

Grade 4	Lesson: 1-1 Wetlands, Forests, and Deserts	Reference to English
Standard(s): 1.OA.1	Domain:	
Content Objective(s):	Language Objective(s):	
Compare the physical characteristics of Utah's wetlands, forests, and deserts.	Describe Utah's wetlands forests and deserts.	
Create models of wetlands, forests, and deserts.		
Essential Understanding:	Academic Vocabulary for Word Wall: Listen & Read: 地图、高度、降水、环境、湿地、森林、沙漠	
Materials: <input type="checkbox"/> "My Environments Book" <input type="checkbox"/> Utah Maps <input type="checkbox"/> Overheads of Utah Maps <input type="checkbox"/> Overhead Markers	Additional Lesson Vocabulary: 特色、定义、图例、涂、温度、胶片、冰点、区域、描述、记 Sentence Frames:	
Lesson: Wetlands, Forests, and Deserts	Instructional Time:	

Opening: (10 minutes)

T: Can you solve the riddle? 你能解这个谜语吗?

I can be as short as 5 inches. 我能短到五英寸。

I can be as long as 450 miles. 我能长到四百五十英里。

I can be blue, green, white, or sometimes bright pink. 我可以是蓝色、绿色, 或有时是亮粉红色。

I can be very detailed or very plain. 我可以非常详细也可以非常简单。

I can help you find your way. 我能帮你找到你的路。

What am I? 我是什么?

T: Answer: A map of Utah. 答案: 犹他州的地图。

T: Looking at a map of Utah can teach us many things. We have road maps, elevation maps, precipitation maps, and many more.

看犹他州的地图能教我们许多事。我们有道路地图、高度地图、降雨(雪)地图和许多其他的地图。

T: Today we are going to use maps of Utah to help us learn about its environments. 今天我们将用犹他地图帮助我们学它的环境。

Introduction to New Material (Direct Instruction): (7 minutes)

T: Utah can be divided into three different environments: 犹他州能分成三种不同的环境:

Wetlands 湿地

Forests 森林

Deserts 沙漠

□ Show the students an overhead copy of the Utah Environments Map.

□ Use the key/legend to help the students identify and locate the three different environments.

T: Which environment is the largest? (desert) 哪个环境最大? (沙漠)

T: Which environment is the smallest? (wetlands) 哪个环境最小? (湿地)

T: What makes a wetland different from a desert? What characteristics define a desert? How would you define a forest?

什么让湿地和沙漠不一样? 沙漠有什么特色? 你怎么定义一个森林?

T: Let's look at some other maps of Utah and compare them to our environments map to learn more about them.

我们看一些犹他州的其它地图并跟我们的环境地图做比较来学习更多跟地图有关的事。

Guided Practice: (10 minutes)

Wetlands:

□ Return to the overhead copy of the Utah Environments Map.

T: Use the key to identify the wetlands. 使用图例来定义湿地。

T: Use an overhead marker to color those areas blue. 使用胶片笔将这些区域涂成蓝色。

T: What do you think a wetland is? What characteristics does it have? (Orally predict and share ideas.)

你想湿地是什么? 它有什么特色? (口头预测与分享想法。)

T: Let's use some other maps to learn more about the actual characteristics of wetlands. 我们用其它地图来学更多湿地的特色。

Precipitation:

□ Remove the overhead copy of the Utah Environments Map and replace it with an overhead copy of the Precipitation Map.

T: What is precipitation? What does a precipitation map show? 降水是什么? 降水地图显示什么?

T: Precipitation is rain, snow, or hail. The precipitation map shows us how many inches of precipitation fell in a particular area during a one year period. Record this information in their "My Environments Book."

降水是下雨、下雪或下冰雹。降水地图告诉我们在一年的一段期间的特定区域中降了多少水。将信息记在"我的环境书"

T: Spend a few minutes using the key to understand the information being presented in the map.

花一些时间用图例来了解在地图上的信息。

T: Next, place the overhead of the Utah Environments Map on top of the overhead of the Precipitation Map.

接着, 在降水地图的胶片上放上犹他环境地图的胶片。

T: Look specifically at the wetland areas that you colored in blue. How much precipitation falls in those areas? Record this information in their "My Environments Book."

特别看你涂成蓝色的湿地区域。在那些区域中降了多少水? 将这些信息记在他们的"我的环境书"。

Temperature:

□ Remove all overheads and replace them with the Temperature Map.

T: What is temperature? What does it mean? What does the temperature map show?

温度是什么? 它是什么意思? 温度地图显示什么?

T: Temperature is a measure of how hot or cold the air is outside. Our temperature map shows the January

T: Next, place the overhead of the Utah Environments Map on top of the overhead of the Temperature Map.

