



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 DR Question	Which environment do you think protects animals' rights the best: the wilderness, zoos, our homes?	
Cycle 1 Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson 1 Objectives	<p>Begin to discuss the words captivity, treatment, petition and protest.</p> <p>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.</p>	
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

Introduce Cycle and Lesson (5 min)	<p>Introduce cycle Say:</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 and what they 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 be able to discuss this question, "Which environment protects animals' rights the most: the wilderness, zoos, our homes?"</i> <p>Have students turn to the Unit 2, Cycle 1 DR Graphic Organizer found on p. 2 in the Student Workbook. Say:</p> <ul style="list-style-type: none"> <i>Will we use this graphic organizer to take notes throughout the cycle.</i> <p>Introduce lesson SAY: <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	<p>1. Pre-reading Word Work Open Ivan powerpoint Say:</p>
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(25 min)

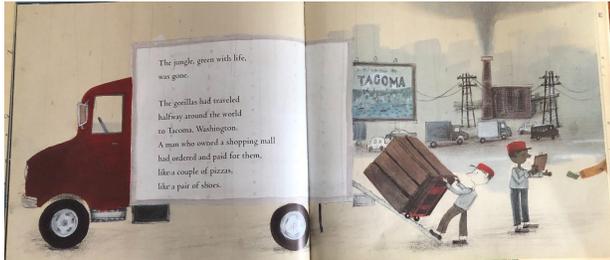
- **SLIDE 1:** Introduce the book you will read together, *Ivan: The Remarkable True Story of the Shopping Mall Gorilla* text
- **SLIDE 2:** The text we are starting today is about a gorilla named Ivan
 - Let's activate or build some background knowledge.
 - Think-Pair-Share: Have you ever seen a gorilla? 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 and playing with are **captivity**, **treatment**, **petition**, and **protest**.
- **SLIDE 5:** Today we'll be working with the first two words: **captivity** and **treatment**
- **SLIDES 6- 13: Captivity**
 - Work through slides using the language in the powerpoint as a guide
- **SLIDES 14 - 21: Treatment**
 - Work through slides using the language in the powerpoint as a guide

SAY:

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

2. Reading Ivan

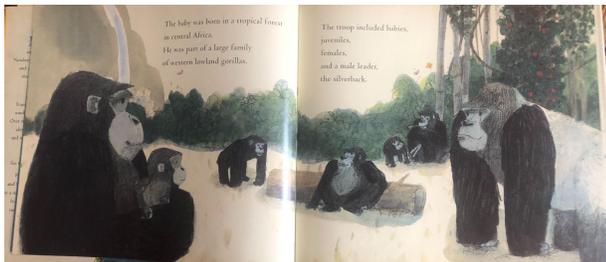
Have students silently read (or guide student reading) up to page 9 (pictured below).



For silent reading: Once students have finished reading, return to the text and ask questions following guidance below.

For guided reading: Use the guidance below as comprehension check points.

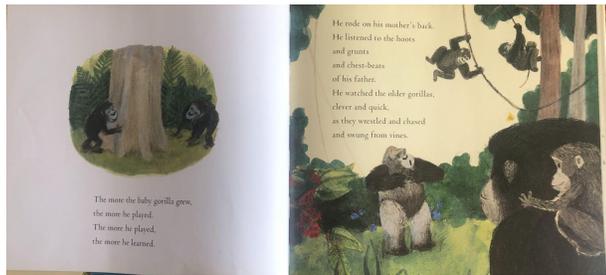
- **Turn to page 3 (pictured below):** How does this picture show Ivan in the wild? Remember how the wolves were reintroduced into the wild of Yellowstone Park?



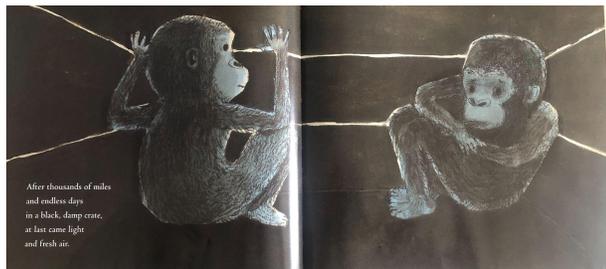
- **Turn to page 5 (see below):** Do you think Ivan enjoyed his life in the wild? What makes you say that?



