Unit 5/Week 3

Title: *Talk with an Astronaut*

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards RI.5.1, RI.5.2, RI.5.3, RI.5.4; W.5.2, W.5.4, W.5.9; SL 5.1, SL.5.2; L.5.1, L.5.2, L.5.4

Teacher Instructions

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

It takes hard work and perseverance to achieve our goals. A role model can inspire us in our journey. We in turn can become a role model for others.

Synopsis

A group of fifth grade students interview the first Hispanic American astronaut, Ellen Ochoa. The interview is a question and answer format.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| This story is written in an interview format. How can you identify what questions are being asked and the answers provided? (Page 570) | The questions are written in yellow and are asked by fifth grade students. There is a “Q” preceding the questions. The answers are written in white and are answered by Helena Ochoa. There is an “A” preceding her answers. |
| What does Ochoa state is the reason that her father did not teach them Spanish? (Page 570) | He didn’t teach them Spanish because at the time “there was a prejudice against people speaking their native language.” |
| Reread the first two questions on page 570. Why does the author begin the interview with these two questions? Support your answer with evidence from the text. | Both of the first two questions relate to the big idea of the entire passage; the importance of Ellen Ochoa’s Hispanic heritage in her upbringing and her accomplishments as the first Hispanic American woman to fly in space. |
| What have Ochoa’s accomplishments allowed her to do? Cite evidence. (Page 570) | Her accomplishments have allowed her to speak with children and be a role model for Hispanic American children. |
| The fifth grade students ask, “Who do think was the most influential person in your life? “ Use words and phrases to determine the meaning of the word influential. (Page 571) | Influential means someone who is important to you and has impacted you. Ochoa states that her mother is the most influential person in her life because of her hard work and dedication. |
| Ochoa states “That’s why it is important never to shut down your options.” Use evidence from the text to determine the meaning of this statement. (Page 571) | “Never to shut down your options” means do not give up or settle. Your ideas and desires may change over time. Ochoa states that she changed her major five times and that she thought she would never be an astronaut. She did not discover she wanted to be an astronaut until graduate school. |
| Cause is why something happens and an effect is what happens as a result of the cause. What was the cause of Ochoa never considering being an astronaut when she was growing up? Use evidence from the text to support your answer. (Page 572) | The cause was that there were no female astronaut role models. The first female astronauts weren’t selected until 1978. |
| Author’s purpose is the main reason the author writes a selection. Use details from 570, 571 and 572 to determine the author’s purpose. | The author is writing this piece to inform us of Ochoa’s inspiring journey in becoming an astronaut. Also, the author is informing us of the hard work it takes to train and perform the missions. |
| According to the text, what is involved in the NASA training? | The training prepares the astronauts for “anything that could happen on a space mission”. They need to problem solve when things break and go wrong. Training lasts at least three years. |
| The fifth graders ask the question, “What is it like to float in zero gravity?” Use words and phrases to determine the meaning of “zero gravity”. (Page 575) | Gravity means a natural force that causes objects to move and tend to move towards the center of the Earth. Zero gravity would mean the absence of gravity. Ochoa states she is weightless. |
| To compare is to state what is similar between two objects or events and to contrast is to tell how they are different. Compare and contrast the sleeping arrangements on Ochoa’s different missions. Use evidence to support your answer. (Page 576) | Contrast: “On my first two missions we slept in two shifts in sleeping compartments that looked like coffins. On my last mission, we slept in a single shift in sleeping bags anchored to the wall.” Compare: Her dreaming during her missions was the same as it is on earth. |
| How do the pictures on pages 573, 574 and 575 help us better understand Ochoa’s answer to the question “What does the earth look like from space?” | The photographs show the earth from space with vivid colors and detail. The shuttle is moving at 5 miles per second, I can see the shuttle and the different views of the Earth. |
| The author’s purpose is to inform people about Helen Ochoa. As I consider the author’s purpose, I want to read carefully to monitor my understanding. In addition to informing the reader, why did the author choose to write this in an interview format? | The author chose to write this in an interview format to entertain and engage the reader. The Helen’s personal narrative helps us hear about her journey in her own words. |
| How does technology help Ochoa stay in contact with her family while she is in space? (Page 578) | She is able to email them and on missions longer than ten days, she has a video conference with them. |
| What is the main idea of Ochoa’s response to the last question on page 579 about what it takes to prepare to be an astronaut? | The main idea is that you have to be good in math and science and you must also be a team player and a leader to become an astronaut. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Prejudice page 570Primarily page 571Focus page 571Specific page 573 | Gravity page 575Sensations page 575Relation page 576Conference page 578Inconceivable page 579 |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Accomplishments page 570Role Model page 570Influential page 571Monitors page 572Prevented page 572Missions page 572Zero gravity Page 575Compartments page 576Essential page 579  | Monitors page 573Role model page 57 |

