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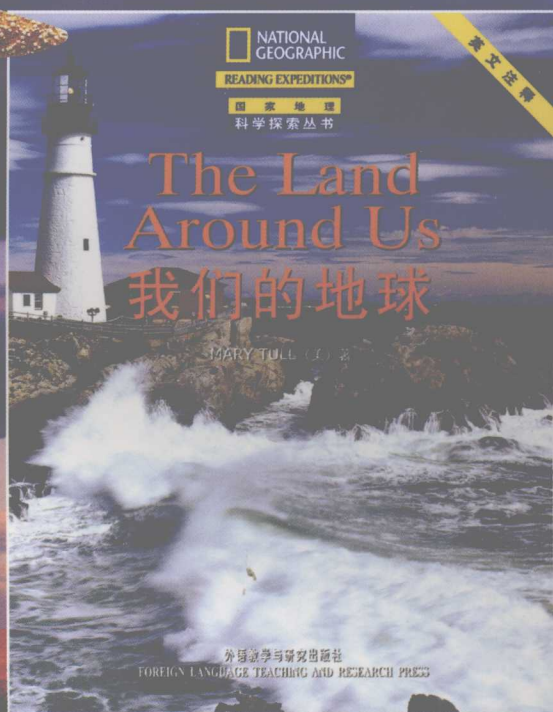
S O C I A L S T U D I E S

社会科学

The Land Around Us 我们的地球

TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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美国国家地理学会 编著

教学资源

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简介 (Introduction)

《我们的地球》一书将带领读者去不同的地方旅行，去欣赏世界各地迥异的自然地貌。本书以培养学生阅读非小说类文章的技巧为目的，通过严谨的叙述来表现社会研究和地理学的内容。图片、图解和地图作为文本的辅助材料，用以阐明所述地区和社会的多样性。

全书共分五大部分，其中每一部分的结构都力图帮助学生建立一个知识框架或加深他们对某个领域的理解。

每部分又分为多个不同方面的内容，各占两页篇幅，介绍有关地形地貌和各地区的背景情况，并描述不同地区各自具有的特点和特征。

各部分中所插入的图解展示了河流、湖泊、山脉、海岸、平原和沙漠的地质结构。学生也可通过观察截面图看清这些地貌特征的实际构造。

最后一部分“读图地带”重点说明如何读图。学生将学习如何对本书中的条形图、表格、图表、图片和扇形图的意思加以阐述。

注重读写能力 (Focus on Literacy)

培养阅读理解技巧

本书专为培养和锻炼学生的阅读技巧而设计。每部分都介绍了不同的阅读理解技巧：

比较和对比 (Compare and contrast)

识别主题和细节 (Identify main ideas and details)

推断 (Infer)

识别因果关系 (Recognize cause-and-effect relationships)

概括总结 (Summarize)

得出结论 (Draw conclusions)

利用文本特征帮助理解

(Use text features to aid comprehension)

重新阅读 (Reread)

释义 (Paraphrase)

归纳一般规律 (Make generalizations)

理解非小说类作品的体裁、文本特征和图表

善于从非小说类文本中获得信息的读者对这类作品的各种体裁和格式都很熟悉。有效地利用非小说类文本的各种特点，对理解这类文本的信息材料至关重要。《我们的地球》一书中涉及到许多非小说类文本的特征：

体裁 (Genres)

说明文 (Expository)

文本特征 (Text Features)

各部分的标题、副标题 (Section titles/subheads)

书的组成部分 (Parts of a Book)

目录页 (Contents page)

图表信息 (Graphic Information)

照片和文字说明 (Photographs and captions)

地图 (Maps)

图解、图表和表格 (Diagrams, graphs, and tables)

文章对比阅读

最近关于学生阅读行为和水平的调查结果显示，让学生有机会阅读和对比多篇文章有助于提高他们的阅读技巧。本书各部分围绕同一个主题——自然地理及其对人类的影响——组织了不同的文章，为学生提供了对比阅读的绝好机会。学生将探索地球是如何通过其各异的地貌特征影响世界各地的居民的。通过比较和对比不同的文章，学生可以对各篇文章的内容、结构和表述进行评价。

