

Grade 4	Lesson: 1-3 Locating Wetlands	Reference to English
Standard(s): 1.OA.1 Domain:		
Content Objective(s):		Language Objective(s):
Locate examples of areas that have characteristics of wetlands, forests, or deserts in Utah.		Based upon information gathered, classify areas of Utah that are generally identified as wetlands, forests, or deserts.
Essential Understanding:		Academic Vocabulary for Word Wall: Listen & Read: 湿地、河、湖、溪流、沼泽、环境。
Materials: <input type="checkbox"/> "My Environments Book" <input type="checkbox"/> Wetland Riddle Cards and Pictures <input type="checkbox"/> Various Art Supplies		Additional Lesson Vocabulary: 主意、定义、讨论 Sentence Frames:
Lesson: Locating Wetlands		Instructional Time:
<p>Opening: (10 minutes) T: What is a wetland? (brainstorm ideas) 湿地是什么? (脑力激荡不同主意) T: Wetlands include river, lake, stream, and marsh areas where water is a major feature of the environment, but not all wetlands are the same. 湿地包含河、湖、溪流和沼泽区域, 水是主要特色的环境, 但并不是所有湿地都是相同的。 T: Let's learn more about the different types of wetlands. 我们来学更多不同的湿地。</p> <p>Guided Practice: (10 minutes) Locating Wetlands: <input type="checkbox"/> Have students turn to the Locating Wetlands page in their "My Environments Book." T: Take a few minutes to talk about how the chart works and helps us identify which type of wetland we are studying. 花一些时间来讨论这个表并帮助我们定义我们正在学习的湿地类型。 <input type="checkbox"/> Select a Wetland Riddle Card to use as an example to show students how to use the chart. Record the answer in their "My Environments Book." <input type="checkbox"/> Divide students into groups and give them each a set of the remaining Wetland Riddle Cards. Have them record the answers. T: When everyone is finished, discuss the riddles and correct the answers together. 当大家都完成了, 讨论谜语并一起订正答案。</p> <p>Independent Practice: (6 minutes) Create a Wetland: T: Let's make our own wetland. 我们来做我们自己的湿地。 <input type="checkbox"/> Divide students into groups and allow them to choose one of the wetland environments you have studied. <input type="checkbox"/> Assign a wall or area in the classroom to be your "wetland." <input type="checkbox"/> Have the students use art supplies such as butcher paper, construction paper, paint, crayons, markers, etc. to draw, cut, and glue together a wetland environment.</p> <p>Closing: (4 minutes) <input type="checkbox"/> We'll add more plants and animals to our wetland later.</p>		
Assessment:		