

About the Book

Text Type: Nonfiction/Informational Page Count: 20 Word Count: 1,001

Book Summary

At age 32 **Sally Ride** was not only the first American woman in space, she was also the youngest astronaut in NASA's history—male or female. This book highlights her accomplishments and describes her training. Other women astronauts are introduced and the Challenger's excursions are described. NASA photographs and captions support the text.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Sequence events
- Identify consonant *sh* digraph
- Identify and create proper nouns
- Place words in alphabetical order

Materials

Green text indicates resources available on the website

- Book—**Sally Ride** (copy for each student)
- KWL chart and markers
- **Sequence events, proper nouns, alphabetical order worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: **astronaut** (n.), **galaxies** (n.), **gravity** (n.), **launched** (v.), **recruiting** (v.), **satellites** (n.)
Enrichment: *boosters* (n.)

Before Reading

Build Background

- Ask students to tell what they already know about NASA and space travel. Ask them what they think about when they hear the word *astronaut*.
- Post a KWL chart on the wall and fill in the first column *K= What I already know* with things students know about NASA, space travel, and Sally Ride. As a group, brainstorm some things students would like to know about the topic and fill in the second column *W= What I would like to know*. Add a third column, *L= What I learned*.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and predict what kind of book this is and what it might be about.
- Have students turn to the table of contents and review its purpose with them. Read through the section titles and ask whether they support the predictions students have made about the content of the book. Discuss what else students think the book might be about, based on what's written in the table of contents.

Introduce the Reading Strategy: **Ask and answer questions**

- Model asking questions while looking at the table of contents.
Think-aloud: When I don't know a lot about a topic, I can use the section titles in the table of contents to think of questions I'd like to have answered. For example, the third section is titled "Early Astronaut Training." This makes me wonder what kind of education and training it takes to become an astronaut. Write your questions on the KWL chart (W).
- Encourage students to share any questions they have, based on the table of contents or the covers of the book and add these to the second column (W).
- Invite students to preview the rest of the book. Lead students through the title page, photos, captions, and section titles. Draw students' attention to the photos on pages 11 and 12.
Think-aloud: These pictures make me wonder why astronauts need to use a sleep restraint. Remind students to keep thinking about new questions to add to the KWL chart on the board. Add new ideas to the chart as they arise.
- Review or explain that in this informational book the table of contents is a chronological list of the section titles. Remind students that the table of contents also tells what page the section starts on. Have students tell where they would turn to learn more about Sally Ride growing up (page 7). Remind students that *captions* are small sentences or sentence fragments that describe the photo above. The *Title Page* lists the author's name. Encourage students to use all of these areas of the book to generate new questions. Add new questions to the chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, point out any vocabulary that you feel may be challenging for them.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- Model how to apply word-attack strategies. Have students find the vocabulary word *recruiting* on page 8. Remind them that they can use context clues in the text to help figure out what a word means. Have students read the first sentence in the paragraph. Then have them read the next two sentences, asking themselves what *recruiting* means. Lead students to identify the meaning, and locate what words helped them define their new vocabulary word. (NASA was looking for....)

Set the Purpose

- Review the points made and the questions asked on the KWL chart so far.
- As students read the book, have them look for answers to their questions about Sally Ride, NASA, and space travel.


During Reading


Student Reading

- **Guide the Reading:** Have students read to the end of page 9. Tell them to look for facts about Sally Ride, NASA, and space travel that will answer their questions on the KWL chart. Have them underline important words or phrases in the book that helped them answer the questions. If they finish before everyone else, instruct them to go back and reread.

- When they have finished reading, have students summarize each section and discuss the interesting facts they learned. Circle any questions on the KWL chart that were answered and add any new questions students developed. Model answering a question on the KWL.

Think-aloud: *I wanted to know what education and training is necessary to become an astronaut. I found out that Sally had to learn to pilot a plane, how to control the launch and reentry of shuttles, and how to operate the computer systems of a shuttle. (Write what you learned on the KWL chart.)*

 Tell students to read the remainder of the book. Remind them to look for answers to the other questions written on the KWL, or to think of new questions to add to it. Ask them to write down any questions they have in the page margins of their book and to underline any information that answers a question on the KWL.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Have students share any other questions they had while they were reading. Discuss how asking questions and looking for the answers as they read keeps them actively involved in the reading process, and helps them understand and remember what they read.

Teach the Comprehension Skill: Sequence events

- **Discussion:** Circle and talk about all of the questions on the KWL that were answered by reading the book (*L= What I learned*). Add any additional questions to the KWL chart. Explain that to find the answers to some questions, students may need to consult other references.
- **Introduce and model:** Review or explain that many books follow a specific sequence of events. Direct students to the table of contents. Explain that, in this book, the table of contents provides a chronological timeline of Sally Ride's life (i.e. events are listed in the order in which they occurred). Ask students why they think the author chose to write the sections in this specific order. Ask why the sequence of events is important when telling the story of someone's life. Model using sequencing words as the class discusses the order of events (*first, next, then, finally*). Explain how identifying and understanding the sequence of events in a book, along with developing and answering questions about what they've read can help them better understand and remember what the book is about.
- **Check for understanding:** Lead the class through an exercise of sequencing. Have students turn to section two on page 7 ("Growing Up"). Ask students to identify four events that could be listed in chronological order. (*First*, Sally was born on May 26, 1951. *Next*, she traveled Europe with her family when she was nine. *Then*, she went to high school and became interested in science. *Finally*, she earned a Ph.D. in college.) Model by filling out a sequencing chart with students' answers. Point out that there are other events that can be listed in sequential order.

- **Independent practice:** For more practice sequencing events, hand out the [sequence events worksheet](#).
- Have students choose six other important events in Sally Ride's life. Have students look for dates and other time indicators (she traveled to Europe with her family *when she was nine.*), to help them determine the order of events. Have students complete the sequence events worksheet. Once completed, ask for volunteers to share their work with the class.



Extend the discussion: Instruct students to use the inside front cover of their book to list one of the questions on the KWL chart that was not answered by the book. Have them tell what reference(s) they might consult to find the answer.

Build Skills

Phonics: Identify consonant digraph *sh*

- Write the word *shuttle* on the board and say it aloud with students.
- Have students say the /sh/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /sh/ sound in the word *shuttle*.
- Underline the *sh* digraph. Explain to students that the letters *s* and *h* together represent the /sh/ sound at the beginning of the word *shuttle*. Have students practice writing the *sh* digraph on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words on the board that contain the /sh/ sound, leaving off the *sh* digraph: *sheet, shelf, shape*. Say each word aloud. Have students complete and write each word on a separate piece of paper. Then have students read each word aloud to a partner.

Grammar and Mechanics: Proper nouns

- Review or explain that a *noun* is a person, place, or thing. Ask students to turn to page 4 and give examples of nouns from the text.
- Review or explain that a *proper noun* is the name of a specific person, place, or thing. A proper noun always begins with a capital letter. Model examples on the board: write nouns and then change them to proper nouns. (Common noun: *woman*. Proper noun: *Sally Ride*. Common noun: *state*. Proper noun: *Florida*.)
- Have students turn to page 15 and find an example of a proper noun. Remind them not to confuse a proper noun with the capital letter used for the beginning of a sentence. Ask them to circle all of the proper nouns found on page 15 (*Sally, Challenger, October, Kathryn, Sullivan, American*).
- Repeat the exercise above with page 18 (*Challenger, January, Judith, Resnick, Christa, McAuliffe*).





Check for understanding: Have students use the inside front cover of their book to write all of the proper nouns used in the text. Ask volunteers to share their work with the group. Students may add more proper nouns to their book as volunteers share their answers.


- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#).

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in *alphabetical order*. Remind students that if the first letter of two words is the same, they must compare the next two letters instead.
- Write the words *astronaut* and *satellites* on the board. Have a volunteer explain which word would appear first in alphabetical order and why. Write the words *launch* and *literature* on the board. Point out that the words begin with the same letter. Ask a volunteer to tell which word would appear first in alphabetical order and explain their thinking.

 **Check for understanding:** Write the words *astronaut* and *astrophysics* on the board. Have students use their book or a piece of paper to write which word comes first in alphabetical order. Walk around the room to check student answers. (Students must look at the sixth letter of each word to correctly alphabetize the words). Ask a volunteer to explain his or her answer.

 **Independent practice:** Give students the [alphabetical order worksheet](#). Have students cut out the words and place them in alphabetical order on their desks. Tell them to write the words in the correct order on the inside back cover of their book. (The first two words—*astronaut* and *astrophysics*—have already been written from the exercise above.)

 Have students look up each word in the dictionary and write the definitions on the inside back cover of their book.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Informational Writing Connection

Have students write their own expository piece of writing. Provide students with useful Internet and library resources. Have them research and write about a space explorer, other than Sally Ride. Lead students through the writing process—brainstorming, researching, drafting, revising, editing, and making final copies of their writing before sharing with the group.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational writing.

Science Connection

Have students work in pairs to learn more about a particular planet. Provide useful Internet sources to research points of interest. Have students create a scaled-down model of the planets using styrofoam balls and provide an opportunity for students to paint them. Allow students to share their project and what they learned with the class.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently ask relevant questions about the topic prior to and during reading; locate answers to the questions in the text and understand that not all questions are answered in the book
- accurately place events from the book into sequential order on a worksheet
- accurately identify words with the consonant *sh* digraph
- identify proper nouns from the text
- understand the process of putting words into alphabetical order on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)