SUMMARY
In this persuasive text, a group of children present their arguments both in favor of, and against, keeping animals in zoos. Readers are encouraged to develop their own opinions.

SESSION 1

INTRODUCING THE TEXT

Text Selection: Pages 5–12 (Note: Students may not read the entire selection during the session.)

- Introduce students to the book by explaining that a fourth-grade class helped write it and that it is a book of opinions. Some students will already have their own opinions about whether there should be zoos. Invite them to share their opinions, but stress the focus of the reading, which is to understand different points of view. Today's reading includes the introduction and the first two opposing arguments.

We are going to read the book Should There Be Zoos? It was written by Tony Stead with the help of the fourth-grade class of teacher Judy Ballester. Together they wrote a book of opinions based on research—a persuasive text. We'll read parts of the book in order to understand two different points of view—that there should be zoos, and that there shouldn't be. Before we begin, let's share some opinions about this topic. (I hate zoos—they're not fair to the animals; my mother won't let me go to the zoo; zoos are important so we can learn more about animals; they're fun; zoos help animals that are endangered.) I see we have different points of view. That's fine. As you read the book's introduction
and the first two opinions, on pages 5 through 12, you can keep your opinion, but try to be open-minded about the facts that the book presents.

**READING THE TEXT**

Reread paragraph 2 on page 5; then focus on the word *enclosure*. Ask students to share their understandings of the word.

The word *enclosure* appears in our reading today. Let’s read paragraph 2 on page 5 together and then check our understanding... What do you think the word means? (Zoo animals live in enclosures; an enclosure is a cage; it’s somewhere an animal is kept apart from people.) Yes, an enclosure can be a cage, but it can also be a large area with soil and plants, or one that is filled with water and that holds aquatic animals, such as dolphins. Zoo animals are kept in many kinds of enclosures.

Before asking students to read independently, make clear the focus for today’s reading and provide support for students as they try to understand both opinions. You may wish to provide a clear example from the book, as well as opportunities for students to practice keeping an open mind while reading.

The first opinion is that there should be zoos. It says, “From toads to tigers, animals everywhere are in a fight for their future. Who’s to blame? We are.” What should we do when we read that? Remember that our goal is to understand two opposite points of view. (I agree with that; I don’t; I think we should keep reading to find out why the writer said that.) Yes, we can still each have our own opinion, but we shouldn’t let that stop us from reading on and finding out the reason for the writer’s opinion. By taking the time to listen to reasoning and opinions on both sides of an issue, you will better understand the text, the issue, and other people.

Listen to students read individually, and provide support if necessary as you circulate around the group. Comment explicitly on students’ use of effective reading strategies, such as rereading to confirm or problem-solve difficult words. Recording evidence of reading behaviors on the reading focus sheet, along with support provided, will guide future decisions about grouping and teaching.

I’ll come around and listen to you read. If you find words you don’t understand, see if you can figure them out. If you can’t, I’ll help you. Then we’ll talk about the words when everyone is done reading.
Return to the focus by having students share arguments both for and against zoos.

**Before we began reading, we shared our opinions about zoos. Let’s see what the students who wrote the book had to say. Please share some of the arguments against zoos. (Zoos cause some animals to become mentally ill; aquatic animals cannot talk with each other because the tanks are too small to carry the sounds; animals are removed from their families and natural habitats.)** Now let’s share some of the arguments for zoos. (Zoos can protect endangered species; endangered species can be studied more easily in the zoo; zoos can teach people about animals.)

As we can see, there are good arguments on both sides of this issue. Both sides have supported their opinions with facts. This makes the arguments more reliable. Perhaps some of you have even changed your opinion based on something you’ve read today. But I would like to ask you to remember to keep an open mind as we read. By keeping an open mind and learning the facts and opinions on both sides of an issue, you will be in a better position to make an educated decision about how you feel.

**WORD STUDY** Extend and clarify students’ understanding of the word **endangered** on page 7.

Look at the word endangered in the heading on page 7. What smaller word do you find in it? (danger) Yes. And what does danger mean? (trouble; something that can hurt you.) That’s right. How is the word danger used in a sentence? (it’s a naming word; a noun.) When we add the prefix en- and the word ending -ed, what happens? (it becomes a describing word.) Yes, so if endangered is a describing word, or adjective, what do you think an endangered animal is? (it’s an animal in danger or in trouble.) Exactly. So by looking at the root word, you have a good strategy for working out the meaning of new words.

Have students use the blackline master on page 7 as they read the text during this lesson and the next, in order to take notes about the arguments they read.

**Use the organizer on your worksheet to take notes as you read the arguments in the text. Note whether the argument is for or against zoos, and what facts are stated to support the argument. Then decide if you think the facts the students included are good enough, and give their argument an overall rating.**
REVISITING THE TEXT 5 Minutes

Text Selection: Pages 13–22 (Note: Text for this session is sequential to the text in Session 1.)

- Ask students to reflect on the text read previously and to think about the comprehension strategy they used.

> Last session we began reading Should There Be Zoos? Some of you expressed your feelings about zoos before we started reading, and that was fine; however, when you read you were asked to keep an open mind so that you could learn to understand different points of view. Share how something you read made you look at things differently. (I didn’t know that some animals are so unhappy in zoos that they do weird things, like try to hurt themselves; that made me feel bad.) Good; you took the other point of view and started looking for a solution! That’s a great strategy to use when you read about people’s points of view on an issue or a problem.

