



The CLAVES Curriculum

Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 1

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 1 DR Question	Should wolves be reintroduced into national parks?	
Cycle 1 Language Targets	Vocabulary: restore, exterminate, depopulate, reintroduce	Morphology: re- (again), de- (not, undo)
		Syntax: subject pronoun reference
Lesson 1 Objective	<p>Students will read “The Wolves Are Back” closely to determine how wolves help keep Yellowstone National Park in balance.</p> <p>Students will begin to acquire and use target vocabulary and morphological word parts in discussing the text.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Wolves are Back powerpoint <input type="checkbox"/> <i>The Wolves are Back</i> text <input type="checkbox"/> Chart paper or white board	<input type="checkbox"/> Student Workbook

Introduce Cycle and Lesson (5 min)	<p>Introduce cycle: Say:</p> <ul style="list-style-type: none"> <i>This unit is about how humans and plants and animals are interdependent and how humans affect nature.</i> <i>In this cycle, we will learn about the interaction between humans and wolves as well as wolves and the ecosystem they live in.</i> <i>We will gather evidence to be able to discuss this question, “Should wolves be reintroduced into national parks?”</i> <p>Have students turn to the Unit 1, Cycle 1 DR Graphic Organizer, p. 2-3 in the Student Workbooks.</p> <p>SAY:</p> <ul style="list-style-type: none"> <i>We will use these graphic organizers to take notes as we read and learn throughout the cycle.</i> <p>Introduce lesson: SAY:</p> <p><i>In the next couple of lessons, we will be reading a text called “The Wolves are Back”. As we read, think about the question “How do wolves help keep Yellowstone National Park in balance?” Remember, when keeping something in balance means making things work well together.</i></p>
---	---



The CLAVES Curriculum

<p>Reading & Embedded Language (25 min)</p>	<p>Pre-reading Word Work <i>Open Wolves are Back powerpoint</i> SAY:</p> <ul style="list-style-type: none"> • <i>SLIDE 1: First let's activate or build some background knowledge.</i> • <i>SLIDE 2: The text we will read today is set in Yellowstone National Park.</i> <ul style="list-style-type: none"> ◦ Think-Pair-Share: <i>What do you know about national parks? Have you ever been to a national park? What was it like?</i> • <i>SLIDES 3-4: Here is some additional information about Yellowstone National Park. (Review information with students)</i> • <i>SLIDE 5: We will be working with four words as we read this text together: exterminate, reintroduce, depopulate, and restore.</i> • <i>SLIDE 6: The two words we will talk about today are exterminate and reintroduce.</i> • <i>SLIDES 7 - 14: Exterminate</i> <ul style="list-style-type: none"> ◦ Work through slides using the language in the powerpoint as a guide • <i>SLIDES 14 - 22: Reintroduce</i> <ul style="list-style-type: none"> ◦ Work through slides using the language in the powerpoint as a guide <p>Guided reading or watching and noticing language Have students silently read pages 1-10 of "<i>The Wolves are Back</i>" text then go back to ask questions on the pages below.</p> <p>SAY:</p> <ul style="list-style-type: none"> • After page 1: <i>Where do you think the wolves might have been?</i> • After page 3: <i>The text says the wolves were gone. Another way to say this is the wolves were exterminated. Why were the wolves exterminated? What does that mean? How do you know? What does the text say?</i> • After page 5: <i>The text says "When they learned that no wolf had ever attacked a person in North America, they urged that the wolves be returned to their home." Who is they? How do you know?</i> • After page 5: <i>The text says the wolves were back. Another way to say this is the wolves were reintroduced. Notice the re- in that word. What does that mean? Were they there before? Did they come back again? Why were the wolves reintroduced? How do you know?</i> • Pages 6-10: Stop to monitor and/or guide comprehension as needed. <p>Discuss and/or write after reading</p> <ul style="list-style-type: none"> • Think-Pair-Share: Based on what we read today, how would you answer this question, "<i>How do wolves help keep Yellowstone National Park in balance?</i>" • Write some notes on your graphic organizer (p.2 of the student workbook) that will help you as we build up to answering the question, "<i>Should wolves be reintroduced into national parks?</i>"
<p>Wrap Up</p>	<p>Close lesson: <i>Today we looked for evidence for how the wolves help keep the wild in balance in "<i>The Wolves are Back</i>". We also talked about the words exterminate and reintroduce.</i></p> <p>Preview next lesson: <i>Next time, we will read the second half of the book, looking for additional evidence, and practice noticing similarities and differences among word parts and whole words.</i></p>



