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Theme A: Day 8 Plan

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THEME A

DAY EIGHT SHARED READING PLAN of *SPACE TRAVELER*

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 *Space Traveler* story, personal word walls, reader response journals, overhead or document reader or some other means to project text

Day Eight: *Space Traveler* (pp. 23–26)

Purpose of day eight language arts:

- Reintroduce *Space Traveler*, activate prior knowledge, make connections both personal and textual
- Revisit map and timeline
- Support children’s extension of text meaning by sharing the reading and thinking
- Support children’s understanding of a chronological sequence of events
- Support children’s response to reading through visual representations, drawings, or sketches
- Model making inferences using evidence in the text
- Model how to examine photos, captions, and labels for detail to connect to written text
- 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 technical language and content vocabulary while rereading

Before Reading

Possible teacher talk in blue.

- Attention-getter: Refer to day eight of the MISSION SCHEDULE. Briefly explain what will happen on day eight. Today we will be adding eight new words to our word walls: ignition, thunderous, trajectory, parallel, acceleration, G-force, construction, mission.
- Provide story introduction: *Space Traveler* tells the story of Jerry Ross’s first Shuttle launch from launch to landing. Let’s study the map again. Did he reach his goal? Now look at the timeline. He was selected to be an astronaut in 1980, but how long was it before his first launch on the Space Shuttle *Atlantis*?
- Activate prior knowledge/make connections: This story is full of facts about space. For example, Jerry told us that once the crew strapped into their seats, it took three hours of preparation to complete prelaunch tasks. Is there a fact you remember from the first time we read this story?

- Today, we will be partner reading. You and your partner will share reading the story to each other. But you have another job, too. In your reader response journal, list all the space facts you discover as you read.
- **Focus on vocabulary:** You and your partner will find a number of new words today when you read. One of the new words is "trajectory." Trajectory is the path followed by a flying or moving object. Say "trajectory" with me. How many syllables do you hear? Can you find "trajectory" in the middle of the last paragraph on page 23? It says, "Our trajectory started to bend." So, as the Shuttle shot up, their path began to bend more parallel to earth. Can you visualize that? (Showing children with a globe might help them visualize.)
- **Set a purpose for reading:** So, when you read today, your job is to make your reading sound like talking, just like we have been practicing. Make sure you and your partner read the captions and talk about the photos. Write down space flight facts that you discover. Read to find out what else you can learn about Jerry's first flight and spacewalks.

During Reading

- During partner reading, children come together to talk and read. They can support their developing understanding of nonfiction text while practicing fluency, decoding, and comprehension.
- As children finish, they can write the new vocabulary words on their personal word walls.

After Reading

- What were the important events that took place in *Space Traveler*? What happened first? Next? Then what happened? (Continue prompting children to offer events in chronological order. Write this list on a chart or white board to scaffold children who may have difficulty with this concept.)

After Reading Language Arts Multilevel Activity

- Add the new words to your word walls.

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.