

Focus Question:

Why do people want to attend space camp?

Book Summary

Text Type: Nonfiction/Informational

Imagine being an astronaut and blasting off into outer space . . . that's the dream of many students who attend space camp each summer! *Space Camp* gives students a glimpse into these amazing camps and the experiences they have to offer. Detailed information and helpful graphics will keep students engaged with this exciting topic. This book can also be used to teach students how to summarize a text as well as to identify the main idea and details to better understand the information.

The book and lesson are also available for levels S and Y.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify main idea and details
- ☐ Understand and use graphics to clarify text
- ☐ Use correct subject-verb agreement in sentences
- ☐ Identify and use homographs

Materials

- ☐ Book: *Space Camp* (copy for each student)
- ☐ Main idea and details, summarize, subject-verb agreement worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

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

• Words to Know

Story critical: *exploration* (n.), *leadership* (n.), *rovers* (n.), *simulators* (n.), *spacecraft* (n.), *trainees* (n.)

Enrichment: *aeronautics* (n.), *counselors* (n.), *g's* (n.), *impairments* (n.), *mock* (adj.), *technology* (n.)

- **Academic vocabulary:** *allow* (v.), *concentrate* (v.), *couple* (n.), *globe* (n.), *important* (adj.), *study* (v.)

Guiding the Reading

Before Reading

Build Background

- Place on the board a photograph of a space shuttle. Have students close their eyes as you verbally walk them through the launch of that space shuttle, and have them imagine they are on board. When finished, have students open their eyes and share what feelings they experienced while visualizing being blasted off into outer space.
- Explain to students that becoming an astronaut involves years of studying, hard work, and training, but that training can begin when they are still young. Share that one place students can start studying to become an astronaut is at a place called *space camp*.

Introduce the Book

- Give students their copy of *Space Camp*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that most books have a *main idea*, or a general topic that is the subject of a book. Explain that the extra information or descriptions that help explain the main idea are the *details* of the book. Point out to students that the title of a book often provides clues about the main idea.

Guiding the Reading (cont.)

- Have students discuss with a partner their predictions about the main idea of the book. Invite students to share their predictions with the class. Come to a class consensus about the main idea of this book, such as: *Space camps are places where students can learn more about becoming an astronaut.* Write the main idea on the board.

Introduce the Reading Strategy: Summarize

Explain to students that engaged readers recall, talk about, and write about what they've read by using the main idea and details from the text to create a summary. Explain that a *summary* is a brief overview of the most important information in the text. Point out that a summary answers the questions *who*, *what*, *when*, *where*, and *why*. Explain to students that using the main idea and details from each section of the text can help create a summary of the entire book.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary 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. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about space camps. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How is a space camp different from a regular camp?* (level 1) page 4
- *Where are space camps located around the world?* (level 1) page 7
- *Who might be interested in attending space camp?* (level 2) multiple pages
- *Why are rocketry and robotics an important part of space exploration?* (level 2) pages 8–9

- *What are the benefits of participating in simulated missions?* (level 3) pages 13–14
- *Why is teamwork an important aspect of space exploration?* (level 3) multiple pages
- *Why did the author write this book about space camps?* (level 3) multiple pages

Text Features: Graphics

Explain that graphics include charts, graphs, and diagrams in a book that help the reader better understand the text. Have students review the graphics throughout the book and discuss how the visual display of information in the graphics helps clarify the written text. Ask students: *What is the benefit of the map showing space camps around on the world on page 7? How does the daily schedule of a camper on page 8 help the reader better understand the text?* Have students share their answers with the class.

Skill Review

- Direct students' attention back to the class prediction of the main idea of this book. Discuss whether or not this main idea needs to be revised on the basis of the text. If the main idea was revised, write the new main idea on the board.
- Draw a square around the main idea on the board. Draw six lines extending out from the square and write the names of the six sections of the book: "Introduction: From Space Camp to Space," "Space Camps Around the World," "Going to Space Camp," "Astronaut Training," "Simulated Missions," and "Astronauts of the Future." Draw squares around each of these sections, and draw one line below each square for the main idea of each section. Then, draw three lines below each main idea line for the corresponding details. This will create a web diagram on the board. Pass out to students a copy of the [main-idea-and-details worksheet](#), which will look like the image on the board.
- Model identifying details that support the main idea of the book.

Think-aloud: *I know the overall main idea of this book: Space camps are places where students can learn more about becoming an astronaut. Each section of this book has its own main idea and details, which will support the book's overall main idea. For example, in the second section, "Space Camps Around the World," I read that space camps allow campers to learn more about space exploration and are located all around the world. From this information, I can identify the main idea of this section: Space camps are located all around the world. This is the main idea of the first section. Since every main idea needs details to explain it, I will be looking for details that explain or describe these various space camps and how they are the same and different. I will continue to look for main ideas and details from each section of this book*

Guiding the Reading (cont.)

as I read, which will also support the overall main idea of this book.

- Have students work with a partner to identify three details that support the main idea of the second section of the book.
- Remind students to continue identifying the main idea and details from each section of the book as they read and record their answers on their worksheet.

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.

Skill Review

Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Put students into six groups, and assign each group a different section from the book to complete the [summarize worksheet](#) using the information from their main-idea-and-details worksheet. When all groups are finished, have one volunteer from each group read their group's summary. Have groups read their summaries following the order of the sections in the book. Then work with the class to generate an overall summary of the book on the basis of each section's summary. Write this summary on the board.

Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *People want to attend space camp to learn more about space exploration, becoming an astronaut, and participating in simulations that train them for life in outer space.*)

Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

Book Extension Activities

Build Skills

Grammar and Mechanics:

Subject-verb agreement

- Explain to students that writers choose their words very carefully when writing in order for their words to make sense. Explain that one of the ways writers

do this is by making sure the subject and verb agree in a sentence. Remind students of the functions of a subject and a verb. Explain that if a subject is singular, the verb must be singular, and if the subject is plural, the verb must be plural.

- Write the following sentence on the board: *Students visit space camp during the summer.* Ask students to identify the subject (*students*) and verb (*visit*) in this sentence. Ask whether the subject is singular or plural (*plural*). Ask whether the verb is singular or plural (*plural*). Then change the sentence to read: *Student visit space camp during the summer.* Ask students to identify the mistake in this sentence and how it can be fixed. Remind students that subjects and verbs need to agree in sentences in order for them to make sense.
- **Check for understanding:** Have students turn to page 8 and reread the two paragraphs on the page. Have them find three examples of subject-verb agreement. Invite students to share their answers with the class.
- **Independent practice:** Introduce, explain, and have students complete the [subject-verb-agreement worksheet](#). If time allows, discuss their answers.

Word Work: Homographs

- Write the words *pitcher* and *pitcher* on the board. Point out that the words sound the same and are spelled the same, but they have different meanings. Explain that these are called *homographs*. Ask students to work with a partner to create two definitions of the word *pitcher*. Invite volunteers to share their answers with the class.
- Write the words *bank* and *bank* and *palm* and *palm* on the board and repeat the same activity. Then have students work with a partner and ask them to generate a list of five new homographs (both words and definitions). Have partners share their work with the class.
- **Check for understanding:** Write the following words on the board: *park, ring, fan*. Have students write two sentences for each word on a separate sheet of paper reflecting different meanings of each word.
- **Independent practice:** Introduce, explain, and have students complete the [homographs worksheet](#). If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.