

Reading

Differentiated Instruction

APPROACHING LEVEL

LEVELED READER
Leveled Reader *Save This Space!*

Genre Passage "At Home in the Desert"

Phonics/Decoding
Review Short Vowels
TIER TWO

Phonics/Decoding
ELL BOX

Fluency
Fluency
TIER TWO

Comprehension
Text Structure: Cause and Effect
TIER TWO

ON LEVEL

Vocabulary
Review Academic Vocabulary

Vocabulary
Homographs

LEVELED READER
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Genre Passage "At Home in the Desert"

BEYOND LEVEL

ENGLISH LANGUAGE LEARNER

Writing

On Level

Customize

A | A | A

Leveled Reader *Save This Space!*
LEVELED READER

LEXILE 920

LESSON RESOURCES

IN PRESENTATION



Save This Space!



Graphic Organizer 1

CLASSROOM MATERIALS



Save This Space!
Leveled Reader

PREVIEW AND PREDICT

Read the Essential Question: *How can experiencing nature change the way you think about it?*

Have students read the title and preview the cover and illustrations of *Save This Space!* Have students predict what "spaces" they think they will read about.

To build background knowledge, explain to students that the origin of the word *wilderness* is the Middle English *wildernesse*, meaning "wild region." Lands that Lewis and Clark visited were managed by human populations. Controlled burning, for example, was used to foster plant growth. For Native Americans, there was no wilderness in the sense of land untouched or unaffected by human use.

REVIEW GENRE: NARRATIVE NONFICTION

Review that narrative nonfiction uses story structure to tell about real people and events and usually presents the events in chronological order. Narrative nonfiction often includes information from both primary sources and secondary sources. Have students identify features of narrative nonfiction in *Save This Space!*

CLOSE READING

Note Taking Ask students to use a copy of online Cause and Effect **Graphic Organizer 1** as they read.

Pages 2–3 Turn to a partner and use text evidence to answer this question: *What did Colvin and Leopold hope to accomplish by their work?* (Colvin worked to preserve forests in order to protect lakes and waters. Leopold wanted to change people's ideas about wildlife and the environment and teach them how to care for the environment.)

Pages 4–9 How do the illustrations on pages 4 and 5 help you understand the text? (The photograph on page 4 shows what the Adirondack Mountains look like; the map on page 5 shows where they are located.) What important effect does the gradually melting snow in the Adirondacks have on rivers and streams? (The water running off the mountains feeds the rivers and streams of New York.) Which text feature can help you understand the word surveying? (The caption of the illustration on page 7 explains surveying.)

STANDARDS

OBJECTIVES

ELA ACADEMIC LANGUAGE

LEVEL UP

MY NOTES

You have no notes. Use the "Customize" menu to add a note.

Some of the conclusions of this text include "cutting back on our resources so fewer natural resources are used and there is less waste."

This is where I introduce recycling and the benefits of it.

Have students add this word to their reader's notebook.

Pages 10–14 Turn to a partner and describe what effects you think Leopold's life as a young boy in Iowa may have had on him. (It probably encouraged his love of wildlife and influenced his decision to study forestry.) In the first paragraph on page 14, what does the word *state* mean? Use context clues to help you answer the question. (Here *state* means "condition.") Have students add this word to their reader's notebook.

Pages 15–17 Paraphrase the long-term effects that Leopold's and Colvin's work has had on the United States. (The United States has preserved wilderness areas. The country also has clean drinking water and many places to camp and enjoy nature. Fewer animals have become extinct.)

Respond to Reading Revisit the Essential Question and ask students to complete the Text Evidence questions on page 18.

Analytical Writing **Write About Reading** Check that students have identified and stated in their writing the causes that made Leopold change his mind about hunting predators.

FLUENCY: ACCURACY AND EXPRESSION

Model Model reading page 15 accurately and with expression. Then reread the page aloud and have students read along with you.

Apply Have students practice reading the passage with a partner.
