

CERCA SET **Endangered Animals**

English Language Arts

What role should people play in saving endangered animals?

LESSON TITLE **The Elephant Queen**

CERCA QUESTION How effective is Lek's approach to saving elephants?

**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 effective and approach. Provide examples to support understanding the meaning of each word. Explain that Lek has made it her life's work to save hurt, abused or orphaned elephants in Thailand. Ask kids to think about how they feel when they see hurt or abused animals, and how they might respond to seeing numerous animals in crisis.

**LEVEL 3-4 Expanding**

► **ASK:** Why might Lek want to help the elephants?

Support language acquisition with the following sentence frame:

*Lek probably feels extremely \_\_\_\_\_ and might want to help because \_\_\_\_\_.*

Accept appropriate answers without judgment. Help students link to their own feelings about seeing hurt animals to help them answer the question. Have students share stories of people they know who help animals who have been hurt and why they do it.

**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 **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**

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 why people help and don't help animals. Provide examples to prompt thinking, such as would students rather help pandas or pythons? Would students want to help animals that were close to home or far away? Have students share stories of people they know who help animals who have been hurt and why they do it.

**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.

\_\_\_\_\_ **is one of the ways domesticated elephants are used in Thailand.**

\_\_\_\_\_ **is an example of one of Lek's conservation efforts.**

### 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.

**In Thailand, domesticated elephants are used for work such as**

\_\_\_\_\_ **and** \_\_\_\_\_.

**Lek has dedicated herself to elephant conservation, and she regularly**

\_\_\_\_\_.

## 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 highlights the work of \_\_\_\_\_, who \_\_\_\_\_.**  
**In Thailand, elephants become domesticated through a process where people \_\_\_\_\_.**  
**In contrast to these practices, the Thai Nature Park is designed to be a place where \_\_\_\_\_.**

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** *Lek's approach to saving elephants in Thailand [is/is not] effective*  
**Reason** *because she \_\_\_\_\_.*  
**Evidence** *According to the article Thai attitudes toward elephants include \_\_\_\_\_.*  
**Reasoning** *This is important because it shows \_\_\_\_\_.*  
**Counterargument** *While some argue that elephant conservation \_\_\_\_\_, others say that Lek's efforts are \_\_\_\_\_.*

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** *Lek's approach to saving elephants in Thailand [is/is not] effective*  
**Reason** *because she \_\_\_\_\_.*  
**Evidence** *According to the article, Lek is trying to get people to not use the practice of \_\_\_\_\_, which means \_\_\_\_\_.*  
**Reasoning** *Preventing these practices using \_\_\_\_\_ [is/is not] effective because \_\_\_\_\_.*  
**Counterargument** *While some argue that elephant conservation \_\_\_\_\_, in reality Lek's efforts are \_\_\_\_\_.*  
**Evidence** *In her conservation efforts, Lek visits local villages to \_\_\_\_\_ and brings \_\_\_\_\_.*  
**Reasoning** *This is [most/least] effective when \_\_\_\_\_.*

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:  
***Lek's work to help conserve the Thai elephant population has been so effective because she approaches the problem in several ways including: \_\_\_\_\_ . (List at least 3 things she has done in her conservation work)***

 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 Elephant Queen

How effective is Lek's approach to saving elephants?

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## Vocabulary

\*advocate (verb): argue in favor of something

\*beasts of burden (noun): animals used to carry heavy loads

\*conservation (noun): protection

domesticated (adj.): tamed; able to live closely with humans

discourage (verb): cause to lose confidence; prevent

engage (verb): connect or participate

forage (verb): search for food

habitat (noun): place where plants or animals live

industries (noun): specific types of commercial work

landmine (noun): an explosive bomb in the ground

logging (noun): the process of cutting and transporting trees

lush (adj.): tender and juicy

## Vocabulary continued

mahout (noun): an elephant keeper or trainer

reluctant (adj.): unwilling or hesitant

sacred (adj.): connected to God or related to religious beliefs

solicited (verb): requested

\*tradition (noun): practice or beliefs that have become an accepted part of the cultural practice

LESSON **The Elephant Queen**CERCA QUESTION How effective is Lek's approach to saving elephants?

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## Summary

In accordance with Thailand's cultural traditions, elephants have been trained by mahouts to be domesticated beasts of burdens, but this process is a cruel and abusive one. Sangduen Chailert, or Lek as she is known, is attempting to change all that by advocating for hurt, abused, or orphaned elephants. Despite facing tremendous opposition, and even death threats, Lek has devoted herself to educating her fellow citizens about the importance of habitat conservation and humane treatment. No matter how reluctant the people are that she encounters it has not discouraged her from working tirelessly to help the elephants. She has gone on television, worked in villages, and engaged visitors at the nature park she founded, all for the elephants she loves and admires. She educates farmers to give them new ways of training elephants. She protects the nature park by tying orange ribbons around trees so they will not be cut down. Planting additional trees will provide a good environment for all the animals that she protects.

LESSON TITLE **The Elephant Queen**

CERCA QUESTION How effective is Lek's approach to saving elephants?  
¿Cuán efectivo es el enfoque de Lek para salvar elefantes?

