



Unit 2: Rights & Freedoms

Cycle 1: Ivan

Lesson 1

Unit 2 Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle Discussion Question	Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson 1 Objectives	<ul style="list-style-type: none"> • Begin to discuss the words captivity, treatment, petition and protest. • Read and discuss "<i>Ivan</i>" to think about what his life was like in the wild, and to make predictions about what his treatment will be like in captivity. 	
Materials	Teacher	Students
	<input type="checkbox"/> "Ivan" Powerpoint <input type="checkbox"/> " <i>Ivan: The Remarkable True Story of the Shopping Mall Gorilla</i> " text	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Cycle and Lesson (5 min)	<p>Introduce Cycle</p> <ul style="list-style-type: none"> • <i>This unit is about how people can stand up for their rights and the rights of others. We will also discuss what people can do to change things that are unfair.</i> • <i>In this cycle, we will learn about the true story of Ivan, a gorilla who was captured as a baby and forced to live far away from his home.</i> • <i>We will gather evidence to help us discuss this question: "Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?"</i> <p>Have students turn to the Graphic Organizer on p. 3 of Student Workbook.</p> <ul style="list-style-type: none"> • <i>We will use this Graphic Organizer to take notes throughout the cycle.</i> <p>Introduce Lesson</p> <p><i>In the next couple of lessons, we will read and discuss the text, "Ivan: The Remarkable True Story of the Shopping Mall Gorilla". As we read, think about the question: "How was Ivan's life in the wild different from his treatment in captivity?"</i></p>
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Reading & Embedded Language (25 min)	<p>Pre-Reading Word Work</p> <p>Open "Ivan" Powerpoint</p> <ul style="list-style-type: none"> • SLIDE 1: Introduce the book you will read together, "<i>Ivan: The Remarkable True Story of the Shopping Mall Gorilla</i>".
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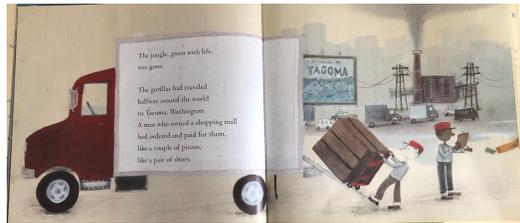
- **SLIDE 2:** *The text we are starting today is about a gorilla named Ivan.*
 - **Think-Pair-Share:** *Have you ever seen a gorilla? Where? What do you know about gorillas?*
- **SLIDE 3:** *Let's look at the title of the book. What do you think this book will be about? Do you think it will be fiction or nonfiction? Why? AND...What do you think a "shopping mall gorilla" is?*
- **SLIDE 4:** *The four words we will be learning more about through this text are: **captivity**, **treatment**, **petition**, and **protest**.*
- **SLIDE 5:** *Today we'll be working with the first two words: **captivity** and **treatment**.*
- **SLIDES 6- 16: Captivity**
 - Work through slides using the language in the Powerpoint as a guide.
- **SLIDES 17 - 24: Treatment**
 - Work through slides using the language in the Powerpoint as a guide.

Guided Reading

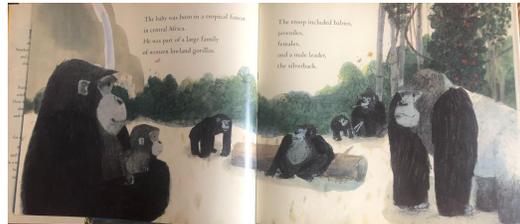
Now we're going to start reading "Ivan". Let's open our books.

Have students silently read (or guide student reading) up to p. 9 (pictured below).

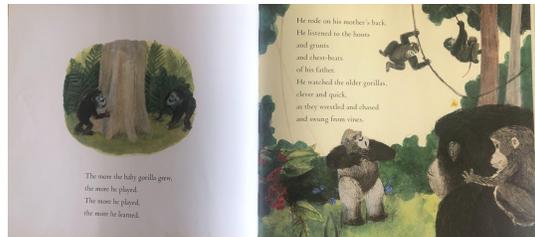
- **For silent reading:** Once students have finished reading, return to the text and ask questions following the guidance below.
- **For guided reading:** Use the guidance below as comprehension checkpoints.



