

Key Question

How do people replicate their habitats in space?

Vocabulary

Academic vocabulary

- *create (v.), involve (v.), prepare (v.), recover (v.), remain (v.), structure (n.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

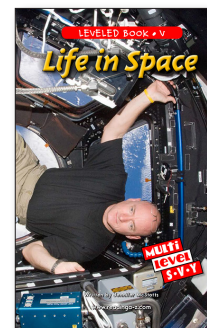
Story words

- *astronauts (n.), gravity (n.), orbited (v.), space station (n.), technology (n.), training (n.)*

Enrichment words

- *cosmonaut (n.), nozzle (n.), resistance (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Life in Space*.



Ask and answer questions

Write the word *habitat* on the board. Ask students to explain what they know about the meaning of the word. Discuss a basic definition of the word. Invite students to use the front and back covers to predict what life might be like for people in space. Have students share questions they have about space life. Invite students to identify answers to these questions in the book while reading.

Text features: Analyze photos and captions

Have students locate in the book the photographs for each of the animals on their graphic organizer. Ask students to explain how the photograph helps support the text: *What does each photograph show? How does each photograph help readers better understand the information on the page?* Ask students to explain how the captions help support the information in the photographs.

Graphic organizer: Author's purpose

Have students complete the lesson [graphic organizer](#). Model and discuss how to complete the organizer by locating evidence within the text.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.




- *What type of training does an astronaut go through?* (level 2)
- *Why can staying on the space station be very difficult for people?* (level 3)
- *What do astronauts do in space?* (level 2)
- *How do astronauts do everyday things like sleep and go to the bathroom?* (level 2)
- *What is different about eating food in space?* (level 2)
- *What kinds of things do astronauts do in their free time while in space?* (level 2)
- *Why do astronaut's bones and muscles weaken while they are in space?* (level 2)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: As you read, think about the author's purpose for writing *Life in Space* and then check the appropriate box(es). Write examples from the text to support your thinking in the *Evidence* column. Finally, circle the purpose that is the author's main purpose for this book.

 To Entertain	Evidence:
 To Inform	Evidence:
 To Persuade	Evidence: