl8lm8MaEJsHU5vIknbtq49JMT081zFFlJiuK9bKmoaom7Ortn8**  **小**  ：中的水鱼。  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcS9Z_U4kNqMwN1KW3Sm5YXQKJb3Hexik_8SQ8k9MkIvzlG9S7-Etg  ：中的水鱼。 |
| **https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcTV61-_zzVQ4CIq5ImT4YxEBaGgBOHA9ZXflTtegmPdR94LLpPxfg10**  **他树**  ：他、、和州的和地地带。  http://www.blueplanetbiomes.org/images/samauma.jpg  **树**  ：美、、、和的热带林地。 | **http://upload.wikimedia.org/wikipedia/commons/thumb/a/aa/Bambusa_oldhamii_form.jpg/220px-Bambusa_oldhamii_form.jpg3**  **子**  ：的、，是的地方。  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcROi1_Q_hkHsy67WVNA68zQC9XheYgMZotM5_9Gq08WSdXmj2EdDA  **人**  ：和。 |

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| **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcRwfvd7EqxBdvjOP5dqFYpZbgWJX68XIEq3erp9qppGVq5DRVD97**  **羊**  ：热带林林中和的地方。  http://farm4.staticflickr.com/3534/3939582382_251cace4da_z.jpg  **山树**  ：美国多的地带。. | **https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcSeLPv-l96MLmZDSg5nMciYaWHG8LWOfbnOkMiXVglSxjXDczrbHA11**  ：热带地。  **Calochortus nuttallii (Sego lily) #640**  **美百花**  ：高山地区的和多木的以及地带。 |