- **PAGE 3 (pictured below):** *How does this picture show Ivan in the wild? Do you remember how the wolves were reintroduced into the wild of Yellowstone National Park?*



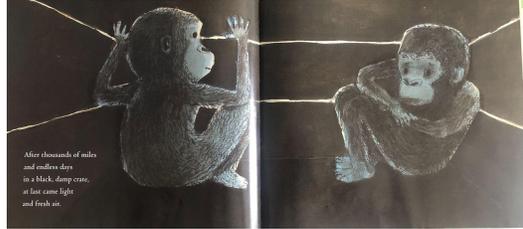
- **PAGE 5 (pictured below):** *Do you think Ivan enjoyed his life in the wild? What makes you say that?*





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- **PAGE 8 (pictured below):** *Where do you think the two little gorillas are going? How do you think they feel?*



Post-Reading Discussion/Writing

After reading through p. 9 of the text, guide a discussion or have students write about the following prompts:

- *Make a prediction: What kind of **treatment** do you think Ivan will receive in **captivity**?*
- *Should humans be able to order gorillas “like a couple of pizzas” or “a pair of shoes”?*
- *Add some notes to the Graphic Organizer in the Student Workbook (p. 3) that answers the questions about Ivan’s life in the wild. In your opinion, what’s the best habitat for Ivan?*

For all questions, encourage students to explain their thinking and refer to the text. Also, encourage students to use target words.

Wrap Up (1 min)

Close Lesson

*Today we compared Ivan’s treatment in the wild with his life in captivity. We also talked about the words **captivity**, and **treatment**.*

*Next time, we will finish reading “Ivan”, and think about how his treatment changes. We will also talk about the words **petition** and **protest**.*



For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Captivity (noun)	The condition of taking something or controlling it.	<i>Cautividad</i>	囚 禁 qiú jìn 囚 禁 cau4 gam3	The opposite of living in captivity is living in the wild.
Treatment (noun)	How we act toward other people, animals, or things.	<i>Tratamiento</i>	对 待 duì dài 對 待 deui3 doi6	Ivan is a book about how a gorilla's life in the wild was different from his treatment in captivity.
Petition (noun/verb)	A written document that demands change. (<i>noun</i>) To make a formal written request for change. (<i>verb</i>)	<i>Petición (noun)</i> <i>Presentar una petición (verb)</i>	请 求 qǐng qiú 請 求 cheng2 kau4	People can sign a petition asking city officials to change an unfair law. People can also petition to change an unfair law.
Protest (noun/verb)	Something said or done that shows disagreement. (<i>noun</i>) To disagree strongly and publicly with something. (<i>verb</i>)	<i>Protesta (noun)</i> <i>Protestar (verb)</i>	抗 议 kàng yì 抗 議 kong3 yi5	In "Ivan", people held protests against Ivan's unjust treatment in captivity. What are examples of things you might protest ?



