



Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 1

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| Unit 1 Questions | How are humans and nature interdependent? How do humans affect nature? | |
| Cycle Discussion Question | Should wolves be reintroduced into national parks? | |
| Cycle Language Targets | Vocabulary: Restore, Exterminate, Depopulate, Reintroduce | Morphology: re-, de- |
| | | Syntax: Subject pronoun reference |
| Lesson 1 Objectives | <ul style="list-style-type: none"> • Closely read “The Wolves Are Back” to determine how wolves help keep the Yellowstone National Park in balance. • Begin to acquire and use target vocabulary and morphological word parts when discussing the text. | |
| 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 / White board | <input type="checkbox"/> Student Workbook |

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

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|---|---|
| Introduce Cycle and Lesson (5 min) | <p><u>Introduce Cycle</u></p> <ul style="list-style-type: none"> • <i>This unit is about how humans, 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 the interaction between wolves and the ecosystem they live in.</i> • <i>We will gather evidence to help us discuss this question: “Should wolves be reintroduced into national parks?”</i> <p>Have students turn to the Unit 1 Cycle 1 Discussion Graphic Organizer (p. 3-4 of Student Workbooks).</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><u>Introduce Lesson</u></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 that keeping something in balance means to make things work well together.</i></p> |
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Reading & Embedded Language (25 min)

Pre-Reading Word Work

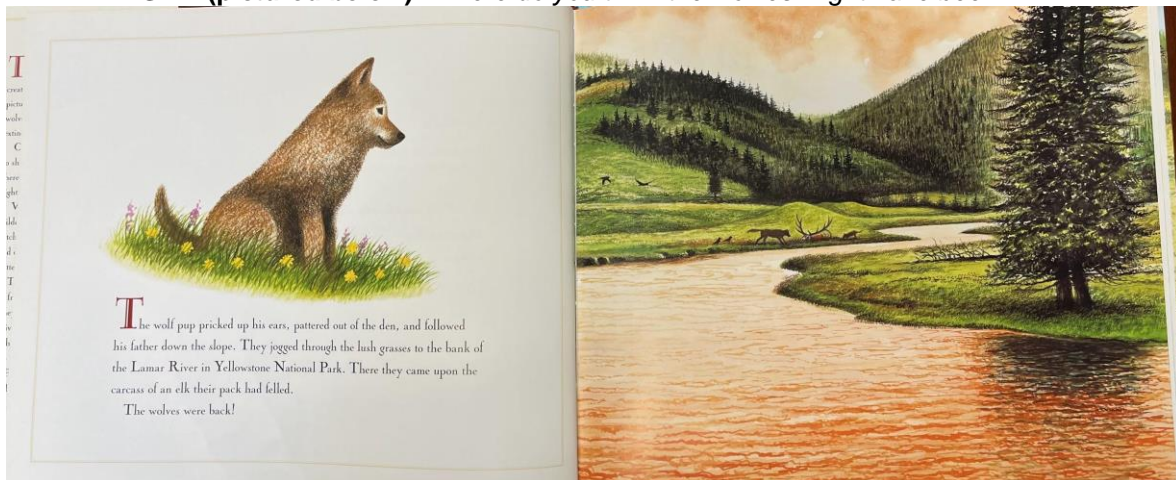
Open "Wolves are Back" Powerpoint.

- **SLIDE 1:** First, let's activate or build some background knowledge.
- **SLIDE 2:** The text we will read today is set in Yellowstone National Park.
 - **Think-Pair-Share:** What do you know about national parks? Have you ever been to a national park? What was it like?
- **SLIDES 3-4:** Here is some additional information about Yellowstone National Park.
 - Review information with students.
- **SLIDE 5:** We will be working with four words as we read this text together: exterminate, reintroduce, depopulate, and restore.
- **SLIDE 6:** The two words we will talk about today are exterminate and reintroduce.
- **SLIDES 7 - 15: Exterminate**
 - Work through slides using the language in the Powerpoint as a guide.
- **SLIDES 16 - 26: Reintroduce**
 - Work through slides using the language in the Powerpoint as a guide.

Guided Reading

Have students silently read p. 1-10 of "The Wolves are Back" text. Once students have finished reading, return to the text and ask questions following the guidance below.

