

CERCA SET **Endangered Animals**
English Language Arts

What role should people play in saving endangered animals?

LESSON TITLE **Canada Announces Protection for Endangered Birds**

CERCA QUESTION Should laws be put into place to help save wildlife, even if they interfere with people's rights?

RESOURCES

- **Build Background Knowledge**
<https://www.pinterest.com/thinkcerca/endangered-animals-cerca-set-board/>
- **CERCA Framework**
- **Vocabulary Routine**
- **Speaking and Listening Routines**

Whole group	Online
Small group	Offline
Individual activity	Activity time period
Speaking and listening activity	Audio
Available in English and Spanish	

Introduce the CERCA Question



Define laws and discuss laws that students know. Define rights and give examples that students might know. Define wildlife and have students give examples of wildlife that they know. Compare wildlife that is local and wildlife that students may know that lives far away.

1 Connect



Have students log in to ThinkCERCA and click into this lesson.

Introduce Vocabulary



Use the **Frayer Model** to Introduce Vocabulary

NOTE: Some students will need support for additional words not listed on the student support page. Weave them into the instruction.

LEVEL 3-4 Expanding

▶ **ASK:** What are some examples of people's rights?

Support language acquisition with the following sentence frame:
_____ and _____ are both examples of rights.

▶ **ASK:** What can people do to save wildlife?

Support language acquisition with the following sentence frame:
People can _____ to save wildlife. This is helpful because _____.

LEVEL 3-4 Expanding

Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.

Complete Step 1: Connect.

LEVEL 3-4 Expanding

Have students work in pairs to complete graphic organizer for the words. Instead of the box for 'characteristics' in the traditional Frayer model, replace with a box for 'drawing' and have students draw a picture that represents the word. Students should write definition in their own words with support from teacher as needed.

After the routine have students add the focus words to their word notebooks.

LEVEL 4-5 Bridging

Discuss ways that students help animals. Discuss ways students know to help wildlife. Are these the same or different?

LEVEL 4-5 Bridging

Complete Step 1: Connect.

LEVEL 4-5 Bridging

Have students work in pairs to complete the graphic organizer for the words. Students should write definition in their own words with support from teacher as needed.

After the routine have students add the focus words to their word notebooks.

Introduce the Summary



Remind students that this is a summary for the passage they will read. Point out the Vocabulary as you read.

LEVEL 3-4 Expanding

Have students read the Spanish version on the student support page, if applicable, before you read the summary aloud and have students follow along.

LEVEL 4-5 Bridging

Ask a student to read aloud the summary in English to practice their fluency.

2 Read



Have students read the text, using Vocabulary from the student support page as appropriate.

LEVEL 3-4 Expanding

Read comprehension questions with students before they begin reading the passage.

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 4-5 Bridging

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

3 Engage with the Text



NOTE: If you have concerns that your students are struggling with comprehension, you may wish to work with them on Step 4: Summarize before Step 3: Engage with the Text.

LEVEL 3-4 Expanding

Model highlighting the text for students.

Complete Step 3: Engage with the Text.

Use the following sentence frames to discuss the highlights students made.
Animals have become endangered because humans _____.
_____ is an example of a law that protects animals from human behavior.

LEVEL 4-5 Bridging

Complete Step 3: Engage with the Text.

Discuss the highlighting students did. Ask students to share their highlights and notes, and use the following sentence stems to support student engagement in the conversation.

Certain animals are under threat because humans _____.
Laws that _____ can protect animals from human behavior.

4 Summarize



Prepare students to write a CERCA by having them summarize the text.

LEVEL 3-4 Expanding

Complete a summary of the article together using either the suggested sentence frames below or the stems in the product. Encourage students to use Vocabulary from the lesson.

Use the following sentence frames to create a summary.

The article describes how _____.

Human activities like _____ **can endanger animals.**

Laws like _____ **can help protect endangered species.**

Complete Step 4: Summarize.