接着，将犹他环境地图的胶片放在温度地图的胶片上。

T: Look specifically at the wetland areas that you colored in blue. What was the temperature in those areas? Record this information in their “My Environments Book.”

仔细看你涂成蓝色的湿地区域。那些区域的温度是多少？将这些信息记在他们的“我的环境书”中。

Elevation:

□ Remove all overheads and replace them with the Elevation Map.

T: What is elevation? What does it mean? What does the elevation map show? 高度是什么？什么意思？高度地图显示什么？

T: Elevation is how high or low the landscape is. The elevation map shows the high and low places in Utah such as mountains and valleys. 高度是景观多高或多少。高度地图显示犹他的高和低的地方像是高山和山谷。

T: Spend a few minutes using the key to understand the information being presented in the map.

花些时间用图例来了解地图上呈现的信息。

T: Next, place the overhead of the Utah Environments Map on top of the overhead of the Elevation Map.

接着，将犹他环境地图的胶片放在高度地图的胶片上。

T: Look specifically at the wetland areas that you colored in blue. What was the elevation in those areas? Record this information in their “My Environments Book.”

仔细看你涂成蓝色的湿地区域。那些区域的高度是多少？将这些信息记在他们的“我的环境书”中。

Description:

T: Now that we have examined the wetlands in terms of precipitation, temperature, and elevation, look over the information you have recorded. 现在我们已经检视过了湿地的降水、温度和高度了。再看一次你记下的信息。

T: How would you describe wetlands? Record this description in their “My Environments Book.”

你怎么描述湿地？将这些描述记在“我的环境书”中。

T: Example: Lower areas where water and precipitation play a major role, but temperatures are usually above freezing.

例子：水和降水扮演重要角色的低地，但温度通常都高于冰点。

Forests:

T: Return to the Utah Environments Map. Let’s look at forests next. 回到犹他环境地图。我们接着来看森林地图。

T: Use the key to identify the forest areas. 使用图例来定义森林区域。

T: Use an overhead marker to color them green. 使用胶片笔将他们涂成绿色。

T: What do you think a forest is? What does it look like? What are its defining characteristics? (Orally predict and share ideas.)

你觉得森林是什么？它看起来像什么？它定义中的特色是什么？（口头预测和分享想法。）

Precipitation:

T: Examine the Precipitation Map. (Review the definition of precipitation and the map’s key as needed.) 检视降水地图。

□ Compare the Environments and Precipitation Maps. Record what was learned in their “My Environments Book.”

Temperature:

T: Examine the Temperature Map. (Review the definition of temperature and the map’s key as needed.) 检视温度地图。

□ Compare the Environments and Temperature Maps. Record what was learned in their “My Environments Book.”

Elevation:

T: Examine the Elevation Map. (Review the definition of elevation and the map’s key as needed.) 检视高度地图。

□ Compare the Environments and Elevation Maps. Record what was learned in their “My Environments Book.”

Description:

T: Now that we have examined the forests in terms of precipitation, temperature, and elevation, look over the information you have recorded. 现在我们已经检视过了森林的降水、温度和高度了。再看一次你记下的信息。

T: How would you describe forests? Record this description in their “My Environments Book.”

你怎么描述森林？将这些描述记在“我的环境书”中。

T: Example: Areas high in elevation with higher levels of rainfall. Temperatures are usually near freezing in the winter.

例子：高度降水和降雨的区域。冬天的温度通常都接近冰点。

Independent Practice: (6 minutes)

Deserts:

Temperature:

T: Examine the Temperature Map. (Review the definition of temperature and the map's key as needed.) 检视降水地图。

☐ Compare the Environments and Temperature Maps. Record what was learned in their "My Environments Book."

Elevation:

T: Examine the Elevation Map. (Review the definition of elevation and the map's key as needed.) 检视高度地图。

☐ Compare the Environments and Elevation Maps. Record what was learned in the ir "My Environments Book."

Description:

T: Now that we have examined the deserts in terms of precipitation, temperature, and elevation, look over the information you have recorded. 现在我们已经检视过了沙漠的降水、温度和高度了。再看一次你记下的信息。

T: How would you describe deserts? Record this description in their "My Environments Book."
你怎么描述沙漠? 将这些描述记在"我的环境书"中。

T: Example: Areas with very little rainfall. They are lower in elevation and temperatures usually above freezing.

例子: 降雨很少的区域。 他们的高度很低, 温度通常都高于冰点。

Closing: (4 minutes)

☐ The Utah Environments Map we used was very simple. In real life the environments don't always have such clear borders and sometimes they overlap.

☐ Have the students look at the Utah Environments map in their "My Environments Book."

☐ Study the key to identify which environment the numbers refer to.

☐ Discuss the Mountain Forest/Desert Transition areas.

☐ Have the students select four colors, label the colors on the key, and color their own map.

Assessment:
