Theme A: Day 1 Plan

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DAY ONE PLAN

BECOMING A SPACEWALKER: MY JOURNEY TO THE STARS BY ASTRONAUT JERRY L. ROSS

FOCUS: LANGUAGE ARTS
TEACHING CONTEXT: Interactive read aloud, whole class or small group
EXTENSION ACTIVITY: Character trait graphic organizer
Materials needed: book, chart paper, markers, response journal for each child, Mission Schedule, access to Internet in classroom (optional)

Day One Stories: My Dream, The Beginning, Mom, Dad, Grandparents, Kid Stuff (pp. i–8)
Purpose of day one:
• Introduce entire book including a brief overview of special graphic features: table of contents, illustrations (photographs and memorabilia), map of Jerry Ross’s journey, compare/contrast timeline
• Support children’s activation of background knowledge and personal connections: families, life in the country, previously read biographies, stories about space travel
• Teacher reads: My Dream, The Beginning, Mom, Dad, Grandparents, Kid Stuff
• Discuss characteristics of autobiography, nonfiction sequential text structure
• Introduce character map graphic organizer for after reading conversation, extracting evidence from the text

Before Reading (Introduction of entire story)
Possible teacher talk in blue.

• Show a video clip Astronaut Jerry Ross: Tell Me a Story, Astronaut Tales (1:58).
  https://www.youtube.com/watch?v=NTWWOFYQbo8

  Before watching: Make the connection between the autobiography you are about to read and astronaut Jerry Ross that the children will see on the video. In this short video clip, astronaut Jerry Ross tells a brief story about his first Shuttle flight. While you watch, think about what you are learning about him.

  After watching: So, what did you learn? How do you think he felt when he asked himself, “Ross, what are you doing here?”

• Introduce the TEN-DAY MISSION to the children: Explain, describe, and show via a “mission” schedule what the class will be doing with Becoming a Spacewalker. This helps to build connections and understanding, encourage planning, and build anticipation. (See example on following page.)
DAY 1: Becoming a Spacewalker: My Journey to the Stars
Interactive Read Aloud
Character Map

DAY 2: Becoming a Spacewalker: My Journey to the Stars
Interactive Read Aloud
Problem/Action/Result Chart

DAY 3: Becoming a Spacewalker: My Journey to the Stars
Interactive Read Aloud
Important Events Chart

DAY 4: Becoming a Spacewalker: My Journey to the Stars
Shared Reading
KID STUFF

DAY 5: Becoming a Spacewalker: My Journey to the Stars
Shared Reading
THE SPACE AGE

DAY 6: Becoming a Spacewalker: My Journey to the Stars
Shared Reading
SCIENTIFIC CURIOSITY
**DAY 7:** *Becoming a Spacewalker: My Journey to the Stars*

Shared Reading

*TRY, TRY AGAIN*

**DAY 8:** *Becoming a Spacewalker: My Journey to the Stars*

Shared Reading

*SPACE TRAVELER*

**DAY 9:** *Becoming a Spacewalker: My Journey to the Stars*

Shared Reading

*LIFE IN ZERO GRAVITY*

**DAY 10:** *Becoming a Spacewalker: My Journey to the Stars*

Begin your project:

What does *Becoming a Spacewalker* mean to you?
• **Provide book introduction:** *Becoming a Spacewalker: My Journey to the Stars* by Astronaut Jerry L. Ross. This is the true story of Space Shuttle astronaut Jerry Ross, who grew up in the 1950s in the farm country of northern Indiana. When Jerry was young, he was intrigued by the night sky and outer space. When he was ten years old, he decided that one day he would go into space—even though at that time, not a single human had ever been launched into space. But he was determined. His journey took him to college, the Air Force, the Space Shuttle program, and eventually to help construct the International Space Station. He became a record-setting Space Shuttle astronaut who was launched into space seven times. But it wasn’t easy. It was a long, bumpy road full of challenges, obstacles, and disappointments.

• **Continue introduction:** Jerry Ross tells his nonfiction story sequentially through a collection of stories beginning with his childhood in northwest Indiana. (Talk about sequential structure.) In the next three days we will read the whole book. Today we will begin with the first six stories in which Jerry tells us about his dream to go into space. He introduces you to his family. He tells you about some of the things he liked to do when he was a kid.

• **Activate prior knowledge/discuss cover/text-to-text connections:** First let’s study the front and back cover. What do you notice about the font the illustrator chose for the title? What do you notice about the suit Colonel Ross is wearing? Where could he be? What do you see that helps you know? What other books have we read about space? What do we know about space? (List or create a web of children’s brainstormed ideas on board or on large chart for display. For example, no gravity, no air, no water, extreme temperature changes, no roads, no stores, etc. Chart could be displayed in classroom. Additions could be made as children discover new facts about space.)

• **Continue book introduction/direct attention to special features:** This informational book has some special features. (Show to children, give examples of how to use.) A map of Jerry Ross’s journey from Crown Point, Indiana, to Kennedy Space Center; a table of contents; a timeline comparing and contrasting Jerry’s important life events to important events in flight and space history; and Jerry Ross’s own photographs and memorabilia from his childhood, Air Force career, and his seven Shuttle flights and nine spacewalks.
Map: Study the map of the United States on the inside the front cover. Pins mark locations on Jerry’s journey. Notice the compass. What does it tell you?