ELL SUPPORT

Some students may be reluctant to voice an opinion that differs from others’. Tell these students that it is okay to disagree with an opinion, as long as you are respectful to others.

READING THE TEXT 10 Minutes

- Tell students that they will read four more of the persuasive essays in Should There Be Zoos?, on pages 13–22. In addition to deciding whether the facts makes sense, today the students will decide whether the facts are enough to support the writer’s opinion. You may want to give them an example and support them in making a decision.

> Today we’re going to read four more opinions in Should There Be Zoos? As we did last time, we’ll read the facts that the writers give to try to persuade us to agree with them. This time we’ll also decide whether we think those facts are enough to support the writer’s point of view. For example, on page 22 it says that zoos try to teach their visitors about animals, and that’s a reason there should be zoos. What do you think of that reason? (I think that’s a good reason to have zoos; you can teach people in other ways.) So some of us think it’s a good reason, and some of us don’t. That’s fine. Keep thinking that way while we read.

- Have students read the text independently, providing individual support only when necessary. If students encounter words or phrases they don’t understand, ask them to remember these for discussion after the reading. Observe students’ fluency as they read and make judgments as to whether they require additional fluency practice.
Return to the focus by having students discuss their views of the various writers’ arguments.

Share your thoughts about how a writer backed up his or her opinion well. (I think it’s horrible that animals are treated badly when they’re trained to do tricks; that’s enough for me to agree there shouldn’t be zoos.) Who disagrees and wants to tell us why? (That book the writer quoted was talking about teaching animals tricks, not keeping them in zoos; that’s not a good enough reason not to have zoos.) Well done. You made good judgments about what you read. When reading persuasive text, it is important to distinguish between facts and opinions, and to decide if you agree with what the writer is saying.

Invite students to talk about any challenging vocabulary they encountered in the text, guiding them to identify useful strategies to understand new words.

Someone share a word you didn’t understand. (c) captivity on page 14) Let’s all read the paragraph it’s in and see if that helps. What else could we try? (I read the word captured in the next paragraph; I looked it up in the glossary.) Those are good strategies. Who would like to share with the group your understanding of captivity? (The glossary says it’s to be kept against your own will.) So some of you used the context by continuing to read on to see if that would help you understand, while others looked it up in the glossary. Those are both very effective strategies.

Where necessary, revisit the second half of page 15 to help students build fluent and phrased reading. This particular section of text includes a series of clauses, a quote, and several questions. It’s a good place to demonstrate how to pause slightly at each comma in a series of clauses, how to change tone of voice slightly when quoting someone, and how to use inflection with questions. Always read fluently to provide good models for students. Then have them read along with you.

As I was listening, I noticed that some of you were not reading fluently, like natural speech or in a way that was clued by the punctuation. We’ll start at the second paragraph on page 15. I’ll read a section, then we’ll read it together, and so on, section by section. Then we’ll put it all together and read to the end of the page together. As I read, think about how I pause when there is a comma, and how I change my voice when I read a quote or a question. Let’s practice that together.

Give students opportunities to practice responding to the types of questions frequently found on standardized tests.

Which statement is a point of view? a) DDT endangered bald eagles; b) bald eagles are worth saving; or c) captive bred eagles are released into the wild. (Answer: b)
**AdditionAl instruction**

**Greek Roots:** Discuss with students the word *zoo* and its origin in Greek.

*The word zoo is actually a shortened form of the phrase “zoological garden.” How might a zoological garden differ from a regular garden? (A regular garden grows plants, but a zoological one grows animals?) Good thinking. The root zoo comes from an ancient Greek word that meant “animal.” You’ll see it in other words, too, such as zoology, zochosis, and zoologist.*

**Multiple-Meaning Words:** Help students develop vocabulary by understanding the correct meaning of multiple-meaning words within context.

*Sometimes words have more than one meaning. In one sentence they can mean one thing, and in another sentence, they can mean something different. To understand a text, you need to work out what the word means in that text. For example, this book uses the word argument before every section. What do you think argument means? (It’s when people don’t agree, and sometimes they yell and get mad at each other.) That’s true—sometimes arguments can get out of hand. But in this book, argument has a different meaning. It means “a presentation of facts in favor of a certain point of view.” This kind of argument is intended to persuade you to change your way of thinking. Remember that words can—and often do—have more than just one meaning. You need to consider the context to help you correctly define the word.*

**Writing Connection**

*Planning: Invite students to form an opinion for or against zoos based on the arguments they read. Then have them summarize their own opinions and give the facts their opinions are based on, using the blackline master on page 8.*

*You have just finished reading arguments for and against zoos. Now it is time for you to decide where you stand. Use the worksheet to write a summary of how you feel. Use facts from the text to support your opinion.*
Evaluating Points of View

For each argument you read, fill in a line in the chart below. In the first column, write the arguments for zoos on the first four lines. Write the arguments against zoos on the last four lines. In the second column, summarize the facts the writer uses to back up his or her opinion. In the third column, write whether or not you think the facts are good enough to support the argument. In the last column, score the strength of the argument from 1 (poor) to 3 (strong).

<table>
<thead>
<tr>
<th>Arguments For Zoos</th>
<th>Supporting Facts</th>
<th>Enough/Not Enough</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Arguments Against Zoos

<table>
<thead>
<tr>
<th>Arguments Against Zoos</th>
<th>Supporting Facts</th>
<th>Enough/Not Enough</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Opinion of Zoos

You have just read several arguments for and against zoos. What do you think? Write a summary of your opinion and give the facts that support it.

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________