The CLAVES Curriculum

Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 2

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 1 DR Question	Should wolves be reintroduced into national parks?	
Cycle 1 Language Targets	Vocabulary: restore, exterminate, depopulate, reintroduce	Morphology: re- (again), de- (not, undo)
		Syntax: subject pronoun reference
Lesson 2 Objective	<p>Students will read “The Wolves Are Back” closely to determine how wolves help keep Yellowstone National Park in balance.</p> <p>Students will acquire and use target vocabulary and morphological word parts in discussing the text.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Wolves are Back powerpoint <input type="checkbox"/> Text, “The Wolves are Back” <input type="checkbox"/> Chart paper or white board	<input type="checkbox"/> Student Workbook

Introduce Lesson	Introduce lesson SAY: <i>Last time, we read the first half of The Wolves are Back and learned how the reintroduction of wolves helped restore the balance in the Yellowstone ecosystem. We are going to continue to read “The Wolves Are Back” today and talk about that topic today.</i>
-------------------------	---

Block #1 Reading & Embedded Language (20 min)	Activate and build background knowledge SAY: <i>Let’s discuss what we have read so far. In the book so far, what was some of the evidence that we found of how wolves were now keeping things in balance?</i> NOTE TO TEACHER: Ask for 2-3 responses. Notice and encourage when students use key vocabulary in their responses (<i>exterminate, reintroduce, balance</i>). Possible student responses: <ul style="list-style-type: none"> - Animals in the valley are sharing food again - Wolves frightened elk, who no longer ate grasses. Now birds had grass for food and nesting materials. Now sparrows could raise babies. - Wolves frightened bison, who no longer trampled trees. Now aspen grew and provided limbs for flycatchers to perch on. - More grasses and aspen prevented erosion. Willows grew. Beavers used willow logs to make dams, which formed ponds. Birds, fish, frogs, and dragonflies settled in/near the ponds. Guide reading or watching and notice language
--	--



The CLAVES Curriculum

	<p>Have students silently read pages 11-15 then go back to ask questions on the pages below (or choose some of your own).</p> <p>SAY:</p> <ul style="list-style-type: none">On p. 11: <i>The book says, “the broken parts of the wilderness were tumbling into place.” What do you think that means? Why did the author say it that way?</i>On p. 12: <i>The text says, “...he left home.” Who is he and how do you know?</i>On p. 15: <i>The book says, “The wilderness is in balance again.” Another way to say this is, “Balance was restored.” How was balance restored? Think about re- in restore. Re- means back or again. Was there balance before? Is there now balance again?</i><i>What does balance mean in the context of this book? What more did we learn today about how the wolves help keep the wilderness in balance?</i> <p>Discuss and/or write after reading</p> <ul style="list-style-type: none">Think-Pair-Share: <i>How do wolves help keep Yellowstone National Park in balance?</i><i>Write some notes on your graphic organizer (p.2 of the student workbook) that will help you as we build up to answering the question, “Should wolves be reintroduced into national parks?”</i>
<p>Block #2</p> <p>Extended Language Work (10 min)</p>	<p>Introduce Language Targets:</p> <p>Open Wolves are Back powerpoint</p> <ul style="list-style-type: none"><i>We’re now going to keep talking about some of the vocabulary from the text we just read.</i><i>Last time we talked about what you know about the words exterminate and reintroduce. Today we are going to talk about two other words, depopulate and restore.</i> <p>Guide Extended Language Work:</p> <p>From Wolves are Back Powerpoint</p> <ul style="list-style-type: none"><i>SLIDE 23: The two words are depopulate and restore.</i><i>SLIDES 24 - 30: Depopulate</i><ul style="list-style-type: none">Work through slides using the language in the powerpoint as a guide<i>SLIDES 31 - 37: Restore</i><ul style="list-style-type: none">Work through slides using the language in the powerpoint as a guide
<p>Wrap Up</p>	<p>Close lesson: <i>Today we found more evidence from “The Wolves are Back” on how the wolves help keep the wild in balance. We also focused on some additional vocabulary from that book.</i></p> <p>Preview next lesson: <i>Next time, we’ll watch a video to learn different opinions people have about whether wolves should be reintroduced into national parks. We will also continue to practice noticing how words work in the texts that we’re reading and watching.</i></p>



The CLAVES Curriculum

For Teacher Reference:

Target Word	Definition	Spanish Translations	Mandarin and Cantonese Translations
Depopulate	To greatly reduce or decrease the numbers of plants, animals, or humans in an area	<i>despoblar</i>	使 人 口 减 少 shǐ rén kǒu jiǎn shǎo 使 人 口 减 少 sai2 jan4 hau2 gaam2 siu2
Exterminate	To destroy or kill a group of animals or humans completely	<i>exterminar</i>	消 灭 xiāo miè 消 滅 siu1 mit6
Reintroduce	To bring back again.	<i>reintroducir/ reintroducción</i>	重 新 引 入 chóng xīn yǐn rù 重 新 引 入 cung4 san1 jan5 jap6
Restore	To bring back someone, something, or someplace to the way it was.	<i>restaurar</i>	恢 复 huī fù 恢 复 fui1 fuk6



The CLAVES Curriculum

Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 3

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 1 DR Question	Should wolves be reintroduced into national parks?	
Cycle 1 Language Targets	Vocabulary: restore, exterminate, depopulate, reintroduce	Morphology: re- (again), de- (not, undo)
		Syntax: subject pronoun reference
Lesson 3 Objective	<p>Students will closely watch the video called <i>Wolves and People</i> to determine how wolves help keep Yellowstone National Park in balance.</p> <p>Students will demonstrate understanding of word relationships and nuances in word meanings.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Wolves are Back powerpoint <input type="checkbox"/> Wolves and Ranchers Video <input type="checkbox"/> Chart paper for semantic mapping	<input type="checkbox"/> Student Workbook

Introduce Lesson	<p>Introduce lesson</p> <p>SAY: <i>Last time, we finished reading “The Wolves are Back” and we discussed how reintroducing wolves into the Yellowstone Park ecosystem helped restore and balance the wilderness. Today, we’re going to watch a video to give us more information to help us answer the question, “Should wolves be reintroduced into national parks?” The video we will watch is about the ranchers who live near Yellowstone National Park and what they think about this question.</i></p>
-------------------------	--

<p>Block #1</p> <p>Reading & Embedded Language (15 min)</p>	<p>Activate and build background knowledge</p> <p>SAY:</p> <ul style="list-style-type: none"> • <i>What are ranchers? What do they do?</i> • <i>A ranch is like a farm (rancho in Spanish), but where animals are raised, like cows, horses, and sheep.</i> • <i>What are the word parts in rancher (RANCH + ER)? How does that help us know the meaning? A rancher is a person who owns or runs a ranch and helps to raise the animals.</i> • <i>What do you think ranchers would have to say about wolves being introduced to the national park?</i> <p>Set purpose for watching video</p> <p>SAY: <i>When we study a topic or read a book, it’s important to also consider different perspectives and opinions. Today, we’re going to learn about the ranchers near Yellowstone and their opinions about the reintroduction of wolves. As you watch this video, try to notice what the ranchers say and how they back up their opinion.</i></p> <ul style="list-style-type: none"> • Play Wolves and Ranchers Video (3:17 minutes). Ask students to take notes to record evidence in their DR Graphic Organizer (p. 3 of the Student Workbook). They will specifically look for evidence that highlights the ranchers’ opinions on wolf reintroduction.
---	--



The CLAVES Curriculum

After Watching

Guide students to p. 4 of the Student Workbook which provides a transcript of what the reporter in the video says. Move the video back to 0:31 if you want the students to read along as they listen.

SAY:

0:31: *Let's look at what the reporter says near the beginning of the video. On your transcript, go to the paragraph that starts with "70 years ago...". This is a complicated paragraph and uses the word "they" a lot. Let's look at each "they" in this paragraph and try to figure out who the reporter is talking about.*

Other questions to discuss (time permitting)

Think-Pair-Share:

- *Why do some people think wolf reintroduction has been a good thing for Yellowstone?*
(reasons: tourism, nature's balance/food chain)
- *What is the perspective of the ranchers on the reintroduction of wolves into Yellowstone?*
What are their reasons? (having their kids eaten, having livestock eaten)
- *What does the word endangered mean? What word parts do you notice in that word?*
What could happen if the wolves are taken off the endangered species list?

After discussing

SAY:

- *Based on what we've discussed, how could wolf reintroduction be a problem?*
- *Write some notes on your graphic organizer (p. 2 -3 of the Student Workbook) of the different perspectives shown in the video to help answer the question, "Should wolves be reintroduced into national parks?"*

Block #2

Extended Language Work (15 min)

Introduce language targets

- *Today we are going to discuss some of the words we have been talking about in more depth and think about how they are connected.*

Guide extended language work (5 mins)

- Open the Wolves are Back powerpoint to the Slide 38. Review the key words (exterminate, depopulate, reintroduce, and restore), and preview the prefixes and pronouns.
- Note: Similar visuals found on pp. 13-14 of the Student Workbook. Use throughout the lessons and as necessary.
- Ask students to look at the word web on p. 5 of the Student Workbook, with the words **depopulate** and **reintroduce**.
- Using chart paper, model how to think of a word that is connected to one of these words, write it down, and draw a line to it (see example below). Say why you chose that word. If you add an antonym, consider drawing a circle around it in a different color.