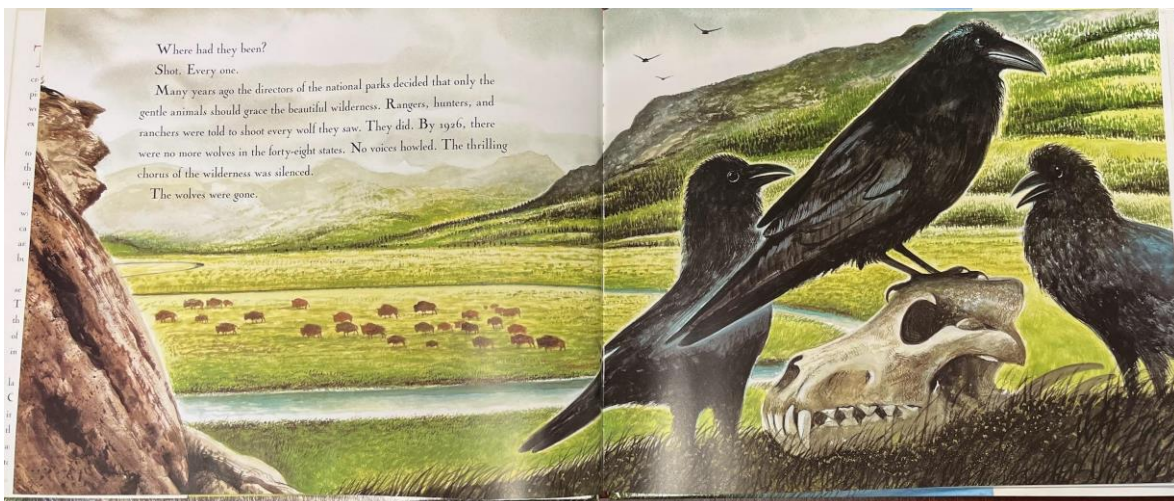
- **PAGE 1 (pictured below):** Where do you think the wolves might have been?



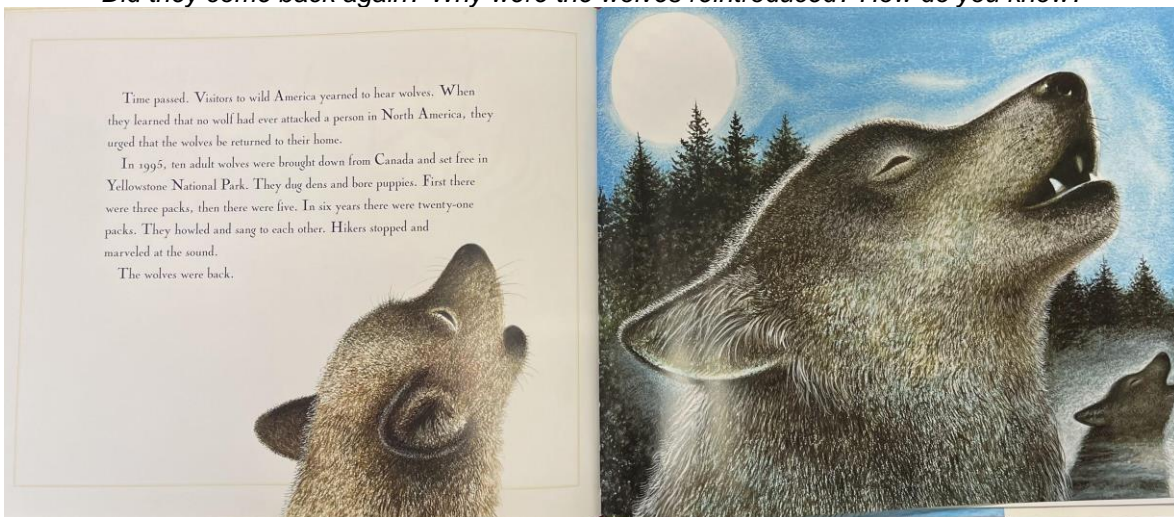
- **PAGE 3 (pictured below):** The text says the wolves were gone. Another way to say this is the wolves were exterminated. Why were the wolves exterminated? What does that mean? How do you know? What does the text say?



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- **PAGE 5 (pictured below):** 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?
- **PAGE 5:** 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?



- **PAGES 6-10 (p. 10 pictured below):** Stop to monitor and/or guide comprehension as needed.



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Post-Reading Discussion/Writing

- **Think-Pair-Share:** Based on what we read today, how would you answer this question: "How do wolves help keep Yellowstone National Park in balance?"
- Write some notes in your Graphic Organizer (p. 3 of the Student Workbook) that will help you as we build up to answering the question, "Should wolves be reintroduced into national parks?"

Wrap Up (1 min)

Close Lesson

Today we read "The Wolves are Back" to look for evidence for how the wolves help keep the wild in balance. We also talked about the words exterminate and reintroduce.

Next time, we will read the second half of the book, looking for additional evidence. We'll also practice noticing similarities and differences among word parts and whole words.



Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 2

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|----------------------------------|---|---|
| Unit Questions | How are humans and nature interdependent? How do humans affect nature? | |
| Cycle Discussion Question | Should wolves be reintroduced into national parks? | |
| Cycle Language Targets | Vocabulary: Restore, Exterminate, Depopulate, Reintroduce | Morphology: re-, de- |
| | | Syntax: Subject pronoun reference |
| Lesson 2 Objectives | <ul style="list-style-type: none"> Closely read “<i>The Wolves Are Back</i>” to determine how wolves help keep Yellowstone National Park in balance. Acquire and use target vocabulary and morphological word parts when discussing the text. | |
| 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 / White board | <input type="checkbox"/> Student Workbook |

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

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| Introduce Lesson (1 min) | <u>Introduce Lesson</u> <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 National Park’s ecosystem. We are going to finish reading the rest of “The Wolves Are Back” today, and continue talking about our discussion questions.</i> |
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| Reading & Embedded Language (20 min) | <u>Activate and Build Background Knowledge</u> <i>Let’s discuss what we read last time. In the book so far, what evidence have we found that explain how the wolves were keeping things in balance?</i> NOTE: Solicit 2-3 responses. Notice and encourage when students use key vocabulary in their responses (i.e. restore , exterminate , reintroduce , balance). 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. And sparrows could raise babies. Wolves frightened bison, who no longer trampled trees. Now aspen grew and provided limbs for flycatchers to perch on. |
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- 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.

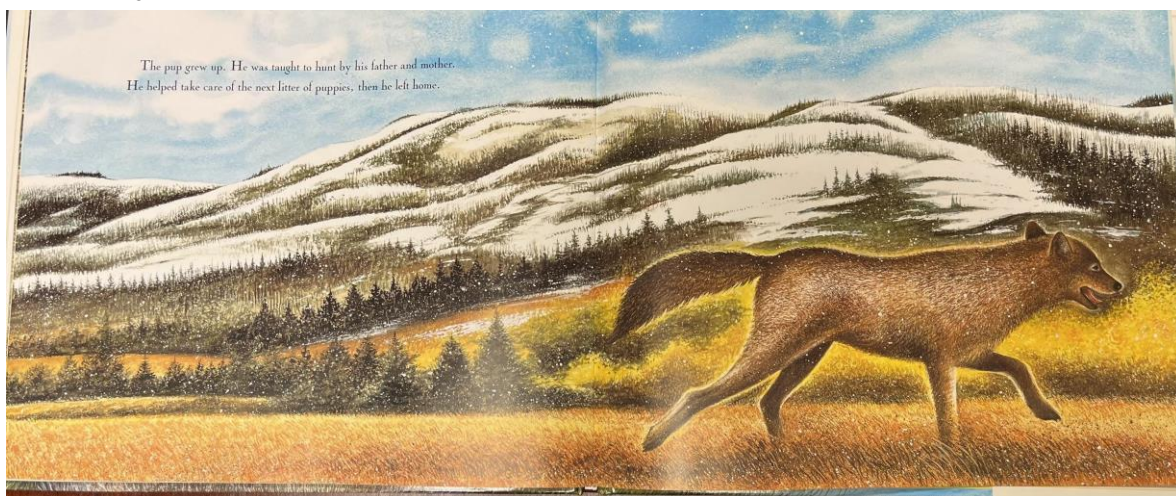
Guided Reading

Have students silently read p. 11-15 of “*The Wolves are Back*” text. Once students have finished reading, return to the text and ask questions following the guidance below. You may also add some of your own questions.

- **PAGE 12 (pictured below):** *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?*



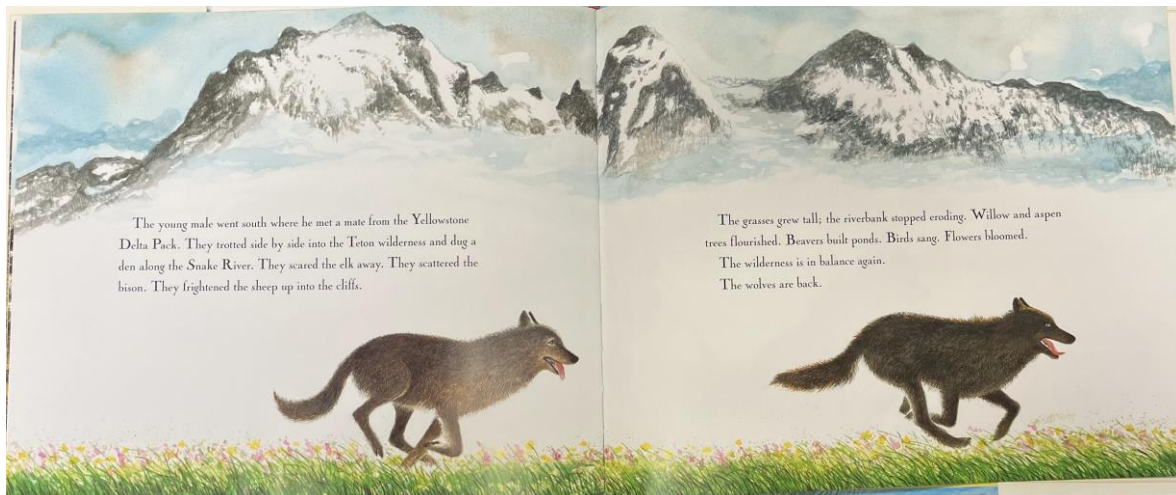
- **PAGE 13 (pictured below):** *The text says, “...he left home.” Who is “he”, and how do you know?*



- **PAGE 14:** *The book says, “The wilderness is in balance again.” Another way to say this is, “Balance was restored.” How was balanced restored? Think about **re-** in restore. **Re-** means back or again. Was there balance before? Is there balance again now?*
 - *What does balance mean in the context of this book? What else did we learn today about how the wolves help keep the wilderness in balance?*



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Post-Reading Discussion/Writing

- **Think-Pair-Share:** *How do wolves help keep Yellowstone National Park in balance?*
- *Write some notes in your Graphic Organizer (p. 3-4 of the Student Workbook) that will help you as we build up to answering the question, "Should wolves be reintroduced into national parks?"*

Extended Language Work (10 min)

Introduce Language Targets

Open "Wolves are Back" Powerpoint.

- *We're now going to continue talking about some vocabulary from the text we just read.*
- *Last time we discussed what you know about the words **exterminate** and **reintroduce**. Today, we are going to talk about two other words, **depopulate** and **restore**.*

Guide Extended Language Work

From "Wolves are Back" Powerpoint.

- **SLIDE 27:** *The two words are **depopulate** and **restore**.*
- **SLIDES 28 - 36: Depopulate**
 - Work through slides using the language in the Powerpoint as a guide.
- **SLIDES 37 - 44: Restore**
 - Work through slides using the language in the Powerpoint as a guide.

Wrap Up

Close Lesson

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 the book.

Next time, we'll watch a video to learn different opinions that people have about whether or not 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.



For Teacher Reference

| Target Word | Definition | Spanish Translation | Mandarin and Cantonese Translations | Context |
|---------------------------|---|---|--|---|
| Exterminate | To destroy or kill a group of animals or humans completely. | <i>Exterminar</i> | 消 灭 xiāo miè 消 滅 siu1 mit6 | In “The Wolves are Back”, the Yellowstone wolves were shot and exterminated in the 1920s. Since then, there were no more wolves in the area. |
| <u>Reintroduce</u> | To bring back again. | <i>Reintroducir/ Reintroducción</i> | 重 新 引 入 chóng xīn yǐn rù 重 新 引 入 cung4 san1 jan5 jap6 | In “The Wolves are Back”, gray wolves were reintroduced into Yellowstone in 1955. After 70 years without wolves, people began to understand the important role of wolves in the ecosystem. |
| <u>Depopulate</u> | 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 | In this book, the wolves are depopulated from Yellowstone National Park through extermination . |
| <u>Restore</u> | To bring back someone, something, or someplace to the way it was. | <i>Restaurar</i> | 恢 复 huī fù 恢 复 fui1 fuk6 | At the end of “The Wolves are Back”, balance is restored in the wilderness. |



Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 3

| | | |
|----------------------------------|---|---|
| Unit Questions | How are humans and nature interdependent? How do humans affect nature? | |
| Cycle Discussion Question | Should wolves be reintroduced into national parks? | |
| Cycle Language Targets | Vocabulary: Restore, Exterminate, Depopulate, Reintroduce | Morphology: re-, de- |
| | | Syntax: Subject pronoun reference |
| Lesson 3 Objectives | <ul style="list-style-type: none"> Closely watch the video, “<i>Wolves and People</i>” to understand how wolves help keep Yellowstone National Park in balance. Demonstrate understanding of word relationships and nuances in word meanings. | |
| 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 |

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

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|---------------------------------|--|
| Introduce Lesson (1 min) | <u>Introduce Lesson</u> <i>Last time, we finished reading “The Wolves are Back”, and we discussed how reintroducing wolves into the Yellowstone National 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> |
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| Reading & Embedded Language (15 min) | <u>Activate and Build Background Knowledge</u> <ul style="list-style-type: none"> What are ranchers? What do they do? A ranch is like a farm (rancho in Spanish), but where animals (i.e. cows, horses, and sheep) are raised. What are the word parts in rancher (RANCH + -ER)? How do the word parts help us know the meaning? A rancher is a person who owns or runs a ranch, and helps to raise the animals. What do you think ranchers would have to say about wolves being reintroduced to the national park? <u>Guided Video-Watching</u> <i>When we study a topic or read a book, it’s important to consider different perspectives and opinions. Today, we’re going to learn about the ranchers near Yellowstone National Park and their opinions about the reintroduction of wolves. As you watch this video, try to notice what the ranchers <u>say</u> and <u>how</u> they back up their opinions.</i> |
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SLIDE 48 and 52 watch “Wolves and Ranchers” video (<https://youtu.be/GoH2l8dHwIE>, 3:17 minutes)

Ask students to pay attention to evidence that highlights the ranchers’ opinions on wolf reintroduction. Have them take notes of the recorded evidence in their Graphic Organizers (p. 4 of the Student Workbook).

Guide students to p. 5 of the Student Workbook, which provides a transcript of what the reporter in the video is saying. Move the video back to 0:31 if you want students to read along as they listen.

- **0:31:** *Let’s look at what the reporter says near the beginning of the video. On the 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.*

Think-Pair-Share:

- *Why do some people think wolf reintroduction has been a good thing for Yellowstone National Park?*
 - **Possible reasons:** Tourism; Nature's balance; Food chain
- *What perspective do the ranchers have on the reintroduction of wolves into Yellowstone? What are their reasons?*
 - **Possible reasons:** Their kids or livestock could be attacked/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?*

Post-Video Discussion/Writing

- *Based on what we’ve discussed, how could wolf reintroduction be a problem?*
- *Write some notes in your Graphic Organizer (p. 3 - 4 of the Student Workbook) on the different perspectives we’ve learned from the video about the question of, “Should wolves be reintroduced into national parks?”.*

Extended Language Work (15 min)

Introduce Language Targets

Today we are going to discuss our vocabulary words in more depth, and think about how they are connected to each other.

Guide Extended Language Work

Open the “Wolves are Back” Powerpoint to **SLIDE 45**.

Review the key words (exterminate, depopulate, reintroduce, and restore), and preview the prefixes and pronouns.

- Ask students to look at the Word Web on p. 6 of the Student Workbook, with the words depopulate and reintroduce.
- Using chart paper, model how to think of words that are connected to one of these vocabulary terms. Write down the relevant word, and draw a line to it (*see example below*). Explain why you chose that word. If you add an antonym, consider drawing a circle around it in a different color.

Word Web Activity

The Word Web activity is on p. 6 of the Student Workbooks. Students can work on this activity individually, or in pairs.