Table of contents: Study the table of contents. What do you notice about the way the stories are listed (sequential order)? Find the main titles (the big ideas) and subtitles.

Timeline: Examine the timeline. What do you notice? Point out that Jerry’s history is on the bottom and benchmarks in flight and space on the top. Can you find what year and where Jerry was born? What was happening in flight history at that time?

Images and memorabilia: Notice that the illustrations are Jerry’s own photos and memorabilia. (Turn to page 6. Show the photo and caption. Remind children that we need to read the information connected to the photos to help us understand.)

- Connect personal experience/activate prior knowledge: We have talked about how important it is to jumpstart your brain before reading by thinking about what you know. Jerry was a young boy a long time ago in the 1950s. At that time, there were no personal computers, no Internet, no cable TV, and no cell phones. What do you do to entertain yourself? What can you do now that Jerry could not do in the 1950s?

- Set a purpose for reading: After we read the first six stories, we will be creating a character map of Jerry as a child. So, while I’m reading, listen for ways to describe his personality. For example, it might occur to you that Jerry was a hard worker. Let’s read to find out if he had certain character traits as a child that helped him in his journey to the stars.

During Reading My Dream, The Beginning, Mom, Dad, Grandparents, Kid Stuff

- Introduce each story and then read that story. After reading encourage quick conversations about story elements, character development, evidence to support thinking, or using text features to extend the meaning. Then go on to the next story. Prompt children to summarize, make predictions, make inferences. (Possible teacher talk in blue.)

- My Dream
  Introduction Before Reading: In this introduction to his story, Jerry tells us about his dream when he was ten years old.
  Conversation After Reading: So what was Jerry’s dream when he was ten years old? Why did his friend Jim chuckle when Jerry shared his dream?

- The Beginning
  Introduction Before Reading: In this story, Jerry tells us about where he grew up, the house he grew up in, and about his family.
  Conversation After Reading: So let’s study the photographs. You found his bedroom window. What else did you learn about the setting of his story? What did you learn about his family? Which words or pictures make you think that?

- Mom, Dad
  Introduction Before Reading: Let’s read to find out about Jerry’s mom and dad. Maybe these stories will remind you of someone you know!
  Conversation After Reading: What did you learn about Jerry’s mom and dad? What kind of people were they? Which words make you think that? Did they look or act like anyone you know?
- **Grandparents**
  **Introduction Before Reading:** Jerry got to spend lots of time with his grandparents because they lived close by. Let’s read to find out what he did with them.
  **Conversation After Reading:** How old was Jerry when he started exploring? What do you think Jerry learned about working with Grandpa Dillabaugh in his workshop? What was he curious about? Where is your evidence in the story? What does “righty-tighty, lefty-loosey” mean? Why do you think his grandpa taught him that?

- **Kid Stuff**
  **Introduction Before Reading:** Jerry was good at inventing ways to entertain himself. Let’s read to find out what he did.
  **Conversation After Reading:** What were some of the things Jerry did with his sisters and friends? What do you notice about the setting of the photographs? What did we learn about Jerry? What happened when he tried to swim? What else did he explore? Build? Which words or pictures make you think that? Did we find out what he lost in the trees yet?

**After Reading**

**Encourage Personal Response**
- What is your favorite story so far? Why?
- What is your favorite picture? Why?
(Children could write in response journals.)

**Extension Activity**
- Create a graphic organizer: Character trait and evidence chart
  - **Goal:** To provide opportunities for children to generate evidence to support their thinking about a character’s traits. Evidence may include what the character says, does, or what others say about the character.
  - **Rationale:** Graphic organizers support children’s developing strategies for comprehension by engaging them in thinking and connecting the big ideas and relationships while using evidence from the text.
  - On a big white board, smart board, chalk board, or poster paper, show the children how to sketch out the framework. Brainstorm Jerry Ross’s character traits with the children. Show them how to revisit the text to find evidence for their assertions. Children might be able to finish with a partner. (See example and blank handout on following pages.)
Theme A: Day 1 Plan

Character Traits and Evidence

Jerry Ross
Becoming a Spacewalker

Curious-learner
- said he was curious
- mom described him as curious
- watched the sky
- wanted to learn about electricity
- learned how to use tools

Explorer
- wondered what it felt like to fly
- wanted to know what was out in the stars
- investigated
- planned and dreamed
- hiked to grandpap when he was 4 years old
- navigated through corn
- searched for adventures

Builder-inventor
- explored the countryside
- tracked animals
- took things apart
- used tools
- made a swimming pool
- built dams
- built roads
- plowed with tractor
- fixed motor
Character Traits and Evidence

Book title:
Author:

trait

trait

trait

evidence
evidence
evidence
evidence
evidence
evidence
• Revisit the graphic organizers. Prompt the children to make deeper connections and to make inferences. For example, prompt them to think about how these character traits helped Jerry in his journey to the stars.

Model Summarizing
• So, what did we learn today about our main character, Jerry Ross? What important fact did he tell you to remember for the rest of the story? (He never learned how to swim. He sank like a rock.) I wonder why? What do you think?

Build Anticipation
• Show Mission Schedule. Tomorrow we will read about an historic event that changed the world forever and motivated young Jerry to keep learning about satellites and rockets, to want to go Purdue University, and to want to become an engineer. We will learn about the problems and obstacles he encountered along the way, and the choices and actions he took to solve those problems.