Word web activity (10 mins)

- Ask students to work individually or in pairs on the word web on p. 5 of the Student Workbooks. Ask students to think of words that are connected to the target words. Ask students to write or draw a picture of the word near the target word and draw a line to it.

POTENTIAL PROMPTS



The CLAVES Curriculum

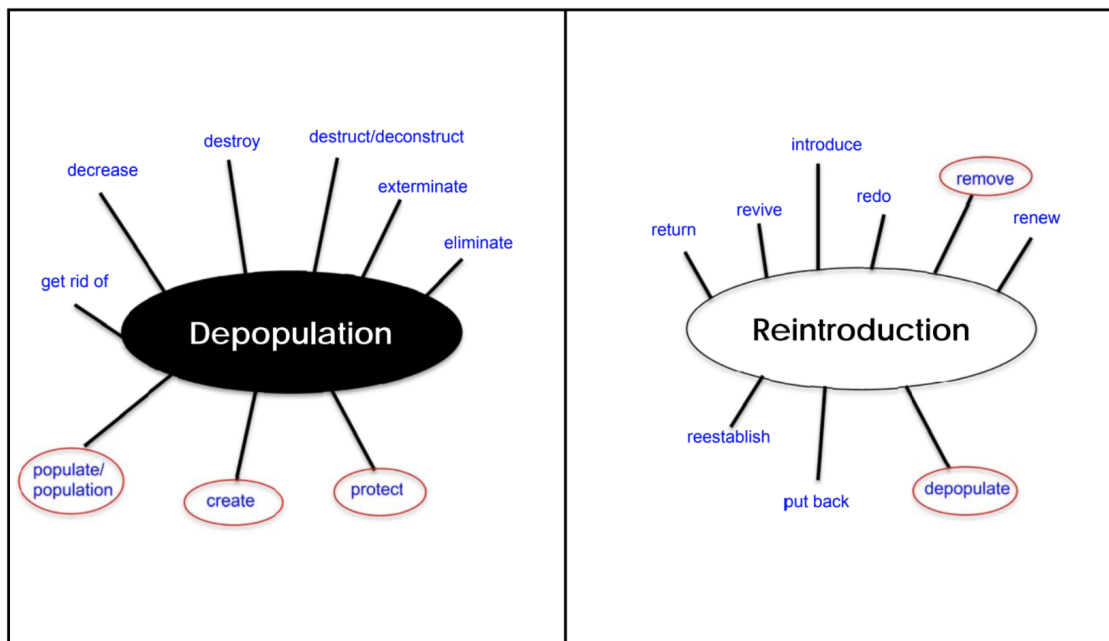
- Ask students to explain how the words are connected.
- Possible questions to ask:
 - Are they synonyms or antonyms?
 - Are they examples or related thematically?
 - Are they stronger or weaker versions of the word?
 - Are they connected to the word parts (de- or re-)?
 - What parts of speech are the words?
- Encourage writing translations or cognates in other languages, if students are able.
- Ask students to think about how the two target words are related. How would they represent that on the map?
- Have the pairs or triads share their ideas.
- Then have the group notice how the maps are similar or different.

Wrap Up

Exit Ticket

- Write and share one key thing about the book or DR question that you are thinking about.
- Write and share one key thing that you learned about language or one of the vocabulary words. (Students write responses on pg. 12 in the Student Workbook)

Example of a completed word web organizer.



= antonyms

Note for teachers: This is a semantic activity that adds to students' understanding of vocabulary depth as well as their use of vocabulary in multiple contexts. Word webs can include language connected to text but are not limited to only language from the book. Below are some examples of how this might look, but provide lots of room for the students to suggest how things are connected or not and to add words or examples or ideas (even pictures) to the web.



