April SW READING Poetry Gr. 4

Content Area: **English**
Course(s):
Time Period: **April**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

DESCRIPTION

The poet Julia Cunningham says, "Poetry is, to me, a place to be. Walk with your words into these secret, mysterious, and magic places where poems lead you." Poetry is a rich and engaging genre that invites readers to study and appreciate the beauty and functions of language. It awakens their sense of the many extraordinary things they can notice in their everyday world. The genre of poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. Through the use of rhyme, imagery, and figurative language, readers are exposed to literary devices that remain in our thoughts and create opportunities for reflection and celebration. Poetry offers something for readers of all ages and interests, and it exercises all of our imaginations. What greater joy can young readers experience than discovering something new about themselves, or their world, through reading? Poetry does this. It is the natural bridge between cognitive learning and personal expression.

Enduring Understandings

Student Outcomes Students will: ■ Interpret a variety of poems and their structural elements; ■ Use their senses and create mental images to understand poems; ■ Make connections with various poems and use background knowledge or schema to determine meaning; ■ Ask and answer questions to clarify thinking and deepen understanding; ■ Use strategies before, during, and after reading to aid comprehension; ■ Apply self-monitoring skills and strategies to interpret vocabulary; ■ Read and compare poems by examining how the structural elements of each poem affect the reading and can help clarify understanding; ■ Recognize that reading a poem completely from beginning to end and that repeated readings can heighten the readers' understanding of a poem even if some words are unclear; ■ Apply self-monitoring skills and employ fix-up strategies when meaning breaks down; ■ Learn how rhyme, alliteration, and onomatopoeia impact the way a poem is read and understood; ■ Analyze poems for a variety of literary elements, including elements of structure (stanzas, verse), figurative language, and other crafting techniques, such as line breaks and white space; ■ Deepen their understanding of author's purpose; ■ Interpret words and phrases in order to notice and/or discuss how these words and phrases shape meaning and enhance mood and tone; ■ Recognize qualities that enhance poetry, such as shared observations of the world, messages or big ideas that are revealed, and opportunities to infer purpose and inspiration; ■ Understand how poets create images with language and that it's the reader's job to visualize the poem to build understanding; ■ React to a poem using drawings, movements, and/or performances; and ■ Uncover themes and big ideas within and across poems through making inferences and synthesizing thoughts and ideas. The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening.

Essential Questions

How do good readers read and interpret poetry?

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: What Makes a Poem a Poem? uses all of the mentor texts from the unit. Rationale: Readers learn about genres such as poetry from mentor authors and texts. Students will examine the features and structural elements associated with poetry in order to heighten their understanding when they read in the genre. Common Core State Standards: RL.4.5, RL.4.7, SL.4.1, SL.4.2, RL.4.1, RL.4.10, SL.4.4, SL.4.6, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Do You Hear What I Hear? uses Forest Has a Song by Amy Ludwig Vanderwater, Barefoot by Stefi Weisburd, and Messing Around on the Monkey Bars by Betsy Franco. Rationale: Readers of poetry need to pay attention to literary devices and how poems sound. Students will learn how rhyme, alliteration, and onomatopoeia impact the way a poem is read and understood. Common Core State Standards: RL.4.4, RL.4.5, SL.4.1, SL.4.2, L.4.3, L.4.5, RL.4.7, RL.4.10, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Do You See the Poem? uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and Forest Has a Song by Amy Ludwig Vanderwater. Rationale: Readers of poetry understand that sensory details bring poems to life. Students will connect with the sensory images the words of a poem create in their minds and use these images to read with understanding.Common Core State Standards: RL.4.4, RL.4.7, SL.4.1, SL.4.2, L.4.3, L.4.5, RL.4.1, RL.4.10, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: What Made You Think of That? uses Zombies! Evacuate the School! by Sara Holbrook, Mirror Mirror by Marilyn Singer, and Forest Has a Song by Amy Ludwig Vanderwater. Rationale: Readers understand that recognizing the tone of a poem will help them uncover the poet's attitude toward the subject or topic he or she chose as the big idea of the poem. Students will learn how paying attention to tone will deepen their understanding of poems. Common Core State Standards: RL.4.1, RL.4.2, RL.4.10, SL.4.1, SL.4.3, L.4.3, L.4.6, SL.4.4, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding,

