

9-25-2014

## Theme A: Day 2 Plan

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### Recommended Citation

Purdue University College of Education, "Theme A: Day 2 Plan" (2014). *“Becoming a Spacewalker: My Journey to the Stars” Teacher Resources*. Paper 3.  
<http://docs.lib.purdue.edu/swresources/3>

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## DAY TWO 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: Problem-Action-Result graphic organizer

Materials needed: book, chart paper, markers, response journal for each child

**Day Two Stories:** *The Space Age, Making a Scrapbook, Scrapbook pages, A Plan, Kid for Hire, Saving, Scientific Curiosity, Junior High Revelations, High School Choices, Purdue University* (pp. 9–20)

Purpose of day two:

- To provide an opportunity for children to be aware of the obstacles and problems Jerry Ross encountered during the next part of his journey and how he took action to solve those problems
- Revisit/summarize what we learned yesterday
- Revisit how to find information from map and timeline
- Discuss an initiating event in a story (an event that prompts a character to take action)
- Introduce and read: *The Space Age, Making a Scrapbook, Scrapbook pages, A Plan, Kid for Hire, Saving, Scientific Curiosity, Junior High Revelations, High School Choices, Purdue University*
- Construct a problem-action-results graphic organizer that provides a visual framework for organizing ideas
- Activate children’s prior knowledge from yesterday’s reading and introduce next part of story

### Before Reading

- Activate prior knowledge, encourage prediction: What do we know about Jerry Ross from yesterday’s reading? At ten years old, Jerry became determined to learn about rockets and satellites—especially after an historic event that changed the world forever. Today we will begin reading about the middle part of his journey—the obstacles and problems he encountered.

Revisit map: When we left the story yesterday, where was Jerry? Let’s find his location on the map. Where does he go next?

Revisit timeline: Let’s look at the timeline. Can you find where we are on the timeline of Jerry’s journey? What was happening in the space program at that time?

- Encourage prediction: What questions do you have now? What do you think we will find out today? I wonder what problems or obstacles he might encounter. What do you think could happen? What do you think the historic event could be?
- Set a purpose for reading: Let’s read to find out what the obstacles and problems were that Jerry had to deal with in order to stay on the path to his dream.

**During Reading** *The Space Age, Making a Scrapbook, Scrapbook pages, A Plan, Kid for Hire, Saving, Scientific Curiosity, Junior High Revelations, High School Choices, Purdue University*

- Model fluent expressive reading, quick think alouds, and demonstrate reading for a purpose. Prompt with quick extension questions about story elements, character development, evidence to support thinking, and/or using text features to extend the meaning.

- *The Space Age*

Introduction Before Reading: In this story, we learn about the historic event that took place when Jerry was in the fourth grade.

Conversation After Reading: So what was the event? Why was it so important? How did it change the world forever? How did it affect Jerry?

- *Making a Scrapbook*

Introduction Before Reading: Let's read about what Jerry did to help himself learn more about rockets and satellites. Remember this was a time when people got news on the radio, nightly TV news, and newspapers. There was no Internet, no Google, and no twenty-four-hour news channels.

Conversation After Reading: The space program was just beginning. New discoveries about space travel were made every day. So how did Jerry find answers to the questions he had about rockets, satellites, and space travel?

- *Scrapbook pages*

Introduction Before Reading: Let's look at the pictures Jerry collected and the captions he wrote with his mom's help. When we read, remember that this was the very beginning of the space age.

Conversation After Reading: What did you learn about being a spaceman? Did you recognize any names? What did you think about?

- *A Plan*

Introduction Before Reading: In this story, Jerry decides that he wants to become an engineer. I wonder what engineers do in their jobs? But there are some obstacles in his path. Let's read to find out what they are.

Conversation After Reading: So what did Jerry decide to do? What were the obstacles? What action did he take? Let's count the coins.

- *Kid for Hire*

Introduction Before Reading: Neighbors hired Jerry to do odd jobs. In this story, Jerry tells us about how he and his friend Jim helped a farmer vaccinate chickens. Something funny happens when Jerry tries to capture some hens. While I'm reading, try to make a picture in your mind of what happened.

Conversation After Reading: So what happened that made it look like Jerry was using the chickens to fly?

- *Saving*

Introduction Before Reading: Jerry worked hard and quickly made money that he saved in his money jar bank. Let's read to find out what he did with his money.

Conversation After Reading: Study Jerry's bank book. What is a withdrawal? What is a deposit? How are they different? Are you saving money? What are you saving for?

- *Scientific Curiosity*

Introduction Before Reading: We've learned that Jerry was very curious. In this story, Jerry wanted to see what would happen if he launched his sister's pet mouse in the payload bay on the top of one of his model rockets. What is the payload bay? Let's read to the story to find out what happened to the mouse.

Conversation After Reading: So, what happened to the mouse? Which words tell you that? So in the end, what do you think Jerry learned? What did he lose in the trees?

- *Junior High Revelations*

Introduction Before Reading: This story is called Junior High Revelations. I wonder, what is a revelation? Let's read to find out what the revelations were and if they affected Jerry's journey.

Conversation After Reading: What did Jerry learn about himself? Which words or picture tells you that?

- *High School Choices*

Introduction Before Reading: Jerry had to make many choices to help himself stay on the path to his dream. Let's read to find out what some of those high school choices were.

After Reading Conversation: So what were the choices? Why did he make those choices? In the end, what did he realize as he packed to go to Purdue?

- *Purdue University*

Introduction Before Reading: Jerry goes off to college at Purdue University. He discovers that college life is exciting and fun. But then things started happening. Let's read to find out what happened.

Conversation After Reading: So let's summarize. When he got a "D" in calculus, what happened? What was the result? Then, what was the devastating news? What action did Jerry take? What else happened at Purdue?

## After Reading

### Encourage Personal Response

So what else did we learn about Jerry Ross?

What is your favorite story now? Why?

What is your favorite picture? Why?

### Extension Activity

- Create a graphic organizer: Problem-Action-Result
- Goal: To provide opportunities for children to make deeper-level thinking connections, to link ideas, to see a visual representation of their thinking.
- Rationale: Enables children to use evidence from the story to support their thinking.
- Using the Problem-Action-Result chart, show children how to think about the problems Jerry encountered and the actions he took to help solve those problems. Scaffold the children's thinking about the main problem. Show them how to transcribe their ideas. Help them understand that you want them to focus on as the most important ideas and problems Jerry encountered. Demonstrate how to record the important ideas and evidence. Summarize the ideas and help them formulate the end result of the actions Jerry took to stay focused on reaching his dream. (See example and blank chart on following pages.)

## Problem-Action-Result Chart

**MAIN PROBLEM:** In 1957, ten-year-old Jerry Ross had a dream: to go to Purdue University, become an engineer and maybe even a pilot, and be launched into outer space on a rocket. But at that time, no humans had ever been launched into space.

Problem	Evidence	Action	Evidence
He wanted to learn about satellites and rockets, so he collected articles and pictures from magazines. Wanted to make a scrapbook.	pg. 10	Asked for mom's help. Reread the articles to organize. Wrote captions. Pasted articles and pictures into scrapbook. Reread and added more.	Pg. 10
Wanted to go to Purdue to become an engineer, but he needed to get good grades to be accepted.	Pg.13	Devised a plan. Decided that he could study, work hard, and get good grades.	Pg. 13
Needed money to pay for classes, food, and a place to live.	Pg. 13	Started working for neighbors. Made money doing odd jobs.	Pg. 14
Money jar overflowed because he did jobs for neighbors.	Pg. 15	Opened a savings account to save money for college.	Pg. 15
Wanted to learn about how rockets were propelled into the sky.	pg. 16	Bought model rockets. Built a launch pad in yard to experiment with different size rockets and payloads.	Pg.16
Wanted to experiment with sending live animals into space. Used sister's mouse but rocket crashed.	Pg. 17	After crash, he studied his notes trying to figure out what went wrong so he could keep it from happening again.	Pg. 17
Wanted to be accepted into Purdue University.	Pg. 18	Took math, science, and English classes and studied hard in high school to get good grades. He was accepted.	Pg. 18
At Purdue, he had to choose between swimming classes and military training.	Pg. 18	Chose Air Force Officer Training because he could be trained as an engineer and a pilot. Still couldn't swim.	Pg. 18
Got caught up in the fun of college life. Got a "D" in a math class.	Pg. 20	Decided he would not fail. Tried harder and earned a scholarship.	Pg. 20
Eye doctor disqualified him for pilot training. Could not ever become a pilot and an astronaut. He was devastated.	Pg. 20	Adjusted his plan. Decided he could still become an Air Force engineer and work in America's space program. Graduated from Purdue.	Pg. 20

**END RESULT:** Eventually became a record-setting Space Shuttle astronaut, payload specialist, and spacewalker. He worked in the space program for 30 years and was inducted into the Astronaut Hall of Fame.



**Model Summarizing**

- Show the Mission Schedule. We've read about Jerry's childhood and his adventures in college at Purdue University. Tomorrow we will read about what happened when he went off to the next chapter of his life . . . and a huge disappointment and another possible obstacle to get to his dream. I wonder what it could be. What do you think?