The CLAVES Curriculum

Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 4

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 1 DR Question	Should wolves be reintroduced into national parks?	
Cycle Language Targets	Vocabulary: restore, exterminate, depopulate, reintroduce	Morphology: re- (again), de- (not, undo)
		Syntax: subject pronoun reference
Lesson Objective	<p>Students will closely read Part 1 of the text <i>Wolf Spirit Returns to Idaho</i> to determine why indigenous groups might want to reintroduce wolves to the wild.</p> <p>Students will define different words by adding word parts de- and re- to base words.</p>	
Materials	Teacher	Students
	<ul style="list-style-type: none"> <input type="checkbox"/> Wolves are Back powerpoint Slide 38 <input type="checkbox"/> Wolf Spirit Returns to Idaho (pp. 6-7 of Student Workbook) <input type="checkbox"/> Wheel of Morphology game <ul style="list-style-type: none"> <input type="checkbox"/> https://wheelofnames.com/view/899-8ff/ 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook

Introduce Lesson	Introduce lesson SAY: <i>So far we have looked at two texts together: 1) The Wolves are Back, and 2) Wolves and Ranchers. Today we are going to read another text, Wolf Spirit Returns to Idaho, an informational text, in order to find evidence for why Indigenous people might want to reintroduce wolves to the wild.</i>
-------------------------	--

Block #1 Reading & Embedded Language (10 min)	Activate and build background Knowledge SAY: <ul style="list-style-type: none"> • <i>Have you heard the phrase “Indigenous Peoples” before? What do you know about that phrase? Indigenous people are people whose ancestors are from the area where they live. In America, Indigenous Peoples are sometimes called “Native Americans.” In Canada, some use the term “First Nations.” Do you have indigenous heritage in your family?</i> • <i>Today, we will consider the perspective of Indigenous Peoples on wolf reintroduction. We will read an article about the relationship between the Nez Perce and wolves. The Nez Perce is a tribe in the state called Idaho. The Nez Perce have a unique relationship with wolves. As you read, think about how the Nez Perce feel about the question of whether wolves should be reintroduced to national parks.</i> Guide reading or watching and notice language: Have students silently read the first page of the article (p. 6 of Student Workbook). Then ask the following questions. <ul style="list-style-type: none"> • <i>When Levi Holt says, “When the wolves were gone, it broke our spirit,” what does that mean?”</i>
--	---



The CLAVES Curriculum

	<ul style="list-style-type: none"> • The text says, “They use a combination of spiritual and scientific methods to preserve the wolf population.” Who is they? How do you know? • What is the relationship between the Nez Perce and wolves? • Compare how the settlers treated the Nez Perce and the wolves. How is what happened to the Nez Perce and the wolves similar or different? <p>Discuss and/or write after reading</p> <ul style="list-style-type: none"> • Think-Pair-Share: “How do the Nez Perce feel about wolf reintroduction? What do you think the descendants of the settlers think? Why do they have those points of view?”
<p>Block #2</p> <p>Extended Language Work (20 min)</p>	<p>Introduce language targets</p> <p>SAY:</p> <ul style="list-style-type: none"> • Now, we are going to think about morphology, or, how words are put together to make meaning. <p>Do a quick review of word parts (re-, de-)</p> <p>SAY:</p> <ul style="list-style-type: none"> • Re- means “again”. So re-introduce means introduce again. Re- is a cognate in Spanish. • De- means “not” or “undo”. So de-populate means to undo a population or make an area not populated. De-/des- are cognates in Spanish. <p>Students can also refer to page 14 of the Student Workbook for morphology review. Teachers can also see the chart at the end of the lesson plan for possible spinner outcomes. All words should be eligible for discussion!</p> <p>CLAVES Wheel of Morphology Game (as a whole group or in pairs)</p> <p>NOTE:</p> <ul style="list-style-type: none"> • Click on the link for the Wheel of Morphology URL (https://wheelofnames.com/view/899-8ff/) or copy into a browser window. <ol style="list-style-type: none"> a. If whole group, face the computer screen at the students b. If pairs, students look at screen together • Click on the spinner to start it spinning and wait for it to stop • A text box will appear that says: “Add de- or re- to your word. What does it mean?” • Choose which prefix to add and discuss what the new word might mean. • Encourage students to engage in a discussion to determine if all prefixes make a new word when attached to the base word.
<p>Wrap Up</p>	<p>Close lesson: Today we learned about the perspective of the Nez Perce on the topic of wolf reintroduction. We also explored how two word parts, de and re, can be used to form new words.</p> <p>Preview next lesson: Next session, we will finish reading about the perspective of the Nez Perce and also explore how we can track pronouns to help us understand what we are reading.</p>

For teacher reference:

Base word	Re	De
Populate	Re-populate	De-populate
Form	Re-form	De-form
Compose	Re-compose	De-compose
Grow	Re-grow	De-grow* (shrink)
Hydrate	Re-hydrate	De-hydrate
Build	Re-build	De-build* (destroy)
Write	Re-write	De-write* (erase)
Balance	Re-balance	De-balance* (unbalance)

*Asterisks indicate base/morpheme pairs that are not in the dictionary. Words in parentheses reflect potential synonyms (though students will come up with others).