对比 (Compare)——这本书各部分的结构分别是怎样的？各部分之间有哪些相同点和不同点？

评价 (Evaluate)——这些信息表述得是否清楚？书中的哪些辅助手段有助于对各种地理特征的理解？图片对理解文章有什么作用？

总结 (Generalize)——书中描述的各地特征有哪些共同点？又有哪些不同点？这些内容对了解世界地形特征和文化有什么帮助？

注重社会研究 (Focus on Social Studies)

核心概念和主题

本书各部分对以下核心概念和地理主题进行了解释和拓展：

海岸 (Coasts)

- 世界上大部分的主要城市都位于沿海地区。
- 海岸为沿海居民带来了交通便利、促进捕鱼业发展并提供休闲娱乐的方式。
- 海岸附近的居民有时需要让自己去适应变化的海平面、反复出现的潮汐以及飓风。
- 海港促进许多地区的经济发展。

沙漠 (Deserts)

- 沙漠地区的特点就是降水量极少，或炎热或寒冷，或为平地或多山。
- 人们通过形成特殊的着装、饮食和居住习惯已经适应了恶劣的沙漠气候。
- 现代沙漠居民通过引进水、电力和食物而发展兴旺。
- 如果进行水利灌溉，沙漠里也能发展农业生产。
- 沙漠地区供应世界上大部分的石油。

山脉 (Mountains)

- 山区气候多变。
- 山区居民需要应对各种挑战，例如交通不便、农耕条件恶劣。
- 高山自古以来都是防御洪灾和敌人的天然屏障。
- 许多资源，如煤、宝石和木材都取自山中。

平原 (Plains)

- 平原因气候差异而不同。位于赤道地区的平原为热带稀树草原。温带地区有大草原。而寒带地区的平原则是干草原。
- 平原即是一大块相对平坦的地区。平原地区的降水量多于沙漠，但少于森林地区。
- 大部分平原地区都有着肥沃的农田和适合牧群生长的地貌。
- 世界上大多数人类聚居中心都形成于平原地带。
- 过度开发对许多草原的生态环境构成了威胁。

河流与湖泊 (Rivers and Lakes)

- 河流与湖泊在地球各地随处可见。
- 人们自古以来就在河流和湖泊岸边繁衍生息。
- 河流常常作为各国和各政治实体之间的界河。
- 河流与湖泊可为人们提供水源、食物和方便的交通。

培养沟通技能 (Communication Skills)

信息读写能力 (Information literacy)——即阅读和交流信息的能力——在学校、家庭和社区生活以及工作中都是非常重要的。

本书各部分的课程教案都围绕主题介绍了一种写作训练，让学生在研究的基础上用各种体裁和格式进行写作：

- 读后感 (海岸)
- 报刊文章 (沙漠)
- 诗歌 (山脉)
- 报告 (平原)
- 信函 (河流与湖泊)

Lesson Overview

课程概述

课程概述 (Overview)——帮助教师快速选书备课

概要 (Summary)

此处简要说明本部分的主要观点和重要细节。

背景知识

(Background Information)

此处就与主题相关的地形特征和地理位置给出补充信息，为学生阅读提供背景知识。

学习目标

(Learning Objectives)

此处列出了非小说类作品的特点、体裁，以及阅读、写作和社会研究技能等方面的学习目标，方便教师备课。

Coasts

海岸

Overview

Summary

This part explains what coasts are and where they are found. Students will read about the harbor city Rio de Janeiro and the seaport Bombay to see how coastal people live and work. They will find out how and why coastlines change and what people are doing to protect them. This part describes how the sea affects coastal climates and how hurricanes sometimes damage coasts. Many different kinds of plants and animals live in coastal habitats, and students will learn to analyze a diagram showing animal life in a saltwater marsh. This part also highlights the contrasts between coasts as diverse as Hawaiian beaches and icy Arctic waters.