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Ask students to think of words that are related/connected to the target words. Students will write or draw a picture of a word near the target word, and draw a line to it.

Ideas for possible connections with target words:

- Invite students to translate words, or think of cognates in other languages.
- How do the two target words relate to one another?
- Think of synonyms and antonyms.
- Are the words thematically related?
- Think of stronger or weaker versions of the words.
- Add or take away different word parts (i.e. **de-** or **re-**) to create new forms of the word.
- What parts of speech are the words?

Once students have completed the Word Web, have pairs or triads share out their ideas.

Lead a discussion to guide the group notice any similarities or differences between their maps.

**Wrap Up
(1 min)**

Exit Ticket

Students will write responses to the following questions on p. 13 of the Student Workbooks:

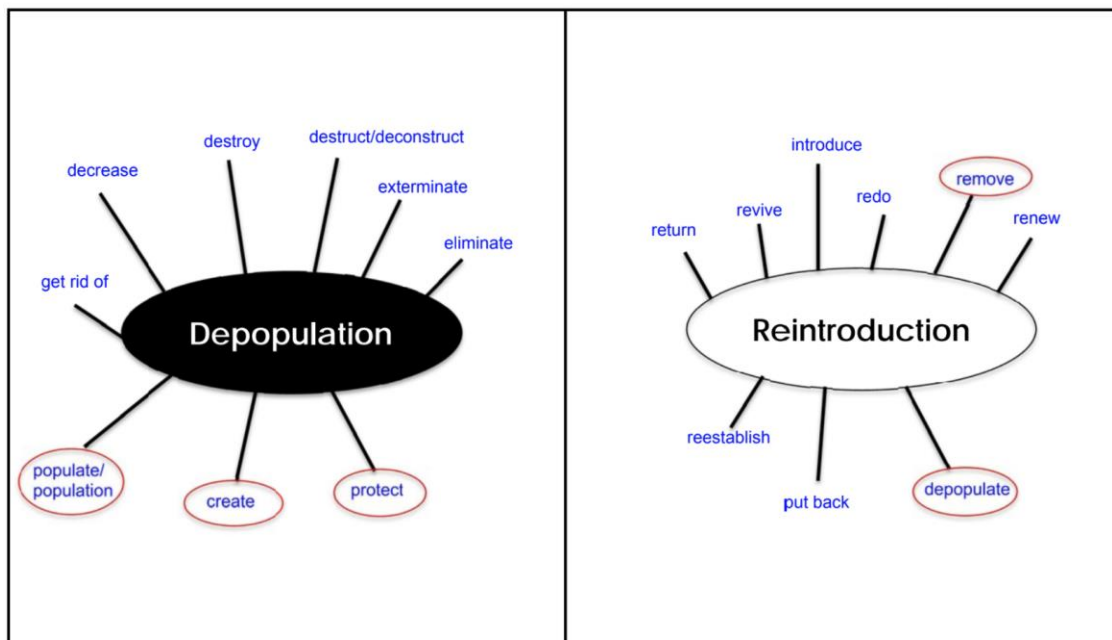
- Share one key thing that you learned from the book, or one key idea you are thinking about that is related to the discussion question.
- Share one key thing that you learned about language or one of the vocabulary words.

For Teacher Reference

Example of a completed Word Web Organizer:

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 opportunities for students to interpret the activity in creative ways! Invite students to add words, examples, ideas, or even pictures to the web. The goal is for students to start thinking about how words and things are (or aren't) connected.



 = antonyms



Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 4

| | | |
|----------------------------------|--|---|
| Unit Questions | How are humans and nature interdependent? How do humans affect nature? | |
| Cycle Discussion Question | Should wolves be reintroduced into national parks? | |
| Cycle Language Targets | Vocabulary: Restore, Exterminate, Depopulate, Reintroduce | Morphology: re-, de- |
| | | Syntax: Subject pronoun reference |
| Lesson 4 Objectives | <ul style="list-style-type: none"> 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. Define different words by adding word parts de- and re- to base words. | |
| Materials | Teacher | Students |
| | <input type="checkbox"/> “Wolf Spirit Returns to Idaho” text (p. 7-8 of Student Workbook) <input type="checkbox"/> Wheel of Morphology game https://wheelofnames.com/view/899-8ff/ | <input type="checkbox"/> Student Workbook |

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

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| Introduce Lesson (1 min) | <u>Introduce Lesson</u> <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”. It’s an informational text that will help us to find evidence for why Indigenous people might want to reintroduce wolves to the wild.</i> |
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| Reading & Embedded Language (10 min) | <u>Activate and Build Background Knowledge</u> <ul style="list-style-type: none"> Have you heard the phrase “Indigenous Peoples” before? What do you know about that phrase? <ul style="list-style-type: none"> 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? 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. |
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Guided reading

Have students silently read the first page of the article (p. 7 of Student Workbook). Then, have a discussion using the following questions as guidance.