The CLAVES Curriculum

Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 5

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 1 DR Question	Should wolves be reintroduced into national parks?	
Cycle Language Targets	Vocabulary: restore, exterminate, depopulate, reintroduce	Morphology: re- (again), de- (not, undo)
		Syntax: subject pronoun reference
Lesson Objective	<p>Students will closely read Part 2 of the text <i>Wolf Spirit Returns to Idaho</i> to determine why indigenous groups might want to reintroduce wolves to the wild.</p> <p>Students will identify subject pronouns (I, you, he, she, it, we, they) and determine their referents in the text to comprehension.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Wolf Spirit Returns to Idaho text (found in Student Workbook on pg. 6-7)	<input type="checkbox"/> Student Workbook, pp. 6 - 10

Introduce Lesson	Introduce lesson SAY: <i>Today, we will read Part 2 of "Wolf Spirit Returns to Idaho". As we learned last time, this article introduces the Nez Perce perspective on wolves.</i>
-------------------------	---

Block #1 Reading & Embedded Language (10 min)	Activate and build background Knowledge: SAY: <i>Before we start reading, let's review the key groups of people who were introduced in the reading:</i> <ul style="list-style-type: none"> • <i>Who wants to "depopulate" the wolves? Why?</i> • <i>Who wants to "repopulate" the wolves? Why?</i> Guide reading or watching and notice language Have students silently read the second page of the article (p. 7 of Student Workbook). Then ask the following questions. <ul style="list-style-type: none"> • <i>The text says, "They planned to bring gray wolves from Canada to Yellowstone and Idaho." Who is they? How do you know?</i> • <i>How have the Nez Perce been involved in wolf reintroduction?</i> • <i>Why might the Nez Perce have been the ideal people for this project?</i> • <i>What are the results of the efforts of the Nez Perce? How do you know?</i> Discuss and/or write after reading <ul style="list-style-type: none"> • <i>Write some notes on your graphic organizer (p. 3 of Student Workbook) that will help you as we build up to answering the question, "Should wolves be reintroduced into national parks?"</i>
--	--



The CLAVES Curriculum

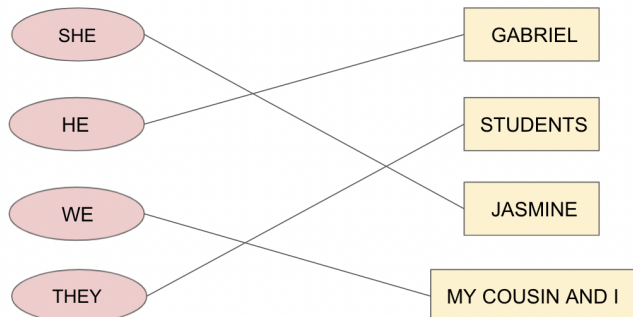
Block #2

Extended Language Work (20 min)

Introduce language targets

SAY:

- As we have been reading, we have focused on the perspectives of different people, like the ranchers and the Nez Perce. Sometimes, authors use pronouns such as *he*, *it*, or *they* instead of referring to the people or animals they are talking about. That can sometimes make it hard to understand who the author is talking about. Today we'll explore how pronouns are used and how we can track pronouns and link them to their subjects to help us understand what we are reading.
- Let's practice first. Turn to Page 8 in your Student Workbooks. Review the definition of a pronoun.
- A subject pronoun (like *I*, *you*, *we*, *she/he/it*, or *they*) represents the subject, or the person, place or thing, that the sentence is talking about. We call the subject a "referent", because the pronoun **refers** to the subject. For example, **she** is the pronoun that can be used for the name, *Jasmine*. Let's talk about a couple examples.
 - Example 1: *Jasmine went for a walk by the river. **She** loves nature. Who is she? How do you know? "She" is a pronoun because it refers to Jasmine.*
 - Example 2: *"Gabriel listened for wolves in the park. **He** heard two that were howling. Who is he? How do you know? "He" is a pronoun because it refers to Gabriel. (Draw a line from pronoun to referent.)*
 - Example 3: *"The students helped restore the forest. **They** planted almost 100 trees." Who are they? How do you know? "They" is a pronoun because it refers to the students. (Draw a line from pronoun to referent.)*
 - Example 4: *My cousin and I are going to visit the pond in our neighborhood. **We** love to fish." Who is we? How do you know? "We" is a pronoun because it refers to "My cousin and I." (Draw a line from pronoun to referent.)*
- Once students have practiced identifying the pronoun and the referent, have students turn to Page 9 of the Student Workbook to provide students a visual to the previous activity.