Background Information

The edge of land that borders the ocean is called the coast of a continent or island. Many factors—including changing sea levels, the action of glaciers, the forces of weathering and erosion, and the types of rock that make up shorelines—have combined to produce Earth's great variety of coasts. Some coasts have beaches while others have rocky cliffsides. Still others are saltwater marshes. People have settled on coasts since ancient times. Today, most of the world's major cities lie near coasts. Harbors off of coasts provide safe places for ships, and shipping fuels the economy of many coastal regions. Coasts present some threats, however, as hurricanes often ravage communities.

Learning Objectives

Genre/Text Features

- expository
- photographs and captions
- section titles and subheads
- map
- diagrams
- contents

Reading Skills

- Skill Focus**
- recognize cause-and-effect relationships
 - use sensory words
- Supporting Skills**
- draw conclusions
 - reread
 - identify main idea and details

Writing Skills

- Writing Focus**
- write a journal entry (narrative)
- Supporting Skills**
- use the writing process
- Viewing**
- analyze a diagram

Social Studies Skills

- list some features of coasts
- use photos to help imagine life in coastal regions
- identify key coastal regions in the world
- list some features of coastal climates
- read a diagram

注重阅读 (Focus on Reading)——帮助学生在阅读前后
及阅读过程中掌握技巧的各种练习

Focus on Reading

Before Reading

Activate Prior Knowledge

Ask students to think of words that describe the ocean and the seashore. List these words on the board. Then brainstorm to identify different ways that people may use the ocean. Show students how to use a web to organize their ideas. Students can then begin to see how oceans provide people with different resources. Call on volunteers to share their impressions of coastal areas and coastal cities they've lived in or visited.

Preview

Give students time to preview this part. Have them look at the cover, read the section titles, and note illustrations and various text features. Point out the icon and main idea statement in the upper left corner of each section. Ask:

What clues tell you what this part will be about?

Why do you think we are reading this part?

What information does the diagram on pages 4–5 provide?

What information does the main idea statement give you?

Set Purpose

Set the purpose for reading. Ask:

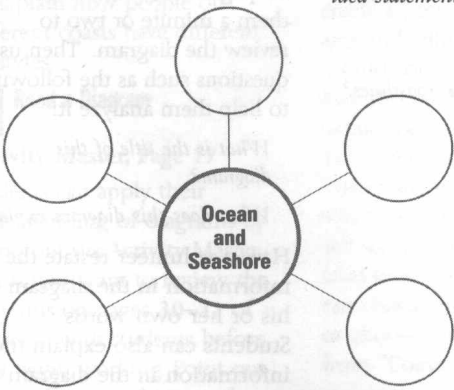
What do you think is the most interesting thing about the world's seacoasts? Let's read to find out what you think is most interesting.

Vocabulary Strategy:
Use sensory words

Activity Master, Page 14

Read aloud the description of Maui on page 29 of "Coasts". Ask students to close their eyes and think about what they might see, hear, touch, smell, and taste at the beach. Record some of their responses on the board. On the Activity Master, students complete a similar activity using these words:

harbor
hurricane
sand dune
salt marsh
tides



My Notes

Coasts

知识热身
(Activate Prior Knowledge)

这些用来热身的知识常常可以用图表进行组织。

预习 (Preview)

预习非小说类作品可以帮助学生理解作品的结构，预测作品将提供哪类信息。

词汇
(Vocabulary Strategy)

学生在阅读前可以使用“课堂活动”(Activity Master)学习课文中的关键词汇。

注重阅读 (Focus on Reading)——关于帮助学生在阅读前后及阅读过程中培养技巧的建议

阅读技巧

(Read Strategically)

每一种重要的阅读理解技巧都配有相应的“课堂活动”(Activity Master)。“技巧点拨”(Strategy Tip)提供具体的建议，帮助学生检测自己的阅读效果。

课堂互动

(Responding)

此处的讨论问题可以帮助学生考查书中的主要观点。

写作和研究

(Writing and Research)

学生可以就书中的主题进行调查研究，然后用各种体裁和形式进行写作。

课堂交流

(Communicating)

课堂活动可以帮助学生培养听、说和观察等交流技巧。

Focus on Reading (continued)

During Reading

Read Strategically: Recognize cause-and-effect relationships

Activity Master, Page 15

Assign each section of this part as independent reading. As students read, have them use the Activity Master on page 15 to keep track of what happens and why. Remind students that the effect is what happens and the cause is why it happens. To model the process, read aloud the second paragraph on page 25 of *Coasts*. Ask:

Much of Holland's land is below sea level. That's a cause. What is the effect of that cause?
(Flooding from the rivers and the North Sea is a constant danger.)