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



Discuss and/or write after reading through p. 9 in the text:

- *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 table in the Student Workbook (p. 2) that answers the questions about Ivan’s life in the wild. What’s the best habitat for Ivan in your opinion?*

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

Wrap Up

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**.*

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



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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 qíu 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 (verb / noun)	(noun) A written document that demands change. (verb) To make a formal written request for change	<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 (verb/noun)	(noun) Something said or done that shows disagreement. (verb) To disagree strongly and publicly with something.	<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

<p>Unit Questions</p>	<p>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?</p>	
<p>Cycle DR Question</p>	<p>Which environment do you think protects animals' rights the best: the wild, zoos, our homes?</p>	
<p>Cycle Language Targets</p>	<p>Vocabulary: Captivity, Treatment, Petition Protest</p>	<p>Morphology: -ity, -ment</p>
	<p>Syntax: Object pronouns</p>	
<p>Lesson Objective</p>	<p>Finish reading the second half of Ivan. Discuss Ivan's treatment and characteristics of different living situations using graphic organizer Continue to explore and discuss the words <i>petition</i> and <i>protest</i></p>	
<p>Materials</p>	<p><input type="checkbox"/> Ivan powerpoint <input type="checkbox"/> <i>Ivan: The Remarkable True Story of the Shopping Mall Gorilla</i> text</p>	<p><input type="checkbox"/> Student Workbook</p>
<p>Reading & Embedded Language (20 min)</p>	<p>Introduce lesson SAY: <i>Today we will finish reading Ivan and continue answering the questions on page 2 of our Student Workbooks.</i></p> <p>1. Activate and build background knowledge: SAY: <i>Who remembers where we left off? (Ivan has been taken from the wild and arrives in Seattle)</i></p> <p><i>Let's revisit the question we talked and wrote about in our notes: "What was Ivan's life like in the wild?" Encourage students to share and extend what they wrote about in the prior session. Additionally, motivate students to use captivity and treatment, learned previously.</i></p> <p><i>We know that someone in Seattle paid to have Ivan brought there. How do you think Ivan will be treated? Do you have a better idea about what a "shopping mall gorilla" might be now?</i></p> <p>2. Reading Ivan Have students silently read (or guide student reading) to the book's end (pictured below).</p> <div data-bbox="347 1602 902 1831" data-label="Image"> </div>	

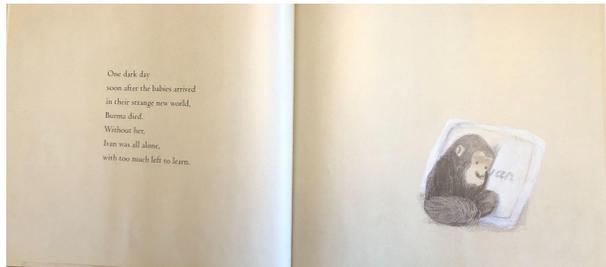


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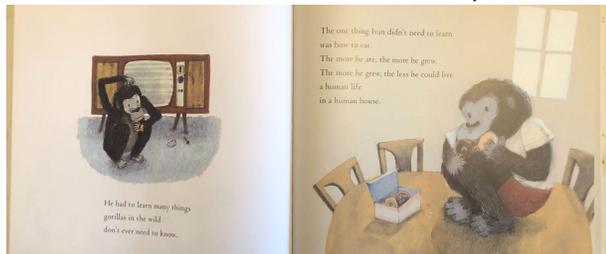
For silent reading: Once students have finished reading, return to the text and ask questions following guidance below.

For guided reading: Use the guidance below as comprehension check points.

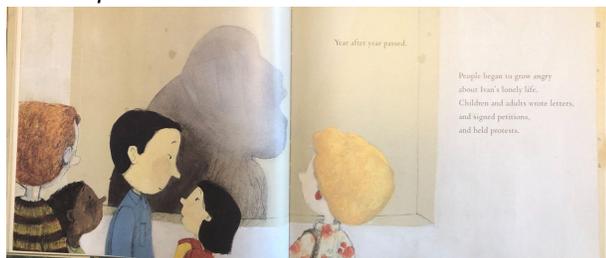
- **On page 12 (pictured below):** *How do you think Ivan must feel about losing Burma? What does it mean to have “too much left to learn”?*



