

CERCA SET
Endangered Animals
English Language Arts

What role should people play in saving endangered animals?

LESSON TITLE
**Are Wildlife Sanctuaries Good for Animals?
What to Know Before You Visit an Animal
Sanctuary**

CERCA QUESTION
Do wildlife sanctuaries truly benefit animals or do they present a different type of risk?

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



Discuss the terms risk and benefit. Provide examples and then have students provide their own examples for both. Define wildlife sanctuary and explain its purpose (to protect and respect animals, not to exhibit them or exploit them). Provide examples of wildlife sanctuaries to help students understand them.

LEVEL 3-4 Expanding

► **ASK: What is an animal sanctuary?**

Support language acquisition with the following sentence frame:

An animal sanctuary is a place where _____.

► **ASK: How is an animal sanctuary similar to and different from a zoo?**

Support language acquisition with the following sentence frame:

An animal sanctuary is similar to a zoo in that 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

Compare zoos and animal sanctuaries. Remind students of the purposes of animal sanctuaries and ask how these are similar to or different from the purpose of a zoo. Ask students to explain what kinds of animals they might see in an animal sanctuary and how those are the same or different from what they might see in a zoo.

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.

Animal sanctuaries are meant to _____.

They might also have risks such as _____.

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.

Evidence from the article explains that animal sanctuaries _____.


The article also explains that _____ can both help and hurt animals.

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.

Animal sanctuaries are _____.


Raising animals in sanctuaries can _____.

At the same time, doing so 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 *Wildlife sanctuaries [do/do not] actually protect animals*

Reason *because* _____.

Evidence *The article explains the example of* _____,

Reasoning *which demonstrates* _____.

Counterargument *While some argue that animal sanctuaries can* _____,
in reality they _____.

 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 *Wildlife sanctuaries provide more [benefits/risks] for the animals that live there*

Reason *by* _____.

Evidence *Animals in sanctuaries also* _____,


Reasoning *which demonstrates* _____.

Counterargument *While some argue* _____, *in reality* _____.

Evidence *Animals in sanctuaries 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:
Animal sanctuaries may _____ for animals by _____.

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 Are Wildlife Sanctuaries Good for Animals? What to Know Before You Visit an Animal Sanctuary

CERCA QUESTION Do wildlife sanctuaries truly benefit animals or do they present a different type of risk?

Vocabulary

accredits (verb): gives official credit to

*activists (noun): person who supports a cause

alight (adj.): lit up

breeding (verb): encouraging animals to reproduce, often to sell the babies

chastise (verb): scold

compliance (noun): cooperation or conformity

controversy (noun): disagreement

corral (verb): gather up

dismissed (verb): ignored

domestic (adj.): tame

*exploit (verb): take advantage of

*interact (verb): act upon another; engage with

Vocabulary continued

neutered (verb): make a male animal unable to reproduce

pedigrees (noun): ancestry

rambunctious (adj.): difficult to control

refuge (noun): a safe place

*sanctuaries (noun): places of safety

spayed (verb): make a female animal unable to reproduce

*sufficient (adj.): enough

undermine (verb): weaken

vehemently (adv.): very strongly

LESSON Are Wildlife Sanctuaries Good for Animals? What to Know Before You Visit an Animal Sanctuary

CERCA QUESTION Do wildlife sanctuaries truly benefit animals or do they present a different type of risk?

Summary

Animal lovers go to wildlife sanctuaries because they want to see animals up close.

There is serious disagreement about what exactly a sanctuary is and how the animals in its care should be treated. Some people believe that animal sanctuaries undermine the very mission they were meant to serve.

A few things to keep in mind if you visit an animal sanctuary:

1. Sanctuaries promise to care for any animals that have been abused, neglected, or abandoned and to keep them for life. They are regulated to make sure they provide the animals with good living conditions. Zoos, on the other hand are created to exhibit animals to the public.
2. There is controversy about how much interaction people should have with the animals. Some people think that interacting with people benefits animals, while others disagree.
3. There is also controversy about breeding in sanctuaries. Some people think that breeding animals is bad because it leads to overpopulation and also sometimes sale of animals. Others believe that people must breed animals in order to save them.

According to the article, a true sanctuary is a place where animals are respected and are not treated as objects. It may even feel like the most important creatures in the place are the animals, not the humans.

Are Wildlife Sanctuaries Good for Animals? What to Know Before You Visit an Animal Sanctuary

Do wildlife sanctuaries truly benefit animals or do they present a different type of risk?

Los santuarios para la vida salvaje, ¿realmente benefician a los animales o presentan un tipo de riesgo distinto?

Vocabulary

English

accredits

(verb): gives official credit to

*activists

(noun): person who supports a cause

alight

(adj): lit up

breeding

(verb): encouraging animals to reproduce, often to sell the babies

chastise

(verb): scold

compliance

(noun): cooperation or conformity

controversy

(noun): disagreement

corral

(verb): gather up

dismissed

(verb): ignored

Español

acreditar

(verbo): dar crédito oficial

*activistas

(sustantivo): personas que apoyan una causa

iluminar

(adjetivo): irradiar

reproducir

(verbo): fomentar que los animales se reproduzcan, a menudo para vender las crías

recriminar

(verbo): castigar

cumplimiento

(sustantivo): cooperación o conformidad

controversia

(sustantivo): desacuerdo

meter en un corral

(verbo): reunir

desestimar

(verbo): ignorar

Vocabulary continued

domestic (adj.): tame	doméstico (adjetivo): manso
*exploit (verb): take advantage of	*explotar (verbo): aprovecharse de algo o alguien
*interact (verb): act upon another, engage with	*interactuar (verbo): actuar con otro, comprometerse con algo
neutered (verb): make a male animal unable to reproduce	castrar (verbo): hacer que un animal macho sea incapaz de reproducirse
pedigrees (noun): ancestry	linaje (sustantivo): ascendencia
rambunctious (adj.): difficult to control	alborotador (adjetivo): difícil de controlar
refuge (noun): a safe place	refugio (sustantivo): un lugar seguro
*sanctuaries (noun): places of safety	*santuarios (sustantivo): lugares de seguridad
spayed (verb): make a female animal unable to reproduce	esterilizar (verbo): hacer que un animal hembra sea incapaz de reproducirse
*sufficient (adj.): enough	*suficiente (adjetivo): bastante
undermine (verb): weaken	socavar (verbo): debilitar
vehemently (adv.): very strongly	vehementemente (adverbio): con mucha fuerza

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Summary

English

Animal lovers go to wildlife sanctuaries because they want to see animals up close.

There is serious disagreement about what exactly a sanctuary is and how the animals in its care should be treated. Some people believe that animal sanctuaries undermine the very mission they were meant to serve.

A few things to keep in mind if you visit an animal sanctuary:

1. Sanctuaries promise to care for any animals that have been abused, neglected, or abandoned and to keep them for life. They are regulated to make sure they provide the animals with good living conditions. Zoos, on the other hand are created to exhibit animals to the public.
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3. There is also controversy about breeding in sanctuaries. Some people think that breeding animals is bad because it leads to overpopulation and also sometimes sale of animals. Others believe that people must breed animals in order to save them.

According to the article, a true sanctuary is a place where animals are respected and are not treated as objects. It may even feel like the most important creatures in the place are the animals, not the humans.

Español

Los amantes de los animales van a los santuarios de vida salvaje porque quieren ver a los animales de cerca.

Existe un serio desacuerdo sobre lo que realmente es un santuario y cómo deben tratar a los animales a su cuidado. Algunas personas creen que los santuarios animales socavan la misión que deberían cumplir.

Algunas cosas a considerar si visitas un santuario animal:

1. Los santuarios prometen cuidar de los animales abusados, abandonados y mantenerlos de por vida. Están regulados para garantizar que proporcionen a los animales buenas condiciones de vida. Los zoológicos, por otro lado, son creados para exhibir animales al público.
2. Existe mucha controversia sobre cuánta interacción debería tener la gente con los animales. Algunas personas consideran que interactuar con la gente es benéfico para los animales, otros no están de acuerdo.
3. También existe controversia sobre la reproducción en los santuarios. Algunas personas consideran que reproducir animales es malo porque genera una sobrepoblación y a veces la venta de animales. Otros consideran que la gente debe permitir la crianza para salvarlos.

De acuerdo con el artículo, un verdadero santuario es un lugar donde los animales son respetados y no los tratan como objetos. Incluso se puede sentir que las criaturas más importantes en el lugar son los animales, no los humanos.

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CERCA QUESTION Do wildlife sanctuaries truly benefit animals or do they present a different type of risk?

4 Summarize

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Raising animals in sanctuaries can _____.

At the same time, doing so might _____.

5 Build Your Argument

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in reality _____.

Evidence *Animals in sanctuaries also* _____

Reasoning by _____.

6 Create Your CERCA

Animal sanctuaries may _____ *for*
animals by _____.