Point out that, on the Activity Master, students sometimes have to supply the cause and sometimes the effect.

Strategy Tip: Reread

Remind students to reread sections they are having difficulty understanding. They might then read ahead a section or two and then reread the section they are having trouble with to help clarify understanding. Encourage students to discuss problematic sections during the follow-up discussion.

After Reading

Responding

Start a class discussion to assess reading comprehension with such questions as these:

Why can't the Inuit who live near the Arctic Ocean use their own boats until spring?

(draw conclusions)

What are some details that support this main idea: Coasts are habitats for different kinds of plants and animals?

(main idea and details)

Look at the picture of Rio's harbor on page 15. Why do you think it is a safe place for boats? (infer)

Why do weather services track hurricanes? (cause and effect)

Why are many cities located along the coast?

(draw conclusions)

What forces threaten coastlines? (cause and effect)

Writing and Research: Write a journal entry

Activity Master, Page 16

Encourage students to imagine themselves on one of the coasts described in this part or on a coast they're familiar with. They can write as themselves or as characters. For example, students can imagine themselves as Tuvalu islanders and describe why they are leaving their island home. Then have them write a journal entry narrating their time on the coast. They should include as many sensory images as they can to make their accounts interesting.

Communicating: Viewing

Analyze a diagram

Refer students to the diagram on page 31 of *Coasts*. Give them a minute or two to review the diagram. Then use questions such as the following to help them analyze it:

What is the title of this diagram?

What does this diagram explain?

Have a volunteer restate the information in the diagram in his or her own words. Students can also explain the information in the diagram on pages 4–5.

拓展和测试 (Extend and Assess)——社会研究、测试和拓展活动为教学提供了丰富的内容

Extend and Assess

Focus on Social Studies

Analyze Photographs

Students can work in pairs to analyze the photograph of the stilt houses on page 22 of “Coasts”. Model the process by using these questions, which students can answer in class or in their notebooks:

What do these houses seem to be made of?

Why are the houses built the way they are?

How do people move from one building to another?

What do you imagine it is like inside one of these rooms?

Students can then compare the images on pages 26 and 28. Ask them to use the images to explain how people on different coasts have different lifestyles.

Read a Diagram

Activity Master, Page 17

Students can apply their understanding of diagrams by filling out the Activity Master. You might want to review the diagrams on pages 30–31 of “Coasts” with students before they begin working. Point out that students need to use the information in the diagram to answer the questions.

Assessment Options

Use the following options to assess students’ understanding of “Coasts”.

Questions

During individual conferencing or independently in their notebooks, students can answer the following questions:

- 1 What are some jobs that people near coasts have?
- 2 What are two things a seaport needs in order to be successful?
- 3 Where, around the world, are coasts found?
- 4 Why are a country’s coasts also its borders?

Assessment Activity

Have students choose a coastal area from the list below that they like. Then have them create a poster advertising that area and telling why people should come to visit. First, they should draw and color a picture of their chosen coast. Then they should write at least three sentences explaining why it is an important location. Tell students to be sure to label their posters. Students can choose from these places or choose another place from “Coasts”.

- ▷ the south coast of Ireland
- ▷ Rio de Janeiro, Brazil
- ▷ the coast of Maine
- ▷ Bombay, India
- ▷ Maui, Hawaii

Multiple-choice Test

See the multiple-choice test on page 56.

