

<b>Grade 4</b>	<b>Lesson: 1-10 Endangered!</b>	<b>Reference to English</b>
<b>Standard(s): 1.OA.1</b>		<b>Domain:</b>
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Find examples of endangered Utah plants and animals and describe steps being taken to protect them.		
<b>Essential Understanding:</b>		<b>Academic Vocabulary for Word Wall:</b> <b>Listen:</b> <b>Read:</b> <b>Write:</b> <b>Speak:</b>
<b>Materials:</b> <input type="checkbox"/> "My Environments Book" <input type="checkbox"/> Construction Signs <input type="checkbox"/> Construction Tape or Masking Tape <input type="checkbox"/> Computer Lab or Printed Information <input type="checkbox"/> Poster board (1 per group) <input type="checkbox"/> Various Art Supplies		<b>Additional Lesson Vocabulary:</b>  <b>Sentence Frames:</b>
<b>Lesson: Endangered!</b>		<b>Instructional Time:</b>

### Opening: (10 minutes)

T: 今天有人会来我们教室做些建筑工作。在休息的时候，他们会开始工作。我觉得我们都会很喜欢这些变化。他们保证说这些变化对我们大家都好。

☐ While students are at recess, mark off large areas of the classroom with construction tape or masking tape and place construction signs in those areas such as: Construction Zone, Do Not Enter, Future Home of: \_\_\_\_\_, etc.

☐ Be sure to block off access to their backpacks and lunches.

☐ Block off at least half of the classroom. Leave some desks in the construction/do not enter area while crowding others into the remaining open area.

☐ When the students return from recess, discuss what has occurred.

T: 你觉得怎么样?

T: 很拥挤吗?

☐ What will the students do whose desks are in the construction area?

T: 午餐时间我们要做什么?

T: 你们的书包会有变化吗?

T: 你们高兴有这些变化吗?

T: 这些变化对每个人都有好处吗?

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

T: 我们的建筑区域是假的，可是我们州有很多真的建筑区域。

T: 当我们建造更多的房子，建筑物，公路等等，我们同时把其他动植物的栖息地拿走了。

T: 如果一个动物不能回家怎么办呢?

T: 他们怎么找食物，水还有住的地方呢?

T: 如果更多的动物必须要在一个很小的地方一起生活，会发生什么事情呢?

T: 每个动物都有地方住吗? 那些没找到地方住的动物们会怎么样?

T: 如果食物和水都没有了，会发生什么事情呢?

Extinct, Endangered, Threatened:

T: 科学家们用不同程度的分类表示哪一种动物继续发展是有危险的。

Extinct: a species that has disappeared from the world (dinosaurs)

☐ Endangered: a species that is in danger of becoming extinct

☐ Threatened: a species that is in danger of becoming endangered

☐ Record these definitions in their "My Environments Book."

### Guided Practice: (10 minutes)

Teacher Demonstration:

T: 在 Utah，我们有几类濒临灭绝的物种。

#### 哺乳类

Black-footed Ferret

Grizzly

Gray Wolf

Utah Prairie Dog

#### 爬行类

Desert Tortoise

#### 鸟类

Bald Eagle

Peregrine Falcon

Mexican Spotted Owl

Southwestern Willow Flycatcher

#### 无脊椎动物类

Kanab Ambersnail

Utah Valvata

#### 鱼类

Humpback Chub

Bonytail

Razorback Sucker

June Sucker

Virgin River Chub

Colorado Squawfish

Woundfin

☐ Have students select one of the endangered species from the list to research. Divide them into groups based on selections.

☐ Have the students look up the information about each endangered species on the following website:  
<http://wildlife.utah.gov/habitat/pdf/endgspec.pdf>

☐ Have students read and record the information about each species in their "My Environments Book."

☐ Their research will include:

Description

Life History

Recovery Efforts

Distribution and Habitat

Threats and Reasons for Decline

How You Can Help

☐ Have groups create a Wanted Poster for their chosen animal. Include the researched information (physical description, habitat, reasons for decline, and recovery efforts) on the poster.

☐ Present the posters and information to the rest of the class.

☐

Assessment:

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