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Theme A: Day 4 Plan

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THEME A

DAY FOUR SHARED READING PLAN of *KID STUFF*

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

TEACHING CONTEXT: Shared reading/thinking, whole class or small group

LANGUAGE ARTS FOCUS: oral reading fluency/expression, comprehension, vocabulary

MATERIALS NEEDED FOR LANGUAGE ARTS: book or *Kid Stuff* story, plain folder for each child, overhead or document reader or some other means to project text

Day Four: *Kid Stuff* (pp. 9–10)

Purpose of day four language arts:

- Reintroduce *Kid Stuff*, activate prior knowledge, make connections both personal and textual
- Support children's extension of text meaning with teacher guidance
- Model fluent, phrased, and expressive reading with attention to phrasing and the use of punctuation in oral reading
- Model strategies for comprehension and word-solving with attention to sophisticated language and content vocabulary while rereading
- Model how to create a personal word wall using vocabulary words
- Model making inferences from the actions and experience of the characters using evidence in the text
- Model writing to record predictions, observations, and conclusions

Before Reading

Possible teacher talk in blue.

- Attention-getter: Refer to day four of the MISSION SCHEDULE. Briefly explain what will happen on day four. *After reading, we will begin creating our own personal word walls using words from Jerry Ross's story (show word wall example at the end of this document). The words we are adding today are: gravity, transport, investigated, countryside, marshes.* (List words on board for all to see.)
- Point out that, beginning on day ten, the children will be creating a means to express what Jerry Ross's story means to them. Children may use any medium of choice (iPad, computer presentation, digital product, illustrations, reader's theater, etc.). Prompt them to begin to generate ideas. Possibilities include: space facts/research, design a space experiment, design a mission patch.
- *Provide opening/story introduction:* *Today I will not be reading to you. Today we will all share in the reading and thinking about the story.* (Project text for all to see.)
- *Activate prior knowledge/text connections:* *Do you remember the important fact that Jerry told us in this story? Do you remember why he loved to leap out of a swing? But what always happened? Right, so gravity played an important part in Jerry's experiences. Let's remind ourselves what we know about gravity.* (Lead a quick discussion about gravity to help the children activate prior knowledge and make connections to known facts.) *Gravity is the force of the earth that pulls objects toward it and prevents things, and us, from floating away.*
- *Set a purpose for reading:* *The title of this story is Kid Stuff. Look at the photos. Why do you think the author decided to call it Kid Stuff? Let's study the background of the photos. Were they taken inside or outside? Now, let's read to find out what Jerry and his friends did to entertain themselves outside.*

During Reading

- Today when we read, I am going to show you how punctuation signals me to change my reading voice. For example, a period tells me to . . . ? A comma tells me to . . . ? An exclamation mark tells me . . . ? What about a colon? A question mark?
- When we read out loud, we want to sound like we’re talking (model for children), not like a robot (model for children), or a speed reader (model for children). Why?
- I will read the first paragraph while you follow along with your eyes. Then, we will read the second paragraph together while paying attention to punctuation.
- Now, I will read the next two paragraphs while you follow along and whisper read with me.
- On the next page, read the swing paragraph with me. Why do you think the author italicized and bolded the letters? Let’s practice saying, “***THUD.***” How can you make your voice sound like “thud?”
- Before we read the next two paragraphs together, find the word “transport.” What do you think the word “transport” means? When we read, think about the words around “transport,” and how those words, and even the photograph, help you think about the meaning of that word.
- When we read this paragraph, sometimes I’ll turn down my voice. Since you are thinking about what makes sense and sounds right while you read, you will say the word—sort of like filling in the blank.
- Now, let’s read the last paragraph together while paying attention to punctuation and making it sound like talking . . . like you are telling a story to an audience.

After Reading

- So what did you learn today about using your voice to read out loud?
- What do you think the word “transport” means now? It means to take or carry (people or goods) from one place to another.

After Reading Language Arts Multilevel Activity

- Today we are going to begin making a personal word wall. We will begin with these new words from *Kid Stuff*: gravity, transport, investigated, countryside, marshes. You may choose any three new compound words to add today, too (e.g., backyard, swimsuit, washtub, suitcase).
- Instruct children to create their own word wall using a plain folder. The example may be projected for children to use as a template.

LET’S CHECK OUR MISSION SCHEDULE TO SEE WHAT WE WILL BE DOING TOMORROW.

Aa

astronaut
acceleration
atmosphere

Bb

blast
bulletin
backyard

Cc

Countryside
construction
cramped
crew members
countdown
colossal

Dd

Ee

engineer
extreme

Ff

force

Gg

gravity
G-force
galley

Hh

habitable
hostile
hatch

Ii

investigated
ignition

Jj

Kk

know
knew

Ll

launched
liftoff

Mm

man-made
miscalculation
mission
magnetized

Nn

Oo

orbit

Pp

propelled
payload
parallel
portable

Qq

Rr

resistance
rocket
robotic

Ss

satellite
spacewalk
spacestation
structure
shuttle

Tt

transport
thunderous
trajectory
treadmills

Uu

Vv

venture

Ww

wash tub

XxYyZz

you
yours
your
zero-gravity