

CERCA SET **Endangered Animals**
English Language Arts

What role should people play in saving endangered animals?

LESSON TITLE **A Small Bird with Big Problems**

CERCA QUESTION Based on the article, is raising wildlife in captivity effective in protecting endangered species, or does it introduce new problems?

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
En Sp Available in English and Spanish	

Introduce the CERCA Question



Define endangered species and have students provide examples they know. Discuss captivity and different ways that animals are kept in captivity. Using zoos as an example, make sure students understand the concept of raising an animal in captivity in order to protect it.

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 does it mean to raise an animal in captivity?

Support language acquisition with the following sentence frame:

Raising an animal in captivity means that the animal is _____.

Discuss zoos. Use prompting questions: What can you learn about animals in a zoo? Have you ever visited a zoo? Why might people think that zoos are not the best places for animals? Students should understand that zoos are places where animals live in captivity.

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 animals in zoos. Students should understand that zoos are a place where animals live in captivity. Discuss the positive and negatives for animals living in zoos or captivity.

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.

Raising animals in captivity can _____.

The example of the kingfisher demonstrates that _____.

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.

From the article, we can learn _____ about raising animals in captivity.

Raising animals in captivity can both help and hurt animals by _____.

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 uses the example of the kingfisher to provide evidence that

_____.

Raising animals in captivity can _____.

At the same time, raising animals in captivity might _____.

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 *Raising wildlife in captivity [protects animals/introduces new problems]*

Reason because _____.

Evidence *The kingfisher was* _____.

Reasoning *This example shows that* _____.

Counterargument *While some people argue that protecting wildlife can* _____, *in reality it* _____.

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 *Raising wildlife in captivity [protects endangered species/introduces new problems]*

Reason because _____.

Evidence *The kingfisher was* _____.

Reasoning *which* _____.

Counterargument *While some argue* _____, *the example of the kingfisher demonstrates that* _____.

Evidence *Protecting the kingfisher has also* _____.

Reasoning 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:

Protecting wildlife species can _____ or _____.

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).

LESSON **A Small Bird with Big Problems**

CERCA QUESTION Based on the article, is raising wildlife in captivity effective in protecting endangered species, or does it introduce new problems?

Vocabulary

*captivity (noun): a state of being held

consequently (adv.): as a result

consumer (noun): eater

double-edged sword (idiom): something that has both good and bad elements

dwindled (verb): became smaller and smaller

*exotic (adj.): from a faraway place

*extinction (noun): the process of something dying out

flourish (adj.): grow

*habitats (noun): places where a plant or animal lives

inhabitants (noun): people or animals who live in a place

*intervention (noun): an action in which a person steps into a situation

meager (adj.): limited

Vocabulary continued

population (noun): amount of plants or animals of a particular species

potentially (adv.): having the possibility of

prey (verb): hunt

sanctuary (noun): a place of safety

slithering (verb): sliding along the ground like a snake

survival instincts (noun): natural feelings an animal has that guide it to help it survive, or live

LESSON A Small Bird with Big Problems

CERCA QUESTION Based on the article, is raising wildlife in captivity effective in protecting endangered species, or does it introduce new problems?

Summary

The Micronesian kingfisher is a small bird that was once found all over the Pacific island of Guam. Today only 134 of its kind are left in the world, and they are all in captivity. Outside of captivity, they are completely extinct. After World War II, the brown tree snake arrived to Guam on ships. This snake preyed on small animals, like the kingfisher. There was no larger animal that preyed on snakes, so they quickly grew in number, threatening the population of kingfishers. Kingfishers are now kept in captivity where the population has grown a great deal. However, there are also many challenges to raising animals in captivity. If a baby kingfisher becomes too comfortable with humans, it can never go back into the wild. As hard as zoos try to make the birds feel as at home as possible, it's very hard to make a laboratory or an exhibit seem like an island forest. Another problem with captivity is the animals may lose their survival instincts, such as hunting, since they are fed every day. It may take many years before the kingfisher can go back to Guam, but with the help of human caretakers, the species will live on long enough to return.

LESSON TITLE **A Small Bird with Big Problems**

CERCA QUESTION Based on the article, is raising wildlife in captivity effective in protecting endangered species, or does it introduce new problems?

Según el artículo, ¿criar especies en cautiverio es eficiente para proteger especies en peligro de extinción o solamente genera nuevos problemas?

