

CERCA SET **Endangered Animals**

English Language Arts







What role should people play in saving endangered animals?

LESSON TITLE **The Vanishing Big Cat**

CERCA QUESTION What are humans doing to help save endangered tigers?

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



Explain what it means when an animal is endangered. Discuss animals students know that are endangered. Provide examples if needed and explain that tigers are an endangered species. Define animal conservation, and provide examples of how conservation is important in protecting endangered species.

LEVEL 3-4 Expanding

► **ASK:** What does it mean when an animal is endangered?

Support language acquisition with the following sentence frame:

An endangered animal is _____.

► **ASK:** What people do to protect animals?


Discuss the ways in which people protect animals. Help students discuss the difference between protecting pets and other animals.


1 Connect



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

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.

Introduce Vocabulary




Use the **Fray 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


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 the ways in which humans protect animals. Compare how people protect pets and animals in the wild.

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

En | Sp




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.


Use the following sentence stems to discuss the highlights students made.

Tigers are becoming extinct because _____.

_____ is an example of how humans can take responsibility to help save tigers.

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.

Tigers are in danger of extinction because _____.


_____ is an example of how humans can take responsibility to prevent extinction.

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 explains that tigers _____.

_____ **has led to the extinction of species of tigers.**


Humans can _____ **to help save tigers.**



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 To help animal conservation humans can _____

Reason because _____.

Evidence Tigers have become endangered because humans _____.

Reasoning To help tigers, people should _____.



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 Humans can take responsibility for animal conservation by _____

Reason because _____.

Evidence Tigers are _____.

Reasoning To help tigers, humans should _____.

Evidence Humans can also _____

Reasoning which can help protect tigers 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:
Tigers face dangers of extinction because _____, Humans are _____ to help protect these magnificent animals.

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).

The Vanishing Big Cat

What are humans doing to help save endangered tigers?

Vocabulary

black market (noun): illegal sales

*conservation (noun): protection

critically (adv.): dangerously

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

*extinct (adj.): dying out

habitat (noun): specific climate and landscape that is home to a specific animal or plant

inhabit (verb): occupy

magnificent (adj.): very beautiful and amazing

poaching (verb): illegally hunting

regions (noun): areas

shrinking (verb): becoming smaller

*species (noun): a type of plant or animal

Vocabulary continued

stalk (verb): sneakily follow

subspecies (noun): a different version of an animal or plant

The Vanishing Big Cat

What are humans doing to help save endangered tigers?

Summary

Tigers are one of the world's most endangered animals. In fact, they are listed as critically endangered. There used to be nine different species of tigers on the earth. Now, three of those are extinct and a fourth hasn't been seen in years. There used to be about 10,000 tigers on the earth, now there are about 3200. People are to blame for the loss of tigers. People clear the forest habitat to make wood products and to grow crops. Tigers cannot survive without wide regions of land to live and hunt. Today there are many organizations working to save tigers and other endangered species.

The Vanishing Big Cat

What are humans doing to help save endangered tigers?

¿Qué están haciendo los humanos para ayudar a salvar a los tigres en peligro de extinción?

Vocabulary

English

black market

(noun): illegal sales

*conservation

(noun): protection

critically

(adv.): dangerously

*endangered

(adj.): in danger of becoming extinct

*extinct

(adj.): dying out

habitat

(noun): specific climate and landscape that is home to a specific animal or plant

inhabit

(verb): occupy

magnificent

(adj): very beautiful and amazing

poaching

(verb): illegally hunting

Español

mercado negro

(sustantivo): venta ilegal

*conservación

(sustantivo): protección

críticamente

(adverbio): de manera arriesgada

*en peligro de extinción

(adjetivo): que está a punto de desaparecer

*extinto

(adjetivo): que ha desaparecido

hábitat

(sustantivo): el clima y el paisaje específico que es el hogar de un animal o una planta específica

habitar

(verbo): ocupar

magnífico

(adjetivo): muy hermoso y sorprendente

caza furtiva

(verbo): la caza ilegal

Vocabulary continued

regions (noun): areas	regiones (sustantivo): áreas
shrinking (verb): becoming smaller	disminuir (verbo): hacerse cada vez más pequeño
*species (noun): a type of plant or animal	*especies (sustantivo): un tipo de planta o animal
stalk (verb): sneakily follow	acechar (verbo): seguir a escondidas
subspecies (noun): a different version of an animal or plant	subespecie (sustantivo): una versión diferente de un animal o planta

The Vanishing Big Cat

What are humans doing to help save endangered tigers?

¿Qué están haciendo los humanos para ayudar a salvar a los tigres en peligro de extinción?

Summary

English

Tigers are one of the world's most **endangered** animals. In fact, they are listed as **critically** endangered. There used to be nine different species of tigers on the earth. Now, three of those are extinct and a fourth hasn't been seen in years. There used to be about 10,000 tigers on the earth, now there are about 3200. People are to blame for the loss of tigers. People clear the forest habitat to make wood products and to grow crops. Tigers cannot survive without wide regions of land to live and hunt. Today there are many organizations working to save tigers and other endangered species.

Español

Los tigres son una de las especies en el mundo que se encuentran en mayor **peligro de extinción**. De hecho, están listados como en **grave** peligro de extinción. Solían haber nueve especies diferentes de tigres en el mundo. Ahora, tres de esas están extintas y una cuarta no ha sido vista en años. Solían haber 10,000 tigres en la tierra, ahora sólo hay 3,200. Las personas son las responsables por la pérdida de los tigres. La gente utiliza el hábitat de los bosques para producir madera y sembrar. Los tigres no pueden sobrevivir sin las amplias regiones de tierra en las cuales vivir y cazar. Hoy en día hay muchas organizaciones que trabajan para salvar a los tigres y otras especies en peligro de extinción.

The Vanishing Big Cat

What are humans doing to help save endangered tigers?

4 Summarize

The article explains that tigers _____.

has led to the extinction of species of tigers.

Humans can _____

to help save tigers.

5 Build Your Argument

Claim *To help animal conservation humans can*

Reason *because* _____.

Evidence *Tigers have become endangered because humans*

_____.

Reasoning *To help tigers, people should*

_____.

The Vanishing Big Cat

What are humans doing to help save endangered tigers?

5 Build Your Argument

Claim *Humans can take responsibility for animal conservation by*

Reason *because* _____.

Evidence *Tigers are* _____.

Reasoning *To help tigers, humans should*

_____.

Evidence *Humans can also* _____,

Reasoning *which can help protect tigers by*

_____.

6 Create Your CERCA

Tigers face dangers of extinction because _____.

Humans are _____

to help protect these magnificent animals.