Engaging in Discussion/Collaborating

Lesson 5: Are You in a Good Mood? uses Messing Around on the Monkey Bars by Betsy Franco and Zombies! Evacuate the School! by Sara Holbrook. Rationale: Readers of poetry know that poets create a certain mood by choosing their words carefully. Students will understand that questioning and connecting with the feelings a poet creates with words leads them to discover the mood of a poem. Common Core State Standards: RL.4.1, RL.4.2, RL.4.4, SL.4.1, L.4.3, L.4.5, L.4.6, RL.4.6, RL.4.10, SL.4.6, L.4.1, W.4.10 Skills and Strategies: Using Schema, Questioning, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Reading and Rereading uses Forest Has a Song by Amy Ludwig Vanderwater and Please Bury Me in the Library by J. Patrick Lewis. Rationale: Readers of poetry recognize the importance of reading and rereading poems in order to gain meaning. Students will learn that reading a poem through from beginning to end and then reading it again will help them get the “big idea” or a sense of what the poem is mostly about without knowing the meaning of each word. Common Core State Standards: RL.4.2, RL.4.5, RL.4.10, SL.4.1, L.4.3, L.4.6, SL.4.2, SL.4.6, L.4.1, L.4.5, W.4.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: What Are You Thinking? uses Zombies! Evacuate the School! by Sara Holbrook. Rationale: Readers of poetry learn to stop and reread or read on when meaning breaks down. Students will discover how revisiting and then gathering more information by moving forward helps clarify understanding. Common Core State Standards: RL.4.7, RL.4.10, SL.4.2, L.4.3, L.4.6, RL.4.2, RL.4.5, SL.4.1, SL.4.6, L.4.1, L.4.4, W.4.10 Skills and Strategies: Using Schema, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating Poetry Grade 4 Overview © 2013 Schoolwide, Inc. •

Lesson 8: What’s the Same, What’s Different? uses Barefoot by Stefi Weisburd and “Oak Tree” by Georgia Heard from the Poetry Shared Texts. Rationale: Readers of poetry consider how poems are constructed and compare and contrast poems in order to build understanding. Students will compare, contrast, and draw conclusions about two poems by examining how the structural elements of each poem affect the reading and can help clarify understanding for the readers. Common Core State Standards: RL.4.1, RL.4.5, RL.4.9, RL.4.10, SL.4.1, L.4.6, SL.4.6, L.4.1, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Try Connecting! uses Barefoot by Stefi Weisburd and Zombies! Evacuate the School! by Sara Holbrook. Rationale: Readers of poetry use various techniques to connect a poet's words to what he or she is really trying to convey. Students will learn that reading through a poem, using context clues, drawing upon

prior knowledge, and making connections to the topic will help them have a better understanding of unfamiliar words or phrases and the overall meaning of a poem. Common Core State Standards: RL.4.1, RL.4.4, RL.4.10, L.4.4, L.4.5, L.4.6, SL.4.1, SL.4.6, L.4.1, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Doing What Is Sensible! uses Zombies! Evacuate the School! by Sara Holbrook. Rationale: Readers of poetry gather information across several lines or stanzas of a poem to understand the "big idea" or what a poem is mostly about. Students will learn that understanding the big idea will help them get a sense of what the words mean. Common Core State Standards: RL.4.1, RL.4.4, RL.4.5, RL.4.10, L.4.4, L.4.5, L.4.6, SL.4.1, SL.4.6, L.4.1, L.4.3, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Listening and Responding

Lesson 3: Does the Pattern Fit? uses Messing Around on the Monkey Bars by Betsy Franco and Forest Has a Song by Amy Ludwig Vanderwater. Rationale: Readers of poetry recognize the importance of rhyme scheme and patterns. Students will learn how using the rhyme scheme or pattern of a poem helps unlock unfamiliar words and leads to an understanding of what a poem is mostly about. Common Core State Standards: RL.4.1, RL.4.4, RL.4.5, RL.4.10, L.4.3, L.4.4, L.4.5, L.4.6, RL.4.2, SL.4.1, SL.4.6, L.4.1, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating Poetry Grade 4 Overview © 2013 Schoolwide, Inc. •

Lesson 4: What's the Big Idea? uses "School Is Over" by Robin Cohen from the Poetry Shared Texts. Rationale: Readers of poetry pay attention to structural elements and patterns to uncover big ideas. Students will understand that certain text clues such as the title, opening and closing lines, recurring details, and repeating lines can help readers uncover the big idea of a poem. Common Core State Standards: RL.4.1, RL.4.2, RL.4.5, RL.4.10, SL.4.1, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding

Lesson 5: Are You in the Mood? uses "Cinquain" by Paul B. Janeczko from the Poetry Shared Texts, Barefoot by Stefi Weisburd, and "Best Friend" by Robin Cohen from the Poetry Shared Texts. Rationale: Readers of poetry examine the images that poets create through their choice of words. Students will learn how paying attention to imagery helps them infer the mood and message of a poem. Common Core State Standards: RL.4.2, RL.4.4, RL.4.7, RL.4.10, SL.4.2, L.4.5, SL.4.1, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Visualizing, Making Inferences, Synthesizing, Speaking to Communicate, Listening and Responding