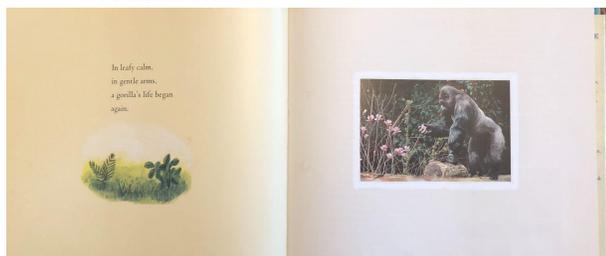
- **On page 16 (pictured below):** *How would you describe Ivan's life living in a human home? Discuss or write some notes on p. 2 of the Student Workbook*



- **On 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*



- **On 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*



3. Discuss and/or write after reading:

SAY:

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



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	<p>Review with the group the notes that students have taken in their graphic organizer on p. 2 of the Student Workbook. Add to the organizer. Encourage students to notice and use target words.</p>
<p>Extended Language Work (10 min)</p>	<p>Introduce Language Targets: Open Ivan powerpoint to Slide 22</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 captivity and treatment. Today we are going to talk about two other words: petition and protest.</i>● <i>These words are interesting because they can be used as a noun or a verb in a sentence.</i> <p>Guide Extended Language Work: From Ivan Powerpoint</p> <ul style="list-style-type: none">● <i>SLIDE 22: The two words are petition and protest.</i>● <i>SLIDES 23 - 31: Petition</i><ul style="list-style-type: none">○ Work through slides using the language in the powerpoint as a guide○ NOTE FOR SLIDE 27: 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.● <i>SLIDES 32 - 39: Protest</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>Nice job everyone. Next time we will watch some videos and talk about the kinds of rights animals should have.</i></p>



The CLAVES Curriculum

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 qíu 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 (verb / noun)	(noun) A written document that demands change. (verb) To make a formal written request for change	<i>Petición</i> <i>Presentar una petición</i> (verb)	请 求 qǐng qíu 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 (verb/noun)	(noun) Something said or done that shows disagreement. (verb) To disagree strongly and publicly with something.	<i>Protesta</i> (noun) <i>Protestar</i> (verb)	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 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 DR Question	Which environment do you think protects animals' rights the best: the wilderness, zoos, our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson Objectives	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
	<input type="checkbox"/> White board, chart paper, chalk board <input type="checkbox"/> Markers, chalk <input type="checkbox"/> Video - Gorilla's Reintroduced <input type="checkbox"/> Video - Kids for Animal Rights <input type="checkbox"/> CLAVES U2C1L3 Word Guess powerpoints	<input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	Introduce lesson: SAY: <i>Today we are going to watch a couple videos. The first video will help you visualize what Ivan and his family must have looked like in real life, and makes us think about whether zoos are good places for animals. The second video is about different reasons why children like to have pets. 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 (18 min)	Guide video watching SAY: <i>Let's watch the first video: Gorillas Reintroduced. Think about this question: What reasons does the man in the video work to make sure gorillas are taken out of zoos and reintroduced to the wild?</i> <ul style="list-style-type: none"> • Watch Gorilla's Reintroduced video (https://youtu.be/dwpxCFXWQow, 1:47 minutes). • Invite students to share evidence for why people in the video (Damien Aspinall) want the gorillas to be released into the wild. Also invite them to share evidence from their own lives. • On the white board or chart paper, write: <i>Reasons for reintroduction</i> at the top of a piece of chart paper and take notes as students share evidence they noticed from the video or their own schema. • (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).
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	<p>SAY: <i>Okay, now we're going to watch a second video about why children want to keep pets. As you watch, think about the reasons the children give for why pets are important to them.</i></p> <ul style="list-style-type: none">• Watch "Kids for Animals Rights!" video (3 minutes).• Invite students to share evidence for why children in the video think pets are important to have in their lives. Also invite them to share evidence from their own lives. On the white board or chart paper, write: <i>Reasons for having pets</i> underneath the reasons for reintroduction. Follow the same scribing procedure described above. <p>Discuss and write</p> <ul style="list-style-type: none">• Have students talk together and write some responses in the graphic organizer on p. 4 of the Student Workbook: Pets & Zoos: Does the kind of animal matter? Guide the whole group, or have students work in pairs to think about whether different animals could be pets or held in zoos.
<p>Extended Language Work (10 min)</p>	<p>Introduce language targets:</p> <p>SAY: <i>Let's play a game with the vocabulary words we've been working with since we started CLAVES. We'll be focusing on our four words for Ivan: captivity, treatment, petition, and protest. We'll also be thinking about the other words we focused on in <i>Wolves are Back</i> (restore, exterminate, depopulate, reintroduce) and in <i>Water Protectors</i> (protector, stand, unfit, mistreat). You can see two lists of the words on p. 3 of the Student Workbook.</i></p> <p>Guide extended language work:</p> <ul style="list-style-type: none">• Open CLAVES WordGuess #1 powerpoint and run as a slide show. First review the directions so all students can see the computer screen (SLIDE 2).• Then, choose one or two students to be the "guessers". They should position themselves on one side of the table with the computer facing away from them so they cannot see the computer screen. Students can see the eligible words (in a different order than on the powerpoint) on p. 3 of the Student Workbook• Have the remaining students be the "describers". They should sit on the other side of the table so they can see the computer screen.• Once students are in position, click to SLIDE 3. The "describers" need to describe the target word without using the actual word. The "guessers" try to guess the word. Every correct guess is a point (6 possible points).• NOTE: This can be timed (2 minutes: teachers use phone or some timing device) or untimed.• IF THERE IS TIME, open CLAVES WordGuess #2 powerpoint and play again with the second set of vocabulary words (words also presented on p. 3 of the Student Workbook)
<p>Wrap Up (1 minute)</p>	<p>Close lesson:</p> <p>SAY: <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>



