
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Explain that an astronaut is someone who flies a space shuttle into outer space
- ✓ Identify Sally Ride as an astronaut who flew into space

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Sally Ride” (RI.P.1, SL.P.2, SL.P.3)
- ✓ With prompting and support, retell important facts and information from “Sally Ride” (RI.P.2)
- ✓ With prompting and support, use the word *space* acquired through conversations, reading and being read to, and responding to “Sally Ride” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the phrase *outer space* in reading and discussing “Sally Ride” (RI.P.4)

Core Vocabulary

adventurous, *adj.* Ready to try something new and exciting

Example: I was adventurous on the playground when I went down the really high slide.

Variation(s): none

astronaut, *n.* Person who travels to outer space

Example: When I grow up, I want to be an astronaut so that I can fly high up into the sky close up and visit the moon.

Variation(s): astronauts

decided, *v.* Made a choice

Example: Today, I decided that I wanted to eat chicken nuggets for lunch instead of pizza.

Variation(s): decide, deciding

launch, *v.* To shoot up and take off

Example: When I am at the pool, I launch myself off of the diving board into the water.

Variation(s): launched, launching

space shuttle, *n.* A vehicle used to take people into outer space

Example: The space shuttle went very fast as it blasted off into the sky.

Variation(s): none

scientist, *n.* A person who does experiments to learn about the world

Example: The scientist wanted to find out how seeds sprout, so she planted one in her garden.


Variation(s): scientists

outer space, *n.* The area far up in the Earth's sky

Example: Cammie wanted to grow up and be an astronaut so she could travel into outer space.

Variation(s): none

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W Essential Terms or Background Information	Image Card 6A-1	5
	W Purpose for Listening		
Presenting the Read-Aloud	W Sally Ride		10
Deepening Understanding	W Deepening Understanding: <i>Outer Space</i>		10
 Complete remainder of lesson later in the day			
Extension Activity	S Name Space Shuttles	Transition Cards: Name Cards from <i>All About Me</i> domain; colored construction paper; black construction paper; writing utensils; scissors; glue; (optional: glitter glue; yarn; star stickers)	20

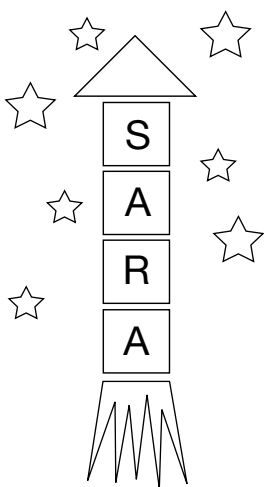
Take-Home Material

Important People in American History: Sally Ride

Give students the following material to take home to their family:

- **Activity Page 6A-1: Important People in American History: Sally Ride**

Advanced Preparation



Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity

To prepare for this activity, cut colored construction paper into triangles (1 per student) and squares (1 square per each letter of students' names). Make a sample Name Space Shuttle using your own name.

Whole
Group

Essential Terms or Background Information

- Show students **Image Card 6A-1: Astronaut**

"This is a picture of an astronaut."

- Define *astronaut*.

"An astronaut is a person who travels into outer space. Outer space is way up in the sky, where the moon and stars are."

Purpose for Listening

- Tell students to listen to find out the name of an American woman who became an astronaut.

"Listen to find out the name of an American woman who became an astronaut when she grew up."

Sally Ride



◀ SHOW FLIP BOOK PAGE 6A-1: Sally Ride wearing headset

This is a true story about Sally Ride, who became famous as the first American woman to travel into **outer space**. She was a **scientist** and an **astronaut**.

- Review *ASTRONAUT*.

"This is Sally Ride. She was an astronaut. Who remembers what an astronaut does?"

- Call on a few students to respond. (travels into outer space)



← **SHOW FLIP BOOK PAGE 6A-2: Sally Ride watching television**

Sally Ride was born around the same time your grandparents were born. She loved playing sports, like tennis and football. She was strong and **adventurous**. She enjoyed doing her schoolwork and learned as much as she could about science. When she was a little girl, she watched rockets **launch** into space on TV. She thought it was really exciting to see astronauts go into space. Those lucky people got to fly higher into the sky than anyone had ever been before!

- *Summarize the text.*

"When Sally Ride was a little girl she watched rockets on TV and dreamed about going into space."

- *Ask students to compare themselves to Sally Ride.*

"Raise your hand if you work hard in school. Raise your hand if you would like to be an astronaut when you grow up. What kinds of things might you do if you were an astronaut?"

- *Call on a few students to respond.*



◀ **SHOW FLIP BOOK PAGE 6A-3: Sally Ride studying**

Sally Ride worked hard in school. She learned about the stars and about how machines like cars and rockets work. She **decided** she wanted to be an astronaut and fly into space.

People said to her, “Sally, it’s really hard to be an astronaut.”

And she answered, “Just you see. I am going to be an astronaut.”

- *Ask students if Sally became an astronaut.*

“Do you think Sally Ride will become an astronaut when she grows up?”

- *Call on a few students to respond. (Yes, she got a job as an astronaut.)*



◀ **SHOW FLIP BOOK PAGE 6A-4: Sally Ride with astronauts**

When she was finished going to school, Sally got a job as an American astronaut. Sally Ride became a member of a team of astronauts. These astronauts all worked together to fly a big **space shuttle** high up into the sky, higher than any airplane could fly.

- Define *TEAM*.

"A team is a group of people who all work together to get something done. This is Sally Ride's team of astronauts. You can have a team of football players, a team of soccer players, or a team of astronauts."

- Ask students if they have ever been on a team before.

"Who in this class has been on a team? What kind of team were you on?"

- Call on a few students to respond.

- Ask students if they would like to be on a team of astronauts.

"Who in this class would like to be on a team of astronauts?"

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 6A-5: Space shuttle launch**

On launch day, Sally and the other astronauts put on their space suits and got ready to go into space. They heard the countdown. Ten, nine, eight, seven, six, five, four, three, two, one, blast off! The space shuttle blasted into space.

- Explain the image of the launch.

"This is a picture of the space shuttle blasting off into space. The tip of the space shuttle is pointed straight up into the sky, into outer space. There is lots of fire shooting out of the bottom of the rockets. The white part is the part of the space shuttle where the astronauts ride."

- Reread the text and do a countdown with the class.

"Let me read the part about the blast-off again. This time I want you to count down with me. We are going to start at ten and count backwards to one. When I say blast off, I want you to jump up in the air like you're going into space."



◀ **SHOW FLIP BOOK PAGE 6A-6: Earth from space**

Sally and her teammates lived inside the space shuttle for six days as it flew around and around Earth. They looked out the window and saw planet Earth below them. They took pictures and learned about Earth and the sky.

- Explain the image of Earth seen from space.

"This is a how Earth looked when Sally Ride looked out of her space shuttle's window. This is Earth down here [point to Earth]. The green part is the land, the blue part is water like in the ocean, and the white swirls are clouds. Up here is outer space and the stars. Who has been outside during the night and seen the black sky, the stars, and the moon? Sally flew her space ship up near the moon."

- Call on a few students to respond.



◀ **SHOW FLIP BOOK PAGE 6A-7: Sally Ride in space**

Sally learned that life is different for astronauts living in a space shuttle high up in the sky. She wore a special space suit. She ate special food. Her body floated in the air, even inside the space shuttle! Sally Ride thought it was fun to float. She could do somersaults in the air. When their work was done, Sally Ride and the astronauts flew the space shuttle carefully down out of the sky and landed back on Earth again.

- *Tell students that this is Sally Ride in her space shuttle.*

"This is a picture of Sally Ride inside the space shuttle. All of these buttons and levers are for driving the space shuttle. Sally is wearing her special space suit. She has a microphone near her mouth so she can talk to the people on her team."

- *Tell students that there is no gravity in space.*

"Look how Sally is floating in the air. In space, there isn't any gravity, so everyone floats around. Can you imagine just floating through the air like that?"

Call on a few students to respond.



← **SHOW FLIP BOOK PAGE 6A-8: Older Sally Ride**

Many years later, Sally Ride still remembered her first trip into space. She remembered when the rocket blasted off. “There is so much power; there is so much thunder,” she said. She remembered looking out the window. “I saw the blackness of space, and then the bright blue Earth,” she said. Every chance she could, she shared the excitement of science and space with kids. She wanted everyone, girls and boys, to know that they could become scientists and astronauts if they wanted to be.

- Tell students that Sally Ride shared her love of space with others.

“Sally Ride told everyone what it was like to be an astronaut. She told them about what it was like to see Earth from way up in the space shuttle. She wanted everyone to know what it was like to be an astronaut.”

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: Outer Space

Defining Outer Space

- Reread the part of the read-aloud text that contains the words *outer space*.

“Remember, in our read-aloud, we heard the words outer space. Listen for the word space while I read part of the read-aloud you heard before.”



← **SHOW FLIP BOOK PAGE 6A-6: Earth in space**

This is a true story about Sally Ride, who became famous as the first American woman to travel into space. She was a scientist and an astronaut.

- Define the word *space*.

“Space is the area far above the Earth in the sky. Sometimes, people call it outer space.”

Have students say the word with you.

“Say those words with me—outer space.”

Reviewing Outer Space



◀ SHOW FLIP BOOK PAGE 6A-6: Earth in space

- Tell students that Sally Ride’s space shuttle is in outer space.

“In this picture, we can see Sally Ride’s space shuttle in outer space. The black part of the picture is outer space. This is Earth. [point to Earth] Outer space is all around Earth where we live.”

- Have students go to a window and look up into the sky.

“I want all of us to go look up into the sky where outer space is. We can’t see all the way into outer space during the daytime, but we can point to where it is. Tonight, before you go to bed, look up into the sky and see the moon and stars. The moon and stars are in outer space.”

Expanding Outer Space

- Tell students that *space* can also mean the room or area around or between something.

“The word space can also mean something else. It can mean the area around something. If there isn’t enough space around something, it can be hard to fit or get around it. If we don’t leave enough space when we push in the chairs, people can get stuck on the way to the bathroom.”

- Give an