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Theme A: Day 6 Plan

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THEME A

DAY SIX SHARED READING PLAN of *SCIENTIFIC CURIOSITY*

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 *Scientific Curiosity* story, personal word walls, overhead or document reader or some other means to project text

Day Six: *Scientific Curiosity* (p. 16)

Purpose of day six language arts:

- Reintroduce *Scientific Curiosity*, activate prior knowledge, make connections both personal and textual
- Revisit the map and timeline as sources of information
- Support children's extension of text meaning by sharing the reading and thinking
- 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 adding new vocabulary to personal word wall
- Model making inferences from the actions and experience of the characters using evidence in the text

Before Reading

Possible teacher talk in blue.

- Attention-getter: Refer to day six of the MISSION SCHEDULE. Briefly explain what will happen on day six. Today we will be adding five new words to our word walls: propelled, blast, payload, thrust, miscalculation.
- Provide story introduction: The title of this story is *Scientific Curiosity*. Let's look at the timeline inside the back cover. Jerry started experimenting with model rockets in 1960. Can you calculate how old he would have been? What was happening in flight and space history around that time?
- Do you remember why he wanted to launch model rockets? What was he trying to learn about? Let's study the picture of his backyard launch pad. What do you notice? What do you think the white stuff is on the launch pad?
- Activate prior knowledge/make connections: Do you remember what Jerry lost in the trees in the field near his house? Let's look at the picture on page 7. How far away do you think the trees were? I wonder what powered the rockets. What could have created the forward motion, called thrust, which caused the rocket to shoot up into the sky?

- **Focus on vocabulary:** There is a new word in this story: miscalculation. Let's say "miscalculation." How many syllables do you hear? Find the word in the text of the story in the last paragraph. At the beginning of this word is the prefix "mis." Remember that a prefix is a chunk at the front of a word that has a predictable spelling. It sometimes gives you meaning clues. For example, the prefix "mis" means bad or wrong. So, when we read today, think about how the prefix helps you with the meaning of "miscalculation."
- **Set a purpose for reading:** Why do you think the author titled this story *Scientific Curiosity*? Let's read to find out.

During Reading

- Let's read the first two paragraphs together. Remember to make your reading sound like talking. Remember to pay attention to the punctuation.
- I'm going to read the next six paragraphs. Follow the words with your eyes and say them silently in your head. We will be reading a conversation between Jerry and his sister. I will be stopping so that we can talk about how the author used punctuation or a special print font to signal meaning or emotion. The first place is at the end of the third paragraph. When I get there, listen for how my voice changes when I read. (Read "*Ah-ha! My little sister Janet has a pet white mouse!*" with excitement.) So, why do you think the author used italics for that sentence? Did Jerry say this out loud or did he think it? Which other words help you know that?
- Sometimes authors use figurative language (a way of saying one thing but meaning another) to describe character's actions. For example, the author says that Janet's face "clouded over." How can a face cloud over? Then, the author says that she began "to soften." While I read, think about what the author meant. (Read paragraphs 4–7.) Now what do you think "clouded over" means? What about "soften"?
- Let's practice reading paragraphs 4 through 7 together. Remember that you are playing the parts of both Jerry and Janet. How can you adjust your voice? Let's practice, "**NO!** It would **NOT!**" How would you say that?
- I'll read the last two paragraphs, but you do the countdown. And say "WHOOSH" and make your voice sound like a rocket launching skyward.

After Reading

- So, in the end, what happened to the mouse? Which words make you think that?
- Now, what do you think "miscalculation" means? What does "calculate" mean?
- If you could ask Jerry Ross or his sister Janet a question about this story, what would it be? (Each child could write his or her question in a response journal.)

After Reading Language Arts Multilevel Activity

- Add the new words to your word walls. Find two new compound words to add to your word wall.

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

Note to teachers: Consider prompting children to begin thinking about the subject of their final project. See day ten for a list of possible ideas.