Scavenger hunt activity



The CLAVES Curriculum

	<p>SAY:</p> <ul style="list-style-type: none">• <i>Now we're going to do a pronoun scavenger hunt. Sometimes it's easy to figure out which person or group the pronoun refers to. This may be because the name is in the sentence right before, like in the examples we just did. Sometimes we might have to reread a paragraph to figure out who the pronoun refers to because it's unclear or it's missing.</i>• <i>Look at Page 10 of the Student Workbook for two examples of how to play the pronoun scavenger hunt. In sentence A, do you see how the pronoun "I" is circled, then an arrow is drawn back to Horace Axtell? That's because the pronoun "I" is referring to Horace Axtell, who is the subject of the sentence.</i>• <i>In sentence B, "he" refers back to the wolf because the wolf is the subject of that sentence.</i>• <i>Now use the text just below the example to do it yourself. As you look for the subject pronouns (I, you, he, she, it, we, they), think about what clues do you notice in the text to help you connect pronouns and referents.</i> <p>NOTE</p> <ul style="list-style-type: none">• Read the first paragraph or two together as a group. If students seem comfortable, ask them to finish the page, working alone or with a partner.• Prompt students to share out some of the pronouns they found. If time, ask them to explain how they knew who the pronoun referred to.• Alternatively, this activity can also be done with the whole group.
Wrap Up	<p>Close lesson: <i>Today, we looked for evidence for why Indigenous people might want to reintroduce wolves to the wild and we learned about tracking pronouns to help us understand.</i></p> <p>Preview next lesson: <i>Tomorrow, we're going to connect all of the texts we have read or watched and get ready for our discussion about "Should wolves be reintroduced into national parks?"</i></p>



For Teacher Reference:

This lesson focuses only on subject pronouns, but students may ask about others.

Types of Pronouns					
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
Singular	I	me	my	mine	myself
	you	you	your	yours	yourself
	he	him	his	his	himself
	she	her	her	hers	herself
	it	it	its	its	itself
Plural	we	us	our	ours	ourselves
	you	you	your	yours	yourselves
	they	them	their	theirs	themselves



The CLAVES Curriculum

Unit 1: Human-Nature Interaction Cycle 1: Wolves Lesson 6

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 1 DR Question	Should wolves be reintroduced into national parks?	
Cycle Language Targets	Vocabulary: restore, exterminate, depopulate, reintroduce	Morphology: re- (again), de- (not, undo)
		Syntax: subject pronoun reference
Lesson Objective	Students will use the time in Lesson 6 to catch up with activities from Lessons 1- 5, or extend their understandings using compare and contrast, to reflect on different points of view in this text cycle.	
Materials	Teacher	Students
	<input type="checkbox"/> Days 1 - 5 materials	<input type="checkbox"/> Student Workbook

Introduce Lesson	Introduce lesson: <i>Today we will look at our graphic organizers and summarize what we have learned across the different texts we have read and watched.</i>
-------------------------	--

Block #1 Summarize Across Texts (15 min)	<p>Summarize across texts</p> <p>SAY:</p> <ul style="list-style-type: none"> Look at your notes in the graphic organizer in your Student Workbook (pp 2 - 3). There are different perspectives or points of view that we learned about. Whose perspectives or points of view make the most sense to you right now? Now go to page 11 in your Student Workbook Today, we are going to summarize the perspectives you have learned about over the previous lessons. You will summarize the following perspectives: <ul style="list-style-type: none"> Visitors to national parks Ranchers Nez Perce Settlers Before writing, talk with a partner about what each group's position is. Practice out loud how you will write your sentences. When you write, try to include the vocabulary words you have learned, re- and de-, and the pronouns we reviewed. Note to teacher: Slide 38 on the powerpoint slide deck. Also refer to pp. 13-14 of the Student Workbook for a concrete example. <p>NOTE:</p> <p>Students can work individually in jigsaw format on single perspectives and then come together to review the different perspectives. After some time working, bring the group together, and engage them as follows:</p> <ul style="list-style-type: none"> Ask students to share with a partner about what they wrote. Ask partners to identify who the subject pronouns are referring to and how they know that. Notice and encourage when students use the vocabulary and morphology in their writing.
---	--



