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Theme A: Day 9 Plan

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THEME A

DAY NINE SHARED READING PLAN of *LIFE IN ZERO GRAVITY*

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 *Life in Zero Gravity* story, personal word walls, overhead or document reader or some other means to project text

Day Nine: *Life in Zero Gravity* (pp. 27–28)

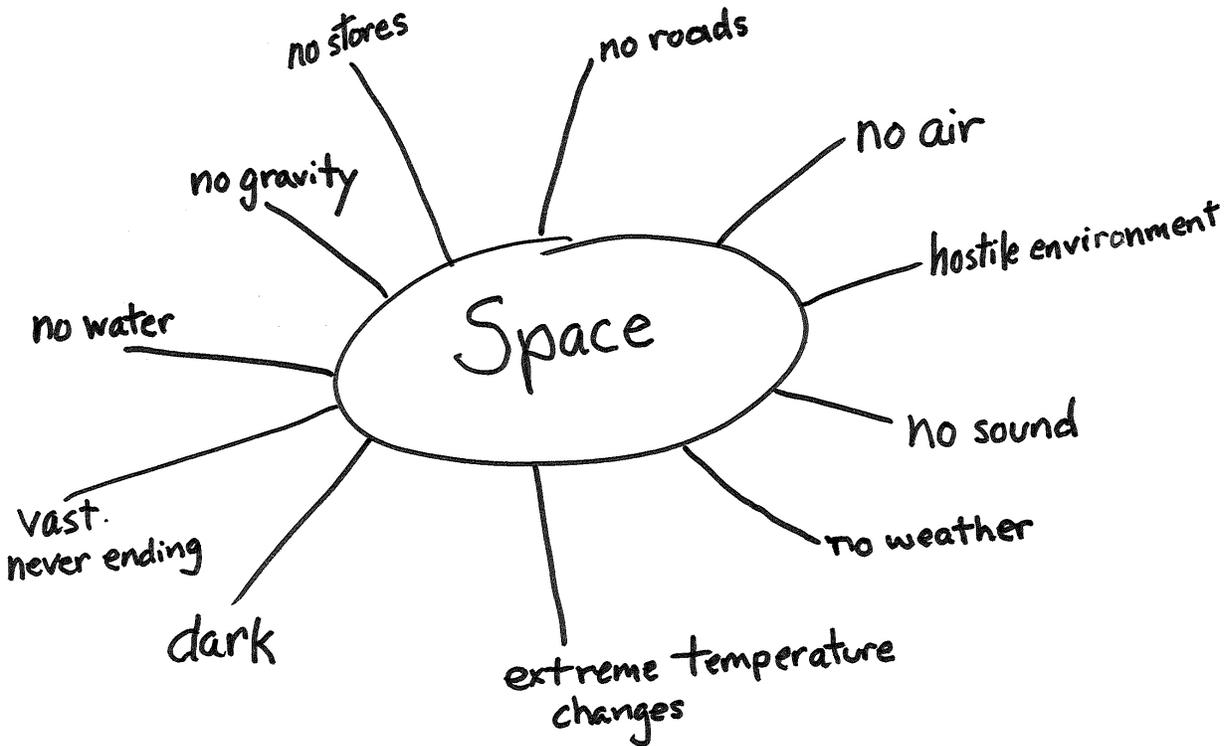
Purpose of day nine language arts:

- Reintroduce *Life in Zero Gravity*, activate prior knowledge, make connections both personal and textual
- Revisit timeline as a source 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 technical language and content vocabulary while rereading
- Model adding new vocabulary to personal word wall
- Model recording information on a chart

Before Reading

Possible teacher talk in blue.

- Attention-getter: Refer to day nine of the MISSION SCHEDULE. Briefly explain what will happen on day nine. Today we will be adding five new words to our word walls: portable, magnetized, galley, cramped, zero gravity.
- Revisit timeline: Let’s look at the timeline again. Can you find the year and name of each of the Shuttles Jerry flew on? How many Shuttle flights did he take? Which Shuttle did he travel on the most? Can you add up the number of spacewalks in each of the flights? What is the total number of spacewalks?
- Provide story introduction/make connections: Today we will be rereading *Life in Zero Gravity*. This is Jerry Ross’s description of how astronauts live in zero gravity, where everything floats and humans have no weight. Remember that he said it was like going on a camping trip. Have you been on a camping trip? How did you plan? What did you need?
- Activate prior knowledge: Let’s look at the space knowledge web we have been adding to the last eight days. Let’s read together to see what we know and have learned.



- Focus on vocabulary: The new word in this story is “portable.” What does it mean if something is portable? It means that it can be moved from one place to another. Can you think of something that is portable? When we read today, Jerry tells us about something on the Shuttle that is portable.
- Set a purpose for reading: Think about how living in space is different from living on earth. Let’s read to find out all the ways astronauts have to adjust for living in a weightless environment.

During Reading

- Today we will share the reading again. I will read every other paragraph. I’ll begin with the title and first paragraph. Let’s be sure to read the captions because we have some things we need to notice in the photos.
- Teacher reads paragraph one on page 27.
- Teacher and children read paragraph two with attention to punctuation.
- Teacher reads paragraph three and the photo caption. *What foods do you recognize? What do you notice about how the foods are packaged?*
- Teacher and children read paragraph four.
- Teacher reads paragraph five. *Do you see the silverware on the tray? I wonder why they don’t use plastic silverware.*

- Teacher and children read paragraph six. Before beginning, practice reading the last sentence with the children. Model for children how to make your voice sound interesting and dramatic.
- Teacher reads first paragraph on page 28 with attention to punctuation.
- Teacher and children read paragraph two on page 28. [Let's study the photo at the bottom of the page. Read the caption. What do you notice?](#)
- Teacher reads final two paragraphs on page 28.
 - [I will read the next paragraph. Your job is to follow the words with your eyes while visualizing what Jerry saw from the Shuttle window. Can you make a movie in your head? Have you ever stayed up late because you didn't want to miss something?](#)
 - [I will read the last paragraph. While I'm reading, think about what ten-year-old Jerry and his friend did when they were kids. Can you picture adult Jerry looking down at the earth and thinking about the time when he and Jim looked up at the night sky?](#)

After Reading

- [What was the most interesting fact you learned about living in zero gravity?](#)
- [If Jerry was here right now, what question would you ask him about living in zero gravity?](#)

After Reading Language Arts Multilevel Activity

- [Add the new words to your personal 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.