Vocabulary

English

***captivity**

(noun): a state of being held

consequently

(adv): as a result

consumer

(noun): eater

double-edged sword

(idiom): something that has both good and bad elements

dwindled

(verb): became smaller and smaller

***exotic**

(adj.): from a faraway place

***extinction**

(noun): the process of something dying out

flourish

(adj.): grow

***habitats**

(noun): places where a plant or animal lives

Español

***cautiverio**

(sustantivo): la condición de estar encerrado, sin libertad

por consiguiente

(adverbio): como consecuencia

consumidor

(sustantivo): persona o animal que se alimenta de algo

arma de doble filo

(expresión): algo que tiene tanto elementos buenos como malos

disminuir

(verbo): hacerse cada vez más pequeño

***exótico**

(adjetivo): de un lugar lejano

***extinción**

(sustantivo): el proceso de que algo desaparezca

florecer

(adjetivo): crecer

***hábitats**

(sustantivo): lugares donde vive una planta o un animal

Vocabulary continued

<p>inhabitants (noun): people or animals who live in a place</p>	<p>habitantes (sustantivo): las personas o los animales que viven en un lugar</p>
<p>*intervention (noun): an action in which a person steps into a situation</p>	<p>*intervención (sustantivo): una acción en la que una persona interviene en una situación</p>
<p>meager (adj.): limited</p>	<p>escaso (adjetivo): limitado</p>
<p>population (noun): amount of plants or animals of a particular species</p>	<p>población (sustantivo): cantidad de plantas o animales de una especie en particular</p>
<p>potentially (adv): having the possibility of</p>	<p>potencialmente (adverbio): que tiene la posibilidad de algo</p>
<p>prey (verb): hunt</p>	<p>cazar (verbo): acechar</p>
<p>sanctuary (noun): a place of safety</p>	<p>santuario (sustantivo): un lugar de seguridad</p>
<p>slithering (verb): sliding along the ground like a snake</p>	<p>deslizarse (verbo): desplazarse arrastrándose por el suelo como una serpiente</p>
<p>survival instincts (noun): natural feelings an animal has that guide it to help it survive (live)</p>	<p>instintos de supervivencia (sustantivo): sentimientos naturales que un animal tiene que lo guía para ayudarlo a sobrevivir (vivir)</p>

LESSON TITLE **A Small Bird with Big Problems**

CERCA QUESTION Based on the article, is raising wildlife in captivity effective in protecting endangered species, or does it introduce new problems?

Según el artículo, ¿criar especies en cautiverio es eficiente para proteger especies en peligro de extinción o solamente genera nuevos problemas?

Summary

English The Micronesian kingfisher is a small bird that was once found all over the Pacific island of Guam. Today only 134 of its kind are left in the world, and they are all in captivity. Outside of captivity, they are completely extinct. After World War II, the brown tree snake arrived to Guam on ships. This snake preyed on small animals, like the kingfisher. There was no larger animal that preyed on snakes, so they quickly grew in number, threatening the population of kingfishers. Kingfishers are now kept in captivity where the population has grown a great deal. However, there are also many challenges to raising animals in captivity. If a baby kingfisher becomes too comfortable with humans, it can never go back into the wild. As hard as zoos try to make the birds feel as at home as possible, it's very hard to make a laboratory or an exhibit seem like an island forest. Another problem with captivity is the animals may lose their survival instincts, such as hunting, since they are fed every day. It may take many years before the kingfisher can go back to Guam, but with the help of human caretakers, the species will live on long enough to return.

Español Los alciones micronesios son pequeñas aves que antiguamente se encontraban en toda la isla Guam en el Pacífico. Hoy en día sólo quedan 134 de su tipo en el mundo y todas se encuentran en cautiverio. Fuera de cautiverio se encuentran completamente extintas. Después de la Segunda Guerra Mundial, la serpiente arbórea marrón llegó a Guam en barco. Esta serpiente se alimentaba de pequeños animales, como los alciones. No había un animal más grande que se alimentara de las serpientes, por lo que rápidamente crecieron en cantidad, amenazando la población de alciones. Los alciones ahora se mantienen en cautiverio donde la población ha aumentado en gran medida. Sin embargo, también hay muchos desafíos al criar animales en cautiverio. Si una cría de alción se siente demasiado cómoda con los humanos, nunca podrá volver a la naturaleza. A pesar de lo mucho que los zoológicos intentan hacer que los pájaros se sientan tan cómodos como sea posible, es muy complejo hacer que un laboratorio o una exhibición parezca una selva en la isla. Otro problema con el cautiverio es que los animales pueden perder sus instintos de supervivencia, como cazar, ya que son alimentados a diario. Podría tomar muchos años para que los alciones vuelvan a Guam, pero con la ayuda de cuidadores humanos, la especie vivirá lo suficiente para volver.

LESSON **A Small Bird with Big Problems**

CERCA QUESTION Based on the article, is raising wildlife in captivity effective in protecting endangered species, or does it introduce new problems?

4 Summarize

The article uses the example of the kingfisher to provide evidence that _____.

Raising animals in captivity can _____.

At the same time, raising animals in captivity might _____.

5 Build Your Argument

Claim *Raising wildlife in captivity [protects animals/introduces new problems]*

Reason *because _____.*

Evidence *The kingfisher was _____.*

Reasoning *This example shows that _____.*

Counterargument *While some people argue that protecting wildlife can _____,*

in reality it _____.

LESSON **A Small Bird with Big Problems**

CERCA QUESTION Based on the article, is raising wildlife in captivity effective in protecting endangered species, or does it introduce new problems?

5 Build Your Argument

Claim *Raising wildlife in captivity [protects endangered species / introduces new problems]*

Reason *because* _____.

Evidence *The kingfisher was* _____,

Reasoning *which* _____.

Counterargument *While some argue*
_____, *the example of the kingfisher*
demonstrates that _____.

Evidence *Protecting the kingfisher has also* _____

Reasoning *by* _____.

6 Create Your CERCA

Protecting wildlife species can _____

or _____.