Unit 2: Rights & Freedoms

Cycle 1: Ivan

Lesson 2

Unit 2 Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle Discussion Question	Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson 2 Objectives	<ul style="list-style-type: none"> • Finish reading the second half of "Ivan". • Discuss Ivan's treatment and the characteristics of different living situations using the Graphic Organizer. • Continue to explore and discuss the words petition and protest. 	
Materials	Teacher	Students
	<input type="checkbox"/> "Ivan" Powerpoint <input type="checkbox"/> <i>"Ivan: The Remarkable True Story of the Shopping Mall Gorilla"</i> text	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	Introduce Lesson <i>Today we will finish reading "Ivan" and continue answering the questions on p. 3 of our Student Workbooks.</i>
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Reading & Embedded Language (20 min)	Pre-Reading: Activate and Build Background Knowledge <ul style="list-style-type: none"> • <i>Who remembers where we left off? (NOTE: Ivan has been taken from the wild and arrives in Seattle)</i> • <i>Let's revisit the question we talked and wrote about in our notes: "What was Ivan's life like in the wild?"</i> <ul style="list-style-type: none"> ○ Encourage students to share and extend what they wrote about in the prior session. In their discussions, motivate students to use the vocabulary words learned in the previous lesson: captivity and treatment. • <i>We know that someone in Seattle paid to have Ivan brought there. How do you think Ivan will be treated? Now that we've read some pages of the book, do you have a better idea about what a "shopping mall gorilla" might be?</i>
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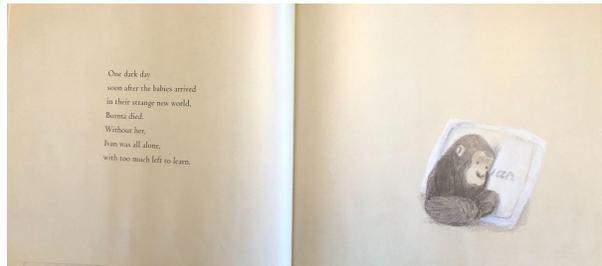
Resume Guided Reading of “Ivan”

Have students silently read (or guide student reading) to the book’s end (*pictured below*).

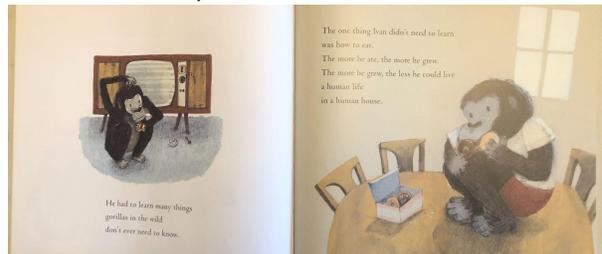
- **For silent reading:** Once students have finished reading, return to the text and ask questions following the guidance below.
- **For guided reading:** Use the guidance below as comprehension checkpoints.



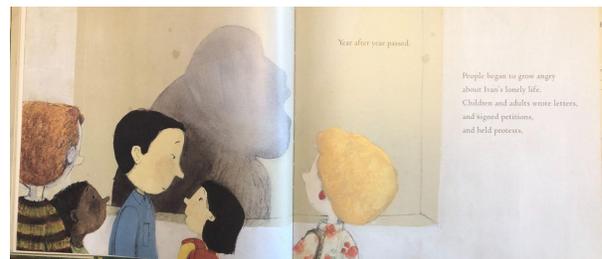
- **PAGE 12 (pictured below):** *How do you think Ivan must feel about losing Burma? What does it mean to have “too much left to learn”?*



- **PAGE 16 (pictured below):** *How would you describe Ivan’s life living in a human home? Discuss or write some notes on p. 2 of the Student Workbook.*



- **PAGE 20 (pictured below):** *How would you describe Ivan’s life living in the mall? Why do you think people began to grow angry about his life? Discuss or write some notes on p. 2 of the Student Workbook.*





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- **PAGE 25 (pictured below):** *Why do you think Ivan's life would be better in a zoo compared to the mall or human homes? Discuss or write some notes on p. 2 of the Student Workbook.*



Post-Reading Discussion/Writing

- *Remember your predictions from last time. Were you right about what Ivan's life was like in **captivity**?*

With the group, review the notes that students have taken in their Graphic Organizers (p. 2 of the Student Workbook). Add to the organizer. Encourage students to notice and use target words.

Extended Language Work (10 min)

Introduce Language Targets

Open "Ivan" Powerpoint to **SLIDE 25**.

- *We're now going to continue talking about some of the vocabulary from the text we just read.*
- *Last time we discussed what you know about the words **captivity** and **treatment**. Today we are going to talk about two other words: **petition** and **protest**.*
- *These words are interesting because they can be used as a noun or a verb in a sentence.*

Guide Extended Language Work

From "Ivan" Powerpoint:

- **SLIDE 25:** *The two words are **petition** and **protest**.*
- **SLIDES 26 - 35:** **Petition**
 - Work through slides using the language in the Powerpoint as a guide.
 - **NOTE:** Topics for petitions can include health care, immigration, animal rights, technology, etc. See <https://www.pewresearch.org/internet/2016/12/28/most-common-petition-subjects/> for a list of petition topics.
- **SLIDES 36 - 45:** **Protest**
 - Work through slides using the language in the Powerpoint as a guide.

Wrap Up (1 min)

Close Lesson

Nice job everyone! Next time we will watch some videos and talk about the kinds of rights animals should have.



For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Captivity (noun)	The condition of taking something or controlling it.	<i>Cautividad</i>	囚 禁 qīu jìn 囚 禁 cau4 gam3	The opposite of living in captivity is living in the wild.
Treatment (noun)	How we act toward other people, animals, or things.	<i>Tratamiento</i>	对 待 duì dài 對 待 deui3 doi6	Ivan is a book about how a gorilla's life in the wild was different from his treatment in captivity.
Petition (noun/verb)	A written document that demands change. (<i>noun</i>) To make a formal written request for change. (<i>verb</i>)	<i>Petición (noun)</i> <i>Presentar una petición (verb)</i>	请 求 qǐng qiú 請 求 cheng2 kau4	People can sign a petition asking city officials to change an unfair law. People can also petition to change an unfair law.
Protest (noun/verb)	Something said or done that shows disagreement. (<i>noun</i>) To disagree strongly and publicly with something. (<i>verb</i>)	<i>Protesta (noun)</i> <i>Protestar (verb)</i>	抗 议 kàng yì 抗 議 kong3 yi5	In "Ivan", people held protests against Ivan's unjust treatment in captivity. What are examples of things you might protest ?



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Unit 2: Rights & Freedoms

Cycle 1: Ivan

Lesson 3

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle Discussion Question	Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson 3 Objectives	<ul style="list-style-type: none"> • Explore and identify opinions and ideas about gorillas in zoos and in the wild. • Explore and identify reasons why children choose to have pets. • Discuss and articulate definitions for key CLAVES vocabulary. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> <input type="checkbox"/> Whiteboard/chalkboard/chart paper <input type="checkbox"/> Markers, chalk <input type="checkbox"/> "Gorilla's Reintroduced" video <input type="checkbox"/> "Kids for Animal Rights" video <input type="checkbox"/> CLAVES U2C1L3 Word Guess Powerpoints 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p><u>Introduce Lesson</u></p> <p><i>Today we are going to watch a couple of videos.</i></p> <ul style="list-style-type: none"> • <i>The first video will help us visualize what Ivan and his family must have looked like in real life, and help us think about whether zoos are good places for animals.</i> • <i>The second video talks about different reasons why children like to have pets.</i> • <i>We will keep thinking about our notes on different animal habitats (in the wild, in human homes, in a mall, in zoos), and what habitats are best for different animals.</i>
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Reading & Embedded Language (20 min)	<p><u>Guided Video-Watching</u></p> <p><i>Let's watch the first video: "Gorillas Reintroduced". Think about this question: "What reasons does the man in the video say to make sure gorillas are taken out of zoos and reintroduced to the wild?"</i></p> <p>Watch "Gorilla's Reintroduced" video (https://youtu.be/dwpxCFXWQow, 1:47 minutes).</p> <ul style="list-style-type: none"> • Invite students to share evidence for why the people in the video (Damien Aspinall) want the gorillas to be released into the wild. Also, invite students to share evidence from their own lives. • On the whiteboard or chart paper, write "Reasons for reintroduction" as a header at the top. Take notes as students share evidence they noticed from the video or from their own lives/schema.
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	<ul style="list-style-type: none">○ (Possible evidence: the male was born in the wild; animals may suffer in captivity since they have access to fewer experiences and fewer other gorillas in captivity; humans shouldn't have the right to keep animals in captivity; animals are meant to live in the wild). <p><i>Now we're going to watch a second video about why children want to keep pets. As you watch, think about the various reasons the children give for why pets are important to them.</i></p> <p>Watch "Kids for Animals Rights!" video (https://drive.google.com/file/d/18MNlpuJarBs7hIKy4_v95stdFKHcbB-x/view, 3:01 minutes).</p> <ul style="list-style-type: none">● Invite students to share evidence for why children in the video think pets are important to have in their lives. Also, invite students to share evidence from their own lives.● On the whiteboard or chart paper, write "Reasons for having pets" underneath "Reasons for reintroduction". Follow the same scribing procedure described above. <p>Post-Reading Discussion/Writing Guide student discussion (whole group, or in pairs).</p> <ul style="list-style-type: none">● Invite students to think about whether different animals could be pets or held in zoos.● As they talk to one another, have students add notes to the Graphic Organizer (p. 5 of the Student Workbook: "Pets & Zoos: Does the kind of Animal Matter?")
<p>Extended Language Work (10 min)</p>	<p>Introduce Language Targets</p> <ul style="list-style-type: none">● <i>We will play a game with the vocabulary words we've been working with since we started CLAVES! From this Unit, we'll focus on these words: <u>captivity</u>, <u>treatment</u>, <u>petition</u>, and <u>protest</u> ("Ivan"); <u>restore</u>, <u>exterminate</u>, <u>depopulate</u>, <u>reintroduce</u> ("Wolves are back"); <u>protector</u>, <u>stand</u>, <u>unfit</u>, <u>mistreat</u> ("Water Protectors")</i>● <i>You can find two lists of the words on p. 3 of the Student Workbook.</i> <p>Guide Extended Language Work</p> <p>Open CLAVES WordGuess #1 Powerpoint. Students can see the eligible words in a different order than on the Powerpoint (p. 4 of the Student Workbook).</p> <ul style="list-style-type: none">● SLIDE 2: Review the directions. Choose 1-2 students to be the "GUESSERS". They should position themselves somewhere where they <u>cannot</u> see the computer screen. Assign the remaining students to be the "DESCRIBERS". They should sit on the other side, where they <u>can</u> see the computer screen.● Once students are in position, begin the game on SLIDE 3. The "Describers" need to describe the target word without using the actual word. The "Guessers" try to guess the word. (NOTE: Similar to the games like Catchphrase & Taboo)● Every correct guess is worth ONE point (6 possible points TOTAL).● The game can be played untimed/timed (2 minutes: use phone or other timing devices).● IF TIME ALLOWS, open CLAVES WordGuess #2 Powerpoint and play the game again with the second set of vocabulary words (words presented on p. 3 of Student Workbook)
<p>Wrap Up (1 min)</p>	<p>Close Lesson <i>Nice job today! Next time we will read an opinion article that says zoos should be banned. We will also identify, analyze, and use words with the suffixes -ity and -ment.</i></p>



Unit 2: Rights & Freedoms

Cycle 1: Ivan

Lesson 4

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle Discussion Question	Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson 4 Objectives	<ul style="list-style-type: none"> • Read and discuss “<i>Zoos Should be Banned</i>” to identify arguments for why zoos are unfit to house animals and why they should therefore be banned. • Identify, analyze, and use words with the suffixes -ity and -ment. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> ❑ Chart paper for documenting the pros and cons of zoos ❑ “<i>Are Zoos Good or Bad for Animals?</i>” text (p. 6-7 of Student Workbook) ❑ CLAVES Morphology Activity (p. 8 of Student Workbook) 	<ul style="list-style-type: none"> ❑ Student Workbook (p. 6-8)