LEVEL 4-5 Bridging

Complete Step 4: Summarize.

Review the summaries to ensure that all students understand the big ideas of the passage. Encourage students to use Vocabulary from the lesson.

5 Build Your Argument



Practice creating a CERCA together using the CERCA graphic organizer (online or offline) and the leveled frames below and on the student support pages. Remind students that some of their evidence can come from their highlighting work.

NOTE: You may wish to have students orally respond to the CERCA question using a Listening and Speaking Routine instead of writing a response.

LEVEL 3-4 Expanding

Use the following sentence frames to complete the CERCA graphic organizer.

Claim *Laws [should/should not] be put into place to protect animals*

Reason *because* _____.

Evidence *Some animals have become endangered because humans*

_____.

Reasoning *which* _____.

Complete Step 5: Build Your Argument.

LEVEL 4-5 Bridging

Have students share their thoughts with the group.

Use the following sentence frames to complete the CERCA graphic organizer.

Claim *Laws to protect animals [should/should not] be put into place, even if they interfere with people's rights*

Reason *because* _____.

Evidence *Humans have* _____.

Reasoning *which endangers animals by* _____.

Evidence *Laws such as* _____

Reasoning *can help protect animals by* _____.

Have students complete the graphic organizer with at least one more piece of evidence and associated reasoning. Assist as needed.

Complete Step 5: Build Your Argument.

6 Create Your CERCA



Have students write their CERCA in the lesson online so that you can provide feedback and monitor growth.

NOTE: Remind students that they can use the Copy all button to move their work into the text box.

LEVEL 3-4 Expanding

 Use the responses students made in the graphic organizer to model writing in response to the CERCA question.

 Have students reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

LEVEL 4-5 Bridging

 Have students write their CERCA. Provide support as necessary. Remind students that they can use vocabulary words as they write.

 Use this sentence frame to help students conclude their CERCA:
Some animals have become endangered because humans _____ . Laws to protect these animals might _____ , but _____ is more important.

 Have students add a conclusion and then reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

Complete Speaking and Listening Activities



Complete a whole group speaking and listening activity with all students who completed the grade level lesson. Prompt students to use the vocabulary from the passage in the activity.

LEVEL 3-4 Expanding

Do the **Think-Pair-Share** activity with students

This protocol ensures that all participants simultaneously engage with a text or topic. It allows participants to recognize, (commit to paper), and speak their own ideas with a partner before considering the ideas of others in the classroom.

LEVEL 4-5 Bridging

Do the **Think-Pair-Share** activity with students

This protocol ensures that all participants simultaneously engage with a text or topic. It allows participants to recognize, (commit to paper), and speak their own ideas with a partner before considering the ideas of others in the classroom. You may wish to modify the protocol by not requiring them to write down ideas or beginning with simple partner talk and then small group discussion (4-6 students).

Vocabulary

at risk (adj.): in danger

burrowing (adj.): digging

*conservationists (noun): people who work to protect the environment

*disrupt (verb): interrupt

*endangered (adj.): in danger of becoming extinct

*environmental (adj.): relating to the natural world

federal (adj.): relating to the national government

*habitat (noun): natural place to live

industrial (adj.): connected to general business

mating (verb): pairing to reproduce (have babies)

native plants (noun): plants that are naturally found in a specific place

object (verb): argue against

Vocabulary continued

pesticides (noun): chemicals that kills bugs

protection (noun): the act of taking care of

provincial (adj.): local

species (noun): specific type of plant or animal

threatened (adj.): open to danger

Canada Announces Protection for Endangered Birds

Should laws be put into place to help save wildlife, even if they interfere with people's rights?