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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 DR Question	Which environment do you think protects animals' rights the best: the wilderness, zoos, our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson Objective	Read and discuss <i>Zoos Should be Banned</i> to identify arguments for why zoos are unfit to house animals and should therefore be banned. Identify, analyze, and use words with the suffixes -ity and -ment .	
Materials	Teacher	Students
	<p style="text-align: center;">Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chart paper for documenting pros and cons of zoos <input type="checkbox"/> <i>Are Zoos Good or Bad for Animals?</i> Text (p. 5-6 in Student Workbook) <input type="checkbox"/> CLAVES Morphology Activity (p. 7 in Student Workbook) 	<p style="text-align: center;">Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook (pp. 5-6)

Introduce Lesson (1 min)	Introduce Lesson (1 minute): <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>
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Reading & Embedded Language (18 min)	<p>Activate and build background Knowledge</p> <ul style="list-style-type: none"> • <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>Reading <i>Should Zoos be Banned?</i> Have students silently read the entire text or one paragraph at a time, found on pg. 5-6 of the Student Workbook. Alternatively, guide students' reading via read aloud. Use chart paper to document pros and cons of zoos as you work through each paragraph.</p> <p>SAY:</p> <ul style="list-style-type: none"> • After paragraph 1: <i>Do you agree that zoos are great for humans?</i> • After paragraph 2: <i>Why do you think humans are so interested in keeping animals in zoos?</i>
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	<ul style="list-style-type: none">• After paragraph 3: <i>What are some of the reasons the author gives for why we should have zoos?</i>• After paragraph 4: <i>What are some of the reasons the author gives for why we should NOT have zoos?</i> <p>Discuss and/or write after reading</p> <p>SAY:</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>NOTE:</p> <ul style="list-style-type: none">• For all questions, encourage students to explain their thinking and refer to the text. Also, notice and encourage students to use target words.
<p>Extended Language Work (10 min)</p>	<p>Introduce language targets:</p> <p>SAY:</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> <ul style="list-style-type: none">• Have students turn to page 7 of the Student Workbook. This can be whole group, paired, or individual activity• Show students how to extract the base word from the bolded word in the sentence, using ability (#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 minute)</p>	<p>Close lesson: <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>



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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



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 DR Question	Which environment do you think protects animals' rights the best: the wilderness, zoos, our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson Objective	Read and discuss an article about owning pets and taking care of them Identify object pronouns from the text	
Materials	Teacher	Student
	<input type="checkbox"/> Student workbook, p. 4 and pp. 8-10	<input type="checkbox"/> Student workbook, p. 4 and pp. 8-10