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p>Introduce Lesson</p> <p><i>In “Ivan”, the story ends with Ivan leaving the shopping mall and going to the Zoo in Atlanta, where he lives until he is 50. He seems to be very happy at the zoo, compared to his shopping mall life. So zoos can be good places. But we also heard from Damien Aspinall last time that humans don’t have the right to keep animals in captivity. Today we’ll hear from a journalist who presents both sides of the argument around whether we should have zoos.</i></p>
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Reading & Embedded Language (18 min)	<p>Activate and Build Background Knowledge</p> <p><i>What do you think: Should zoos be banned? Has anyone been to a zoo? What do you remember about it? What kinds of animals did you see there?</i></p> <p>Guided Reading of “Should Zoos be Banned?”</p> <p>Have students silently read the entire text or one paragraph at a time (p. 6-7 of the Student Workbook). Alternatively, guide student reading via read aloud.</p> <ul style="list-style-type: none"> • As you work through each paragraph, use chart paper to document the pros and cons of zoos.
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	<p>Use the guidance below as comprehension checkpoints.</p> <ul style="list-style-type: none">● PARAGRAPH 1: <i>Do you agree that zoos are great for humans?</i>● PARAGRAPH 2: <i>Why do you think humans are so interested in keeping animals in zoos?</i>● PARAGRAPH 3: <i>What reasons do the author give for why we should have zoos?</i>● PARAGRAPH 4: <i>What reasons do the author give for why we should NOT have zoos?</i> <p>Post-Reading Discussion/Writing</p> <ul style="list-style-type: none">● <i>What do <u>you</u> think? Should zoos be banned? Why or why not?</i>● <i>Which of the author's arguments did you find most or least persuasive? Were there other arguments that were missing?</i> <p>For all questions, encourage students to explain their thinking and refer to the text. Also, encourage students to notice and use target words.</p>
<p>Extended Language Work (10 min)</p>	<p>Introduce Language Targets</p> <ul style="list-style-type: none">● <i>Today we're going to use what we've learned about the suffixes -ity and -ment to make new words.</i>● <i>Remember that -ity means "the condition of." Captivity means the condition of keeping someone or something in some kind of container.</i>● <i>Remember that -ment also means "the condition of" or "the way that". So treatment means the way someone treats another person, animal, or thing.</i> <p>Morphology Word Game</p> <p>Have students turn to p. 8 of the Student Workbook. This can be a whole group, paired, or individual activity.</p> <ul style="list-style-type: none">● Show students how to extract the base word from the bolded word in the sentence, using ability as an example (#1 on the Workbook activity). Talk about how the root word might be spelled differently than it appears on the target word (e.g., ability → able).● Invite students to guess the base or root word by thinking aloud about each part of the word. Clarify as needed and invite students to use a dictionary for tricky words.
<p>Wrap Up (1 min)</p>	<p>Close Lesson</p> <p><i>Nice job today! Next time we will read an article about owning pets and taking care of them. We'll also practice using object pronouns.</i></p>



For Teacher Reference

	Sentences	Base Word	Suffix
1.	I have the ability to play soccer.	able	ity
2.	In Ivan, protestors made a clear statement about ending his captivity.	state	ment
3.	There is always a possibility that recess will last for two hours. :)	possible	ity
4.	The children had an argument about who won the game.	argue	ment
5.	The kids were very excited to see a dinosaur fossil in reality .	real	ity
6.	The school bought new equipment for the gym.	equip	ment
7.	The baby looked for security in their mother.	secure	ity
8.	My mother makes online bill payments .	pay	ment
9.	When he was in captivity , Ivan felt lonely.	captive	ity
10.	People felt that Ivan's treatment in the shopping mall was unfair.	treat	ment



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Unit 2: Rights & Freedoms

Cycle 1: Ivan

Lesson 5

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle Discussion Question	Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson 5 Objectives	<ul style="list-style-type: none"> • Read and discuss an article about owning pets and taking care of them. • Identify object pronouns from the text. 	
Materials	Teacher	Students
	<input type="checkbox"/> Student Workbook	<input type="checkbox"/> Student Workbook