Culminating Task

* Re-Read, Think, Discuss, Write
* *In Talk With An Astronaut the author shows us that it takes hard work and perseverance to achieve our goals. Using evidence from the text, cite at least three examples of how Ellen Ochoa demonstrated perseverance to achieve her goal of becoming an astronaut.*
	+ Sample Answer: In Talk with an Astronaut, the author shows that Ellen Ochoa achieved her goal of being an astronaut through hard work and perseverance. Ellen’s mother worked hard to raise children and go to college at the same time. This showed Ellen the importance of attending school and working towards a goal. Ellen herself attended college. After Ellen graduated from college, she went to train at NASA. Ellen started her training in 1990 and she “was in training for three years” before her first mission into space. Ellen states that, “we are trained to handle any problems that might come along.” (page 579) The trainings are very difficult and a lot of work goes into preparing for space travel. “Some astronauts have waited 10, even 16 years before they finally go into space!” (page 572) In addition, to the difficult training over many years, Ellen must also be away from her family for long periods of time. “On missions lasting more than ten days, we are allowed to visit with each other by having a video conference from space.” (page 578) Through hard work and perseverance, Ellen Ochoa achieved her goal and is now a role model for others.

Additional Tasks

* Prezi: <http://prezi.com/ovwxxprboxjc/talk-with-an-astronaut/>
* Writing: Have students think about what they would like to be when they grow up or identify an important or interesting person in the community. Have students write questions they would ask and interview that person. Next, have students write an article about their interview using the same format of the story.
* Timeline: Use the paired text Women Astronauts and have students develop a timeline of women in space.
* Science/ NASA: This website is full of ideas to engage your student. You can even talk to astronauts in space! http://www.nasa.gov/audience/foreducators/teachingfromspace/students/ #.U6nX\_14q8cV
* Jeopardy: <https://jeopardylabs.com/play/talk-with-an-astronaut>
* Identify two main ideas and supporting details in this interview. Write your answer in a multi-paragraph response.
	+ Possible Answers: The main idea is: it takes hard work to achieve your goals in life. The supporting details are: Ochoa had to work hard in her training missions and in school. It is a hard balancing act being a mom and an astronaut. Another main idea is that you should always keep your options open because you never know how things will change. Ochoa states that in fifth grade she wanted to be president and did not think about being an astronaut until graduate school. She changed her major five times.
* Provide examples of the author’s purpose to inform and entertain the reader. Write a short answer to support your ideas.
	+ Possible Answers: The author informs us about Ellen Ochoa’s journey to become an astronaut with detailed information about her experiences, training and life. The author entertains us with the format of questions and answers. Since the questions are asked from fifth graders’ perspective, I am more interested and thinking about

questions I might ask.

* Discuss the theme of Talk with an Astronaut. Use reasons and evidence to support your answers. Write a multi-paragraph response.
	+ Possible Answer: The theme of Talk with an Astronaut is that it takes hard work and perseverance to achieve your goals. Also, role models can inspire you. Ellen Ochoa’s mother was one of her role models because of her hard work, support, dedication to her family and perseverance—graduating from college after 22 years. The other role models that influenced Ochoa were the first women astronauts that served in 1978.

 Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Theme:



 Supporting Details:

 

   

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.