## Vocabulary

### English

**\*advocate**

(verb): argue in favor of something

**\*beasts of burden**

(noun): animals used to carry heavy loads

**\*conservation**

(noun): protection

**domesticated**

(adj.): tamed; able to live closely with humans

**discourage**

(verb): cause to lose confidence, or prevent

**engage**

(verb): connect or participate

**forage**

(verb): search for food

**habitat**

(noun): place where plants or animals live

**industries**

(noun): specific types of commercial work

### Español

**\*defender**

(verbo): argumentar a favor de algo

**\*bestias de carga**

(sustantivo): animales utilizados para transportar cargas pesadas

**\*conservación**

(sustantivo): protección

**domesticado**

(adjetivo): manso; capaz de vivir en estrecho contacto con los humanos

**desalentar**

(verbo): hacer que se pierda la confianza o evitar

**involucrar**

(verbo): conectarse o participar

**buscar alimento**

(verbo): buscar comida

**hábitat**

(sustantivo): lugar donde viven las plantas o los animales

**industrias**

(sustantivo): tipos específicos de trabajo comercial

## Vocabulary continued

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**landmine**

(noun): an explosive bomb in the ground

**minas terrestres**

(sustantivo): una bomba explosiva en el suelo

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**logging**

(noun): the process of cutting and transporting trees

**tala**

(sustantivo): el proceso de corte y transporte de árboles

---

**lush**

(adj.): tender and juicy

**lozano**

(adjetivo): tierno y jugoso

---

**mahout**

(noun): an elephant keeper or trainer

**cuidador de elefantes**

(sustantivo): un cuidador o entrenador de elefantes

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**reluctant**

(adj.): unwilling or hesitant

**a regañadientes**

(adjetivo): que no quiere o está indeciso

---

**sacred**

(adj.): connected to God or related to religious beliefs

**sagrado**

(adjetivo): conectado con Dios o relacionado con las creencias religiosas

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**solicited**

(verb): requested

**solicitar**

(verbo): pedir

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**\*tradition**

(noun): practice or beliefs that have become an accepted part of the cultural practice

**\*tradición**

(sustantivo): prácticas o creencias que se han convertido en una parte aceptada de la práctica cultural

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LESSON TITLE **The Elephant Queen**

CERCA QUESTION How effective is Lek's approach to saving elephants?  
¿Cuán efectivo es el enfoque de Lek para salvar elefantes?

---

## Summary

**English** In accordance with Thailand's cultural **traditions**, elephants have been trained by **mahouts** to be **domesticated beasts of burden**, but this process is a cruel and abusive one. Sangduen Chailert, or Lek as she is known, is attempting to change all that by **advocating** for hurt, abused or orphaned elephants. Despite facing tremendous opposition, and even death threats, Lek has devoted herself toward educating her fellow countrymen about the importance of **habitat conservation** and humane treatment. No matter how reluctant the people are that she encounters it has not discouraged her from working tirelessly to help the elephants. She has gone on television, worked in villages and **engaged** visitors at the nature park she founded, all for the elephants she loves and admires. She educates farmers to give them new ways of training elephants. She protects the nature park by tying orange ribbons around trees so they will not be cut down. Planting additional trees will provide a good environment for all the animals that she protects.

**Español** De acuerdo con las **tradiciones** culturales de Tailandia, los elefantes han sido entrenados por **cuidadores de elefantes** para ser bestias domesticadas para la carga, pero este proceso es cruel y abusivo. Sangduen Chailert o Lek, como se le conoce, está tratando de cambiar todo eso al **defender** a los elefantes heridos, maltratados o huérfanos. A pesar de enfrentarse a una tremenda oposición e incluso a amenazas de muerte, Lek se ha enfocado en educar a sus conciudadanos sobre la importancia de la **conservación del hábitat** y el trato humano. Sin importar qué tan reacia sea la gente a la que ella se enfrenta, esto no la ha desalentado para continuar trabajando incansablemente para ayudar a los elefantes. Ha aparecido en la televisión, trabajado en aldeas y ha **involucrado** a visitantes al parque natural que fundó, todo por los elefantes que ama y admira. Ella educa a los criadores para darles nuevas herramientas para entrenar a los elefantes. Ella protege al parque natural atando listones naranjas alrededor de los árboles para que no los puedan cortar. Plantar árboles adicionales proporcionará un buen ambiente para todos los animales que protege.

# The Elephant Queen

How effective is Lek's approach to saving elephants?

## 4 Summarize

*The article highlights the work of \_\_\_\_\_,*

*who \_\_\_\_\_.*

*In Thailand, elephants become domesticated through a process where people \_\_\_\_\_.*

*In contrast to these practices, the Thai Nature Park is designed to be a place where \_\_\_\_\_.*

## 5 Build Your Argument

**Claim** *Lek's approach to saving elephants in Thailand [is/is not] effective*

**Reason** *because she \_\_\_\_\_.*

**Evidence** *According to the article Thai attitudes toward elephants include \_\_\_\_\_.*

**Reasoning** *This is important because it shows \_\_\_\_\_.*

**Counterargument** *While some argue that elephant conservation \_\_\_\_\_, others say that Lek's efforts are \_\_\_\_\_.*

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**Evidence** *According to the article, Lek is trying to get people to not use the practice of* \_\_\_\_\_, *which means* \_\_\_\_\_.

**Reasoning** *Preventing these practices using* \_\_\_\_\_ *[is/is not] effective because* \_\_\_\_\_.

**Counterargument** *While some argue that elephant conservation* \_\_\_\_\_, *in reality Lek's efforts are* \_\_\_\_\_.

**Evidence** *In her conservation efforts, Lek visits local villages to* \_\_\_\_\_ *and brings* \_\_\_\_\_.

**Reasoning** *This is [most/least] effective when* \_\_\_\_\_.

## 6 Create Your CERCA

*Lek's work to help conserve the Thai elephant population has been so effective because she approaches the problem in several ways including:* \_\_\_\_\_.

**(List at least 3 things she has done in her conservation work.)**