

CERCA SET **Endangered Animals**  
English Language Arts

What role should people play in saving endangered animals?

LESSON TITLE **Saving the National Bird**

CERCA QUESTION Have humans done more harm or good for bald eagles?

**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
<b>En Sp</b> Available in English and Spanish	

**Introduce the CERCA Question**



Explain what it means when an animal is endangered and list animals that are endangered. Define animal conservation, and explain what humans have done to protect animals and their habitats. Students should understand that some animals are plentiful and others are not. Name animals and sort them into these two groups.

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

Discuss the bald eagle and its role as the symbol of the United States. Have students share symbols that they know.

**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 the bald eagle and its role as the symbol of the United States. Have students share symbols that they know.

Discuss how people protect animals, such as pets or wild animals.

**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.

***Bald eagles were endangered because***\_\_\_\_\_.

\_\_\_\_\_ ***is an example of how humans can take responsibility to help save the bald eagle.***

### 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.

***Bald eagles were under threat because***\_\_\_\_\_.

\_\_\_\_\_ ***is an example of how humans can take responsibility to protect the bald eagle.***

## 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 bald eagles** \_\_\_\_\_.

\_\_\_\_\_ **has put the bald eagle in great danger.**

**Humans can** \_\_\_\_\_ **to help protect bald eagles.**

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** *Humans done more [harm/good] for bald eagles*

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

**Evidence** *Bald eagles were endangered because humans* \_\_\_\_\_.

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

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 have done more [harm/good] to bald eagles*

**Reason** *by* \_\_\_\_\_.

**Evidence** *Bald eagles were endangered because* \_\_\_\_\_,

**Reasoning** *which* \_\_\_\_\_.

**Evidence** *Humans have also* \_\_\_\_\_,

**Reasoning** *which can help protect eagles 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:  
***Bald eagles were endangered because \_\_\_\_\_ . Humans have \_\_\_\_\_ to help protect the national bird.***

 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).

# Saving the National Bird

Have humans done more harm or good for bald eagles?

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## Vocabulary

all-encompassing (adj.): including everything

captive (adj.): trapped, in a cage

contaminated (adj.): poisoned

disturb (verb): bother

dwindle (verb): decrease, become less

emblem (noun): an object that identifies something

endanger (verb): put in danger

\*endangered (adj.): close to becoming extinct

enough is enough (expression): it's time to stop

\*federal (adj.): relating to the national government

fortunately (adv.): luckily

\*habitat (noun): a place where a plant or animal lives

## Vocabulary continued

harass (verb): bother very much

pesticide (noun): a chemical that kill bugs

\*pesticides (noun): chemicals that kill bugs

prey (noun): an animal that is hunted by predators

preying on (verb): hunting

raptor (noun): a predatory bird

\*symbol (noun): an object used to represent something else

talons (noun): claws of a bird

vicinity (noun): a surrounding area

wingspan (noun): the length of a bird's wings from tip to tip when they are spread out

LESSON **Saving the National Bird**CERCA QUESTION Have humans done more harm or good for bald eagles?

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## Summary

The bald eagle officially became the national bird in 1789, the same year George Washington was elected the first U.S. president. Since that time, however, the bald eagle has been endangered and then protected. By 1967, bald eagles were so few that the bird was added to the U.S. endangered species list. The reasons the number of bald eagles declined are many. As more and more people settled across the country, the birds' habitat was reduced. People also hunted bald eagles. Finally, concerned that the beautiful national bird would soon disappear entirely, laws were passed to protect the eagles. This lessened the threat of humans, but did not respond to the new threat of pesticides, which were preying on the eagles. Eagles would eat something contaminated and then die from being poisoned. Now, eagles are protected by strict federal laws, and the national bird is no longer endangered.

LESSON TITLE **Saving the National Bird**

CERCA QUESTION Have humans done more harm or good for bald eagles?  
¿Los humanos le han hecho más mal que bien al águila calva?