Cross-curricular Connection

Science

Why do the tides rise and fall? Have students work in pairs to research this question in encyclopedias, trade books, or on the Internet. The keyword *tides* should yield a wealth of information. To report their findings, have students draw diagrams or copy diagrams they find in their sources. Tell students to be sure to cite their sources of information. Their reports—either oral or written—can include both diagrams and a few sentences of explanation.

Home-school Connection

Students can describe to family members what some of the coastal areas of the world are like. They can record their family members’ responses as part of a family poll on who would like to visit which coasts, and why.

注重社会研究

(Focus on Social Studies)

通过与社会研究概念及方法相关的实践活动来帮助学生通过新的方法理解书的内容。这部分也配有相关的“课堂活动”(Activity Master)。

测试

(Assessment Options)

用讨论问题、评估活动或多项选择题对学生进行评估,考查他们对书中重要概念的理解。

跨学科链接

(Cross-curricular Connection)

此处提供一些活动建议,帮助学生将社会研究与数学和自然科学联系起来。“家庭—学校链接”(Home-school Connection)给学生一些建议,让他们与家人一起讨论学到的内容。

Summary

Coasts

海岸

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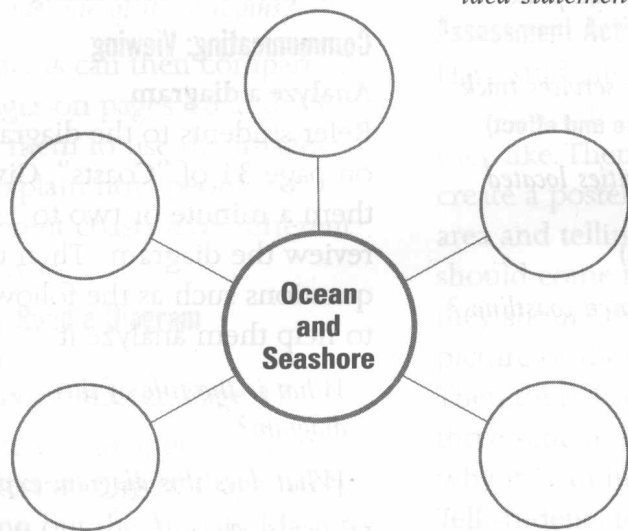
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Activity Master, Page 15

Assign each section of this part as independent reading. As students read, have them use the Activity Master on page 15 to keep track of what happens and why. Remind students that the effect is what happens and the cause is why it happens. To model the process, read aloud the second paragraph on page 25 of *Coasts*. Ask:

Much of Holland's land is below sea level. That's a cause. What is the effect of that cause? (Flooding from the rivers and the North Sea is a constant danger.)

Point out that, on the Activity Master, students sometimes have to supply the cause and sometimes the effect.

Strategy Tip: Reread

Remind students to reread sections they are having difficulty understanding. They might then read ahead a section or two and then reread the section they are having trouble with to help clarify understanding. Encourage students to discuss problematic sections during the follow-up discussion.

After Reading

Responding

Start a class discussion to assess reading comprehension with such questions as these:

Why can't the Inuit who live near the Arctic Ocean use their own boats until spring?

(draw conclusions)

What are some details that support this main idea: Coasts are habitats for different kinds of plants and animals?

(main idea and details)

*Look at the picture of Rio's harbor on page 15. Why do you think it is a safe place for boats? **(infer)***

*Why do weather services track hurricanes? **(cause and effect)***

Why are many cities located along the coast?

(draw conclusions)

*What forces threaten coastlines? **(cause and effect)***

Writing and Research: Write a journal entry

Activity Master, Page 16

Encourage students to imagine themselves on one of the coasts described in this part or on a coast they're familiar with. They can write as themselves or as characters. For example, students can imagine themselves as Tuvalu islanders and describe why they are leaving their island home. Then have them write a journal entry narrating their time on the coast. They should include as many sensory images as they can to make their accounts interesting.

Communicating: Viewing

Analyze a diagram

Refer students to the diagram on page 31 of *Coasts*. Give them a minute or two to review the diagram. Then use questions such as the following to help them analyze it:

What is the title of this diagram?

What does this diagram explain?

