

<b>Grade 4</b>	<b>Lesson: 1-9 High or Low?</b>	<b>Reference to English</b>
<b>Standard(s): 1.OA.1      Domain:</b>		
<b>Content Objective(s):</b>		<b>Language Objective(s):</b>
Identify the effect elevation has on types of plants and animals that live in a specific wetland, forest, or desert.		
<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"/> Winter Clothing (coat, gloves, hat, etc.) <input type="checkbox"/> Summer Clothing (sandals, sunglasses, sun hat) <input type="checkbox"/> Large Box or Bag <input type="checkbox"/> Butcher Paper <input type="checkbox"/> Animal and Plant Cards		<b>Additional Lesson Vocabulary:</b>  <b>Sentence Frames:</b>
<b>Lesson: High or Low?</b>		<b>Instructional Time:</b>

**Opening: (10 minutes)**

☐ Place a variety of winter and summer clothing in a large box or bag.

T: 你每天穿一样的衣服吗? (不是)

T: 天气不同, 季节不同, 我们穿的衣服也不同。

T: (从盒子里拿出一件衣服) 我们在热天还是冷天穿这件衣服? 为什么? 拿每件衣服, 重复问这个问题。

T: 有的时候, 我在夏天会穿外套或羊毛衫。如果我去爬山或者在山上露营, 我总是会拿几条长裤和一件羊毛衫。为什么? (山上更冷)

T: 那是因为山上的海拔更高, 所以比我家更冷。

Record the information about temperature and elevation in their “My Environments Book.”

T: 人们用衣服帮助自己适应变化的天气或者季节。

T: 动物们不穿衣服。天气, 季节, 海拔变化时, 它们如何生存呢? (大脑快速想出的答案, 例如皮毛, 鳞片)

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

☐ Define the meaning of elevation (a higher place or position).

T: 海拔是影响植物和动物住在哪里的一个重要因素。当植物和动物生活在海拔更高的地方时, 它们可能需要能够适应严寒。海拔较低的地方包括沙漠, 生活在那里的动植物和海拔较高地方的动植物是不一样的。因为只有那些能够存活的才能住在海拔较低的地方。影响动植物栖息地的其他因素包括天气和温度。这些因素和海拔直接相关。这三种因素合在一起帮助我们理解动植物生活在哪里

**Guided Practice: (10 minutes)**

☐ Prepare a line drawing of a mountain and valley graphic on the board or a large piece of butcher paper hanging on the wall.

☐ Have the students create a similar line drawing in their “My Environments Book.”

☐ Discuss Utah’s different elevations, and their relationship to environments, depending where you are in the state. (Note: You may want to refer back to the original environments map they colored and labeled in their “My Environments Book.”)

☐ Mark elevations from 2,000 to 8,000 feet on the paper mountain. Have the students do the same to their own line drawing.

**Independent Practice: (6 minutes)**

☐ Pass out the animal and plant cards with information that will help students determine, or match them up to different elevations.

☐ Each student will share his information with the class and then decide where that animal might live. Place the card up on the line drawing in the correct location.

T: 如果一种植物或者动物可以在多个地方栖息, 你可以把卡放在最常见的栖息地或者放多张卡在山上。Also help students understand that many animals can adapt to live in a variety of different elevations depending on conditions. (Ex. If there is a drought, deer, elk, and moose will move to a location, usually a lower elevation, where food is available – they move from the mountain forests to your backyard.)

**Closing: (4 minutes)**

☐ Have students record the plant or animal in the correct location on their own line drawing.

**Assessment:**