The CLAVES Curriculum

Block #2 Catch-Up OR Extend [Teachers' Choice] (13 min)	<p>Use the remaining time to best meet the needs of your students. Possible options:</p> <p>Catch up</p> <p>Catch up on any instruction or student work that was not completed in Days 1-5:</p> <ul style="list-style-type: none">• Finish up, redo, or extend any of the extended language activities from the cycle.• Review any vocabulary, morpheme or syntax targets that require closer attention.• Reread any of the texts or re-watch the video. <p>Extend</p> <ul style="list-style-type: none">• On p. 14 of the Student Workbook create your own sentence using the knowledge you have learned about the language targets.• Read an additional text about how wolves affects the balance in the wild: https://www.yellowstonepark.com/things-to-do/wildlife/wolf-reintroduction-changes-ecosystem/• Watch an additional short video on how the reintroduction of animals affects the balance in the wild: https://www.youtube.com/watch?v=7fve66nkKy4
Wrap Up (2 min)	<p>Close lesson: <i>Today we summarized the perspectives we learned about over the past lessons. We also finished up or extended our learning.</i></p> <p>Preview next lesson: <i>Next time, discuss our positions on whether wolves should be reintroduced to national parks.</i></p>



The CLAVES Curriculum

Unit 1: Human-Nature Interaction

Cycle 1: Wolves are Back

Lesson 7

Unit 1 Questions	How are humans and nature interdependent? How do humans affect nature?	
Cycle 1 DR Question	Should wolves be reintroduced into national parks?	
Cycle Language Targets	Vocabulary: restore, exterminate, depopulate, reintroduce	Morphology: re- (again), de- (not, undo)
		Syntax: subject pronoun reference
Lesson Objective	Students will engage in collaborative discussion on their opinion of whether wolves should be reintroduced to Yellowstone National Park.	
Materials	Teacher	Students
	<input type="checkbox"/> Wolves are Back powerpoint (Slide 39) <input type="checkbox"/> Facilitate discussion	<input type="checkbox"/> Student Workbook with notes from the cycle

Introduce Discussion Question (5 min)	<p>SAY: <i>Today we will have a discussion among ourselves. What do you think? Should wolves be reintroduced to Yellowstone National Park?</i></p> <p>NOTE: Give students an opportunity to prepare for the discussion independently by looking at their materials they prepared.</p>
--	---

Dialogic Reasoning (20 min)	<p>Review norms: (Refer to SLIDE 39 and post so students can see during the discussion)</p> <ol style="list-style-type: none"> 1. I am respectful of my classmates. 2. I listen carefully to the ideas my classmates are presenting. 3. I stick to the topic. 4. I can talk without raising my hand. <p>Initiate and facilitate discussion:</p> <ul style="list-style-type: none"> • Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if discussion goes astray, model metacognition to stimulate/guide the discussion, if needed. • See facilitation guide table below for ideas on how to extend the conversation. • Close discussion by taking a poll on what students believe now that they have discussed the question together.
------------------------------------	--

Wrap Up (5 min)	<p>SAY: <i>Nice job everyone! We had a great discussion about the different perspectives about wolf reintroduction. We have finished this cycle and will move on to the "Water Protectors" for next time.</i></p>
------------------------	---

For teacher reference: Dialogic Reasoning facilitation moves

Move	Description	Example
Prompt	Ask students to be more explicit in their argumentation by asking them to state their position or reason, provide evidence or respond to a challenge.	Is there evidence in the story that supports what you are saying? Can anyone think of another reason or example?
Ask for clarification	Ask students to clarify what they mean, particularly when they use vague or imprecise language.	Do you mean [X] or [Y]? Do you mean to say [paraphrase]...?
Challenge	Present countering ideas or ideas that students haven't thought about yet.	Some people might say [give a reason from the opposing view point]. If you were [CHARACTER] would you...
Encourage to participate	Ask more quiet students to contribute to the discussion.	Carlos, anything that you'd like to add here?
Summarize	Sum up positions presented by students, or describe the discussion process.	You seem to be pretty much split on whether it was bad luck or a bad case of nerves. Some of you believe it was bad luck, cause sometimes things just happen, and some of you thought it was nerves.
Foster independence	Encourage students to talk to each other, rather than to and through the teacher.	Hands are down. Let's talk to each other.
Redirect	Ask students to consider discussion question or present a follow up question.	So if we take what you're saying, and bring it back to the question at hand should she speak up to the teacher or should she let it ride?