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p><u>Introduce Lesson</u> <i>Last time we thought about whether there should be zoos. Today, we will read and discuss a short article about whether we should own pets. In the article, the author will describe some of the arguments <u>for</u> and <u>against</u> pet ownership.</i></p>
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Reading & Embedded Language (15 min)	<p><u>Activate and Build Background Knowledge</u> <i>Do you have pets? How do you take care of your pets and keep them safe?</i></p> <p><u>Guided Reading of “Should We Have Pets?”</u> Have students silently read the entire text or one paragraph at a time (p. 9 of the Student Workbook). Alternatively, guide student reading via read aloud.</p> <ul style="list-style-type: none"> • As you work through each paragraph, use chart paper to document the pros and cons of owning pets. <p>Use the guidance below as comprehension checkpoints.</p> <ul style="list-style-type: none"> • After arguments <u>for</u> pets: <ul style="list-style-type: none"> ○ <i>What are some of the arguments <u>for</u> pet ownership? Which of these do you find most/least persuasive? What are some other arguments for having pets?</i> • After arguments <u>against</u> pets: <ul style="list-style-type: none"> ○ <i>What examples of these types of treatment did we see in “Ivan”?</i> ○ <i>Are there other examples that you would add?</i>
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	<p>Post-Reading Discussion <i>Let's go back to our Student Workbook (p. 5), where we thought about different animals and whether they should be kept in zoos or as pets. Have you changed your mind about what you wrote?</i></p>
<p>Extended Language Work (15 min)</p>	<p>Introduce Language Targets <i>Turn to p. 10 in your Student Workbooks. When we read "Wolves are Back", we talked about subject pronouns (I, you, he/she/it, we, you, they). Today we're going to talk about a different type of pronoun: object pronouns. These pronouns are: me, you, him/her/it, us, you, and them. We're going to do some practice with this today.</i></p> <p>Guide Extended Language Work <i>Now turn to p. 11 of your Student Workbooks. We're going to try to write down the object pronouns in these sentences from "Ivan".</i></p> <p>Guide students through EXAMPLE Sentence 1:</p> <ol style="list-style-type: none">1. <u>The Sentence:</u> "But Ivan had no family to protect him."2. <u>The Question:</u> Who is "him" in this sentence? How do you know?3. <u>The Answer:</u> "Him" is Ivan. There was no family to protect Ivan. <p>NOTE: Have students work individually, in pairs, or as a group, to answer the remaining three questions. Once this has been done, review each, and have students share their answers and reasoning.</p>
<p>Wrap Up (1 min)</p>	<p>Close Lesson <i>Nice job today! Next time we will catch up on any work we have missed over the past five days.</i></p>



For Teacher Reference

Subject Pronouns	Object Pronouns	Object Pronoun Activity
I	Me	1. Him → Ivan
You	You	2. Them → Gorillas
He/She/It	Him/Her/It	3. It → Old tire
We	Us	4. Us → My class
You	You	
They	Them	



The CLAVES Curriculum

Unit 2: Rights & Freedoms

Cycle 1: Ivan

Lesson 6

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle Discussion Question	Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson 7 Objectives	<ul style="list-style-type: none"> Engage in collaborative discussions about opinions on what environment best protects animals' rights. 	
Materials	Teacher	Students
	<input type="checkbox"/> "Ivan" Powerpoint	<input type="checkbox"/> Student Workbook with notes from the cycle

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Discussion Question (5 min)	<p><u>Introduce Lesson</u> <i>Today we will have a discussion on our big question: "Which environment(s) do you think protects animals' rights the best: the wilderness, zoos, or our homes?"</i></p> <p>NOTE: Give students an opportunity to look at their materials and independently prepare for the discussion.</p>
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Dialogic Reasoning (20 min)	<p><u>Review Norms (if necessary)</u></p> <ol style="list-style-type: none"> I am respectful of my classmates. I listen carefully to the ideas my classmates are presenting. I stick to the topic. I can talk without raising my hand. <p><u>Initiate and Facilitate Discussion</u></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 the discussion goes astray, and model metacognition to stimulate/guide the discussion, if needed. See the facilitation guide table below for ideas on how to extend the conversation. Close discussion by taking a poll on students' current beliefs on the topic after discussing the question together.
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Wrap Up
(5 min)

Close Lesson

Nice job everyone! We had a great discussion on the different perspectives around the importance of animal rights. We will start a new text, "Joelito's Big Decision/La gran decisión de Joelito" next time.

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?