Summary

Environment Canada, a branch of the Canadian government, has issued an emergency protection order that will limit construction activity and loud industrial noise near the habitat of the greater sage-grouse, an endangered bird species. Much of the birds' natural habitat has been destroyed by agriculture and oil and gas development over the past hundred years. The order prevents any activity that disrupts the birds' habitat during the spring mating season. People cannot kill or move any native plants or grasses found on protected land or build new roads, fences or buildings, or make loud industrial noise during that time. Some environmentalists say the order does not do enough to protect the birds. Other animals are also endangered due to loss of habitat, pesticides, disease and over-hunting.

Canada Announces Protection for Endangered Birds

CERCA QUESTION

Should laws be put into place to help save wildlife, even if they interfere with people's rights?

¿Debería haber leyes para ayudar a salvar la vida salvaje, incluso si interfieren con los derechos de las personas?

Vocabulary

English

at risk

(adj): in danger

burrowing

(adj.): digging

*conservationists

(noun): people who work to protect the environment

*disrupt

(verb): interrupt

*endangered

(adj.): in danger of becoming extinct

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(adj.): relating to the natural world

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(adj.): relating to the national government

*habitat

(noun): natural place to live

industrial

(adj.): connected to general business

Español

en riesgo

(adjetivo): en peligro

excavador

(adjetivo): que cava

*conservacionistas

(sustantivo): personas que trabajan para proteger el medio ambiente

*perturbar

(verbo): interrumpir

*en peligro de extinción

(adjetivo): que está en riesgo de desaparecer

*ambiental

(adjetivo): en relación con el mundo natural

federal

(adjetivo): relacionado con el gobierno nacional

*hábitat

(sustantivo): lugar natural donde vivir

industrial

(adjetivo): relacionado con los negocios en general

Vocabulary continued

<p>mating (verb): pairing to reproduce (have babies)</p>	<p>aparearse (verbo): emparejarse para reproducirse (tener hijos)</p>
<p>native plants (noun): plants that are naturally found in a specific place</p>	<p>plantas autóctonas (sustantivo): plantas que se encuentran de forma natural en un lugar específico</p>
<p>object (verb): argue against</p>	<p>objetar (verbo): argumentar en contra de algo</p>
<p>pesticides (noun): chemicals that kills bugs</p>	<p>pesticidas (sustantivo): sustancias químicas que matan a los insectos</p>
<p>protection (noun): the act of taking care of</p>	<p>protección (sustantivo): la acción de cuidar</p>
<p>provincial (adj.): local</p>	<p>provincial (adjetivo): local</p>
<p>species (noun): specific type of plant or animal</p>	<p>especies (sustantivo): tipo específico de planta o animal</p>
<p>threatened (adj.): open to danger</p>	<p>amenazado (adjetivo): expuesto al peligro</p>

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English

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Español

Environment Canada, una agencia del gobierno canadiense, ha emitido una orden de protección de emergencia que limitará la actividad de construcción y el ruido industrial fuerte cerca del hábitat del urogallo de las artemisas, una especie de ave en peligro de extinción. La mayor parte del hábitat natural de las aves ha sido destruido por la agricultura y el desarrollo petrolero y de gas durante los últimos cien años. La orden previene cualquier actividad que **perturbe** el hábitat de las aves durante la época de apareamiento. La gente no puede matar ni mover plantas o pastos nativos hallados en la tierra protegida, ni construir caminos nuevos, vallas o edificios, ni hacer ruidos industriales altos durante ese periodo. Algunos ambientalistas dicen que la orden no protege suficientemente a las aves. Otros animales también se encuentran en peligro de extinción a causa de la pérdida de su hábitat, del uso de **pesticidas**, de las enfermedades y de la caza excesiva.

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4 Summarize

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5 Build Your Argument

Claim *Laws [should/should not] be put into place to protect animals*

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5 Build Your Argument

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Evidence *Humans have* _____,

Reasoning *which endangers animals by* _____.

Evidence *Laws such as* _____

Reasoning *can help protect animals by* _____.

6 Create Your CERCA

Some animals have become endangered because humans

_____.

Laws to protect these animals might _____,

but _____ **is more important.**