Have a volunteer restate the information in the diagram in his or her own words. Students can also explain the information in the diagram on pages 4–5.

Focus on Social Studies

Analyze Photographs

Students can work in pairs to analyze the photograph of the stilt houses on page 22 of “Coasts”. Model the process by using these questions, which students can answer in class or in their notebooks:

What do these houses seem to be made of?

Why are the houses built the way they are?

How do people move from one building to another?

What do you imagine it is like inside one of these rooms?

Students can then compare the images on pages 26 and 28. Ask them to use the images to explain how people on different coasts have different lifestyles.

Read a Diagram

Activity Master, Page 17

Students can apply their understanding of diagrams by filling out the Activity Master. You might want to review the diagrams on pages 30–31 of “Coasts” with students before they begin working. Point out that students need to use the information in the diagram to answer the questions.

Assessment Options

Use the following options to assess students’ understanding of “Coasts”.

Questions

During individual conferencing or independently in their notebooks, students can answer the following questions:

- 1 What are some jobs that people near coasts have?
- 2 What are two things a seaport needs in order to be successful?
- 3 Where, around the world, are coasts found?
- 4 Why are a country’s coasts also its borders?

Assessment Activity

Have students choose a coastal area from the list below that they like. Then have them create a poster advertising that area and telling why people should come to visit. First, they should draw and color a picture of their chosen coast. Then they should write at least three sentences explaining why it is an important location. Tell students to be sure to label their posters. Students can choose from these places or choose another place from “Coasts”.

- ▷ the south coast of Ireland
- ▷ Rio de Janeiro, Brazil
- ▷ the coast of Maine
- ▷ Bombay, India
- ▷ Maui, Hawaii

Multiple-choice Test

See the multiple-choice test on page 56.

Cross-curricular Connection

Science

Why do the tides rise and fall? Have students work in pairs to research this question in encyclopedias, trade books, or on the Internet. The keyword *tides* should yield a wealth of information. To report their findings, have students draw diagrams or copy diagrams they find in their sources. Tell students to be sure to cite their sources of information. Their reports—either oral or written—can include both diagrams and a few sentences of explanation.

Home-school Connection

Students can describe to family members what some of the coastal areas of the world are like. They can record their family members’ responses as part of a family poll on who would like to visit which coasts, and why.

Vocabulary: Use Sensory Words

The words below are from “Coasts”. What sights, sounds, tastes, smells, and feelings does each word make you think of? Write the meaning of each word. Then write as many “sense” words as you can for each one. For example, write words that tell how a hurricane feels, looks, and sounds. Finally, write a sentence for each word using some of the “sense” words.

Word	Meaning	“Sense” Words
harbor		
hurricane		
sand dune		
salt marsh		
tides		

Write a sentence for each of the words.

harbor	
hurricane	
sand dune	
salt marsh	
tides	

Reading: Recognize Cause-and-effect Relationships

As you read “Coasts”, think about things that happen and why those things happen. Remember, to find an effect, ask yourself, “What happens?” To find a cause, ask yourself, “Why does it happen?” Write the causes and effects in the boxes.

Cause: Why does it happen?

Effect: What happens?

The North Atlantic Drift flows near Ireland.



High winds damage the coast, and heavy rains cause flooding.

At high tide, the sea floods a salt marsh.



Lobstermen throw the lobsters back in the sea.

Marshes are replacing dry land in some of Tuvalu's islands.



Writing: Prewriting

A Journal Entry

Write a journal entry about a walk that you take along a coast. First, decide who you are (yourself or a character). Then decide where you are, what time of day it is, and what the weather is like. To make your journal entry believable and interesting, include descriptive details. Use "Coasts" and any other resources to gather information about your topic. Use this page to organize your ideas for writing.

Who will you be? _____

Where are you? _____

What is the time of day? _____

What is the weather like? _____

What has happened recently to change the conditions of the coast? _____

What do you see? _____

What do you hear? _____

What do you feel? _____

What do you smell or taste? _____

What special actions do you take? _____

Now write your journal entry on separate paper. Tell the story of your walk. Include as many details as you can to make your entry interesting.