- When Levi Holt says, “When the wolves were gone, it broke our spirit,” what does that mean?”
- The text says, “They thought that the wolves were dangerous for people and farm animals.” 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 with how they treated the wolves. What were some similarities and/or differences between what happened to the Nez Perce versus what happened to the wolves?

Post-Reading Discussion/Writing

- **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 perspectives?

Extended Language Work (20 min)

Introduce Language Targets

Now, we are going to think about morphology, or how words are put together to make meaning.

Do a quick review of word parts: **re-** & **de-**

- **Re-** means “again”. So **re-introduce** means to “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.

Students can also refer to p. 15 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!

CLAVES Wheel of Morphology Game

This can be played as a whole group, or in pairs.

- If in a **whole group**, face the computer screen at the students.
- If in **pairs**, students will look at the screen together.

How to play:

- Click on the link to access Wheel of Morphology (<https://wheelofnames.com/view/899-8ff/>) or copy and paste the URL into a browser window.
- Click on the spinner to start it 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.



Wrap Up (1 min)

Close Lesson

*Today we learned about the perspective of the Nez Perce on the topic of wolf reintegration. We also explored how two word parts, **de-** and **re-**, can be used to form new words. Next time 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.*

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).



Unit 1: Human-Nature Interaction

Cycle 1: Wolves

Lesson 5

| | | |
|----------------------------------|---|---|
| Unit Questions | How are humans and nature interdependent? How do humans affect nature? | |
| Cycle Discussion Question | Should wolves be reintroduced into national parks? | |
| Cycle Language Targets | Vocabulary: Restore, Exterminate, Depopulate, Reintroduce | Morphology: re-, de- |
| | | Syntax: Subject pronoun reference |
| Lesson 5 Objectives | <ul style="list-style-type: none"> 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. Identify subject pronouns (I, you, he, she, it, we, they) and determine their referents in the text to comprehension. | |
| Materials | Teacher | Students |
| | <input type="checkbox"/> “ <i>Wolf Spirit Returns to Idaho</i> ” text (p. 7-8 of Student Workbook) | <input type="checkbox"/> Student Workbook (p. 7-11) |

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

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| Introduce Lesson (1 min) | Introduce Lesson <i>Today, we will read Part 2 of “Wolf Spirit Returns to Idaho”. As we learned last time, this article introduces the Nez Perce’s perspective on wolves.</i> |
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| Reading & Embedded Language (10 min) | <p><u>Activate and Build Background Knowledge</u> <i>Before we start reading, let’s review the key groups of people who were introduced in the reading:</i></p> <ul style="list-style-type: none"> Who wants to <u>depopulate</u> the wolves? Why? Who wants to <u>repopulate</u> the wolves? Why? <p><u>Guided Reading</u> Have students silently read the second page of the article (p. 8 of Student Workbook). Then, have a discussion using the following questions as a guidance.</p> <ul style="list-style-type: none"> The text says, “They had plans to bring gray wolves from Canada to Yellowstone and Idaho.” Who is “<u>they</u>”? How do you know? How have the Nez Perce been involved in wolf <u>reintroduction</u>? Why might the Nez Perce have been the ideal people for this project? What are the results of the Nez Perce’s efforts? How do you know? |
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Post-Reading Discussion/Writing

- Write some notes in your Graphic Organizer (p. 3-4 of Student Workbook) that will help you as we build up to answering the question, “Should wolves be reintroduced into national parks?”