Lesson 6: Using the Author's Purpose to Determine the Message uses Mirror Mirror by Marilyn Singer. Rationale: Readers of poetry know that poets have a purpose in mind when they decide to write a poem or a series of poems. Students will learn how to interpret an author's purpose in order to better determine the meaning or message of a poem. Common Core State Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.6, RL.4.10, SL.4.1, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Using Schema, Questioning, Making Inferences,

Determining Importance, Synthesizing, Listening and Responding

Lesson 7: What Do You See? uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and “Cinquain” by Paul B. Janeczko from the Poetry Shared Texts. Rationale: Readers of poetry know that poets use words to create images in their readers’ minds. Students will learn how these images help them understand the poet’s purpose for writing the poem and the poet’s message. Common Core State Standards: RL.4.1, RL.4.2, RL.4.4, RL.4.6, RL.4.10, L.4.3, L.4.5, SL.4.1, SL.4.2, SL.4.4, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Synthesizing, Listening and Responding

Lesson 8: So That’s What You Mean! uses Barefoot by Stefi Weisburd, Messing Around on the Monkey Bars by Betsy Franco, and Please Bury Me in the Library by J. Patrick Lewis. Rationale: Readers of poetry try to connect to a poet in order to better understand his or her message or purpose. Students will learn that they need to share a vision with the poet in order to recognize and understand what the poet is actually saying to the readers. Common Core State Standards: RL.4.2, RL.4.4, RL.4.7, RL.4.10, SL.4.2, L.4.3, SL.4.1, SL.4.3, SL.4.4, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Using Schema, Visualizing, Making Inferences, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 9: Monitoring for Meaning uses Forest Has a Song by Amy Ludwig Vanderwater, Please Bury Me in the Library by J. Patrick Lewis, and the Poetry Shared Texts. Rationale: Readers of poetry understand that using different “fix-up” strategies to examine a poem can help clear up comprehension confusions and clarify meaning. Students will use these strategies to help them comprehend and make sense of the poems they read. Common Core State Standards: RL.4.1, RL.4.10, L.4.4, L.4.5, RL.4.5, RL.4.7, SL.4.1, SL.4.6, L.4.1, L.4.3, L.4.6, W.4.10 Skills and Strategies: Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Engaging in Discussion/Collaborating

Lesson 10: Putting It All Together! uses Mirror Mirror by Marilyn Singer, Please Bury Me in the Library by J. Patrick Lewis, and other teacher-selected poems. Rationale: Readers of poetry know that paying attention to all the pieces of a poem helps them understand the whole poem. Students will understand that putting together the images created by the words, the possible rhyme scheme, and any other text features presented in a poem will help them build understanding. Common Core State Standards: RL.4.1, RL.4.2, RL.4.4, RL.4.5, RL.4.7, RL.4.10, L.4.3, L.4.5, SL.4.1, SL.4.2, SL.4.6, L.4.1, L.4.6, W.4.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding Summative Assessment Students will read the poems “The Beach” and “Dryer” by Julie Spreckels in order to answer selected and constructed response questions.

Integration of Career Readiness, Life Literacies and Key Skills

Students will learn about the careers of professional poets.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology and Design Integration

Students will interact with the lesson through the Smartboard.

Google Applications (documents, presentation, digital tools)

8.1.5.CS.1	Model how computing devices connect to other components to form a system.
8.1.5.CS.2	Model how computer software and hardware work together as a system to accomplish tasks.
	Shared features allow for common troubleshooting strategies that can be effective for many systems.

8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Students will read poems that touch on interdisciplinary connections.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be offered leveled texts based on skill and interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

End of Unit Assessment

Comprehension Questions

Reflections and personal connections

Text to text connections

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

discussion

Teacher observation

worksheets

conferencing

teacher made texts

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Assessments

Instructional Materials

Instructional materials from the Schoolwide, Inc. Poetry Unit

Mentor texts:

s Barefoot: Poems for Naked Feet by Stefi Weisburd Forest Has a Song by Amy Ludwig Vanderwater Messing Around on the Monkey Bars and Other School Poems for Two Voices by Betsy Franco Mirror Mirror: A Book of Reversible Verse by Marilyn Singer Please Bury Me in the Library by J. Patrick Lewis Zombies! Evacuate the School! by Sara Holbrook Poetry Shared Texts “Best Friend” by Robin Cohen “Cinquain” by Paul B. Janeczko “Oak Tree” by Georgia Heard “On Being the Oldest” by Karen Smith “School Is Over” by Robin Cohen

Standards

LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
LA.L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).