Introduce Lesson (1 min)	Introduce Lesson (1 minute): <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 for and against pet ownership.</i>
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Reading & Embedded Language (15 min)	<p>Activate and build background Knowledge:</p> <ul style="list-style-type: none"> Do you have pets? How do you take care of your pets and keep them safe? <p>Reading <i>Should We Have Pets?</i> SAY: <i>Turn to p. 8 of the Student Workbook to the text Should We Have Pets?.</i></p> <p>Have students silently read the entire text or one paragraph at a time. Alternatively, guide students' reading via read aloud. Use chart paper to document pros and cons of owning pets as you work through each paragraph.</p> <ul style="list-style-type: none"> After arguments for pets: <ul style="list-style-type: none"> 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? After arguments against pets: <ul style="list-style-type: none"> What examples of these types of treatment did we see in Ivan? Are there other examples that you would add? <p>Discuss after reading SAY:</p> <ul style="list-style-type: none"> Let's go back to our Student Workbook, page 4, 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?
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The CLAVES Curriculum

Extended Language Work (15 min)

Introduce language targets:

- Turn to page 9 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 practice a little bit with this today.

Guide extended language work:

SAY:

Now turn to page 10 of your Student Workbooks. We're going to try to write down the object pronouns in these sentences from *Ivan*.

Guide students through EXAMPLE Sentence 1:

1. The Sentence: "But Ivan had no family to protect **him**."
2. The Question: *Who is "him" in this sentence? How do you know?*
3. The Answer: "Him" is Ivan. There was no family to protect Ivan.

NOTE:

Have students work individually, in pairs, or as a group, to answer the remaining three questions. Once this has been done, return to each, and have students share their answers and reasoning.

Wrap Up

Close lesson: *Nice job today! Next time we will catch up on any work we have missed over the past five days.*



Chart 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	



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 DR Question	Which environment do you think protects animals' rights the best: the wilderness, zoos, our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
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, p. 11	<input type="checkbox"/> Student Workbook pp. 1 - 10 <input type="checkbox"/> Student Workbook p. 11

Introduce Lesson (1 min)	Introduce lesson: SAY: <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>
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Summarize Across Texts (timing up to teacher)	Activate or Build Background Knowledge SAY: <i>We have read and watched texts that help us think about the rights animals should have and the ways that people can protect those rights. We read Ivan, Are Zoos Good or Bad for Animals?, and Should We Have Pets? We watched videos about reintroducing gorillas into the wild and kids loving their pets. We have taken lots of notes!</i>
	Summarize Across Texts SAY: On p. 11 of the Student Workbook, let's think about our big question: Which environments best protect animals' rights: the wilderness, zoos, or our homes?
	NOTE: Have students review your notes from this cycle, alone or paired with another student, and start brainstorming some thoughts on their responses. They can write them in the Student Workbook (p. 11), or just review in pairs.



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Catch-Up OR Extend (timing up to teacher)	<p>Catch- up:</p> <ul style="list-style-type: none">● Reread or rewatch any of the texts. Come back to previous lesson plans.● Review any vocabulary, morphological, or syntax targets that require closer attention.● Finish up, redo, or extend any of the extended language activities from the cycle. <p>Extend</p> <ul style="list-style-type: none">● Create your own sentences using the suffix -ment and -ity found on p.13 of the Student Workbook.● Read a text about children who choose to be vegetarian or vegan● Read a text about Vietnam's controversial elephant race● Watch a short video on whether animals deserve the same rights as people● Do additional language work:<ul style="list-style-type: none">○ Word Web Activity: Protest & Petition○ Word Web Activity: Wild, Captivity, Treatment
Wrap Up	<p>Close lesson: <i>Nice work everyone. Next time, we will have our discussion about which environment do you think protects animals' rights the best: the wilderness, zoos, our homes?</i></p>



Unit 2: Rights & Freedoms
 Cycle 1: Ivan
 Lesson 7

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 DR Question	Which environment do you think protects animals' rights the best: the wilderness, zoos, our homes?	
Cycle Language Targets	Vocabulary: Captivity, Treatment, Petition Protest	Morphology: -ity, -ment
		Syntax: Object pronouns
Lesson Objective	Students will engage in collaborative discussion on their opinion on what environment best protects animals' rights.	
Materials	Teacher	Students
	<input type="checkbox"/> Facilitate discussion <input type="checkbox"/> Ivan powerpoint, Slide 40	<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 to discuss which environment you think protects animals' rights the best: the wilderness, zoos, our homes?</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 (if necessary)</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>Close lesson: SAY: <i>Nice job everyone! We had a great discussion about the different perspectives about the importance of animal rights. We will start a new text, "Joelito's Big Decision/La gran decisión de Joelito" next time.</i></p>	



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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?