Extended Language Work (20 min)

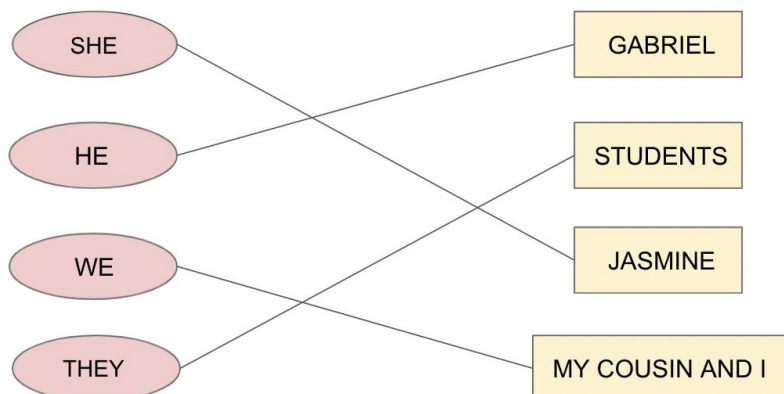
Introduce Language Targets

- In the different texts from the unit, we have read the perspectives of different people. For example, 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. This can sometimes make it hard to understand who exactly the author is talking about.
- Today we'll explore how pronouns are used and how we can track pronouns to link them to their subjects. This will help us to always understand what and who we are reading about.

Let's practice first. Turn to p. 9 in your Student Workbooks.

- Review the definition of a pronoun.
- A subject pronoun (i.e. **I**, **you**, **we**, **she/he/it**, or **they**) represents the subject/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 discuss some 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.) Draw a line from pronoun to referent.
 - **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 are “**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 for each referent, have students turn to p. 10 of the Student Workbook where they can find a visual to the previous activity.



Scavenger Hunt Activity

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 it's not as clear, and we might have to reread a paragraph to figure out who the pronoun refers to.

Look at p. 11 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, with an arrow drawn back to Horace Axtell? That's because the pronoun **"I"** is referring to Horace Axtell, who is the subject of the sentence.
- In sentence B, **"he"** refers back to the wolf because the wolf is the subject of that sentence.

Now use the text just below the examples to do the pronoun scavenger hunt by yourself. As you look for the subject pronouns (**I, you, he, she, it, we, they**), think about what clues you notice in the text to help you connect pronouns with their referents.

NOTE:

- Read the first paragraph or two together as a group. Once students seem comfortable, ask them to finish the rest of the text alone, or with a partner.
- Prompt students to share out some of the pronouns they found. If time allows, 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 (1 min)

Close Lesson

Today, we looked for evidence to support why Indigenous people might want to reintroduce wolves to the wild. We also learned about tracking pronouns to help us understand who we are reading about in texts.

Next time, we're going to connect all of the texts we have read/watched and prepare to have our discussion about our key question: "Should wolves be reintroduced into national parks?"



For Teacher Reference

This lesson will only focus on **subject pronouns**. However, students may ask about other types of pronouns. A list of alternative pronouns are included below as a reference.

| 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 |



Unit 1: Human-Nature Interaction

Cycle 1: Wolves are Back

Lesson 6

| | | |
|----------------------------------|---|---|
| Unit Questions | How are humans and nature interdependent? How do humans affect nature? | |
| Cycle Discussion Question | Should wolves be reintroduced into national parks? | |
| Cycle Language Targets | Vocabulary: Restore, Exterminate, Depopulate, Reintroduce | Morphology: re-, de- |
| | | Syntax: Subject pronoun reference |
| Lesson 7 Objective | <ul style="list-style-type: none"> Engage in collaborative discussions about opinions of whether wolves should be reintroduced to Yellowstone National Park. | |
| Materials | Teacher | Students |
| | <input type="checkbox"/> “Wolves are Back” Powerpoint, SLIDE 47 | <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 group discussion on our big question: “Should wolves be reintroduced to Yellowstone National Park?”</i></p> <p>NOTE: Give students an opportunity to look at their materials and independently prepare for the discussion.</p> |
|--|--|

| | |
|------------------------------------|--|
| Dialogic Reasoning (20 min) | <p><u>Review Norms</u> Show SLIDE 47, so students can refer to it 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><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. |
|------------------------------------|--|



Wrap Up
(1 min)

Close Lesson

Nice job everyone! We had a great discussion about the different perspectives on the topic of wolf reintroduction. Next time we will start a new text, "We are Water Protectors".

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. |



The CLAVES Curriculum

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?