## Vocabulary

**English**

**Español**

**all-encompassing**

(adj): including everything

**integral**

(adjetivo): que incluye todo

**captive**

(adj): trapped, in a cage

**cautivo**

(adjetivo): atrapado en una jaula

**contaminated**

(adj): poisoned

**contaminado**

(adjetivo): envenenado

**disturb**

(verb): bother

**molestar**

(verbo): fastidiar, incomodar

**dwindle**

(verb): decrease, become less

**disminuir**

(verbo): reducir, hacerse menos

**emblem**

(noun): an object that identifies something

**emblema**

(sustantivo): un objeto que identifica algo

**endanger**

(verb): put in danger

**poner en peligro**

(verbo): arriesgar

**\*endangered**

(adj.): close to becoming extinct

**\*en peligro de extinción**

(adjetivo): cerca de la extinción

**enough is enough**

(expression): it's time to stop

**suficiente es suficiente**

(expresión): es momento de dejar de hacer algo

**\*federal**

(adj.): relating to the national government

**\*federal**

(adjetivo): que se relaciona con el gobierno nacional

## Vocabulary continued

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**fortunately**

(adv): luckily

**afortunadamente**

(adverbio): por suerte

---

**\*habitat**

(noun): a place where a plant or animal lives

**\*hábitat**

(sustantivo): el lugar donde vive una planta o un animal

---

**harass**

(verb): bother very much

**acosar**

(verbo): molestar mucho

---

**pesticide**

(noun): a chemical that kill bugs

**pesticida**

(sustantivo): una sustancia química que mata a los insectos

---

**\*pesticides**

(noun): chemicals that kill bugs

**\*pesticidas**

(sustantivo): sustancias químicas que matan a los insectos

---

**prey**

(noun): an animal that is hunted by predators

**presa**

(sustantivo): un animal que es cazado por depredadores

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**preying on**

(verb): hunting

**amenazar**

(verbo): cazar, acechar

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**raptor**

(noun): a predatory bird

**rapaz**

(sustantivo): un ave depredadora

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**\*symbol**

(noun): an object used to represent something else

**\*símbolo**

(sustantivo): un objeto utilizado para representar otra cosa

---

**talons**

(noun): claws of a bird

**garras**

(sustantivo): uñas de un ave

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## Vocabulary continued

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**vicinity**

(noun): a surrounding area

**vecindad**

(sustantivo): una zona circundante

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**wingspan**

(noun): the length of a bird's wings from tip to tip when they are spread out

**envergadura**

(sustantivo): la longitud de las alas de un ave de punta a punta cuando se despliegan

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LESSON TITLE 

# Saving the National Bird

CERCA QUESTION Have humans done more harm or good for bald eagles?  
¿Los humanos le han hecho más mal que bien al águila calva?

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## Summary

**English** The bald eagle officially became the national bird in 1789, the same year George Washington was elected first U.S. President. Since that time, however, the bald eagle has been endangered and then protected. By 1967, bald eagles were so few that the bird was added to the U.S. endangered species list. The reasons the number of bald eagles declined are many. As more and more people settled across the country, the birds' **habitat** was reduced. People also hunted bald eagles. Finally, concerned that the beautiful national bird would soon disappear entirely, laws were passed to protect the eagles. This lessened the threat of humans, but did not respond to the new threat of pesticides which were preying on the eagles. Eagles would eat something contaminated and then die from being poisoned. Now, eagles are protected by strict federal laws and the national bird is no longer endangered.

**Español** El águila calva se convirtió oficialmente en el ave nacional en 1789, el mismo año que George Washington fue elegido como el primer presidente de los Estados Unidos. Sin embargo, desde ese entonces el águila calva ha sido una especie en peligro de extinción y entonces fue protegida. Para 1967, las águilas calvas eran tan pocas que esta ave fue agregada a la lista de especies en peligro de extinción de los Estados Unidos. Las razones de la disminución en la cantidad de águilas calvas son muchas. A medida que más y más personas se establecían en todo el país, el **hábitat** de estas aves se vio reducido. Además, las personas cazaban águilas calvas. Finalmente, preocupados porque la hermosa ave nacional fuera a desaparecer por completo, se promulgaron leyes para protegerlas. Esto disminuye la amenaza humana, pero no responde a la nueva amenaza de los pesticidas, los cuales amenazan a las águilas. Las águilas comen algo contaminado y mueren envenenadas. Ahora, las águilas están protegidas por leyes federales estrictas y en ave nacional ya no está en peligro de extinción.

LESSON Saving the National Bird

CERCA QUESTION Have humans done more harm or good for bald eagles?

4 Summarize

*The article explains that bald eagles \_\_\_\_\_.*

\_\_\_\_\_ *has put the bald eagle in great danger.*

*Humans can \_\_\_\_\_ to help protect bald eagles.*

5 Build Your Argument

**Claim** *Humans done more [harm/good] for bald eagles*

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

**Evidence** *Bald eagles were endangered because humans \_\_\_\_\_.*

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

# Saving the National Bird

Have humans done more harm or good for bald eagles?

## 5 Build Your Argument

**Claim** *Humans have done more [harm/good] to bald eagles*

**Reason** *by* \_\_\_\_\_.

**Evidence** *Bald eagles were endangered because*

\_\_\_\_\_.

**Reasoning** *which* \_\_\_\_\_.

**Evidence** *Humans have also* \_\_\_\_\_.

**Reasoning** *which can help protect eagles by*

\_\_\_\_\_.

## 6 Create Your CERCA

**Bald eagles were endangered because** \_\_\_\_\_.

**Humans have** \_\_\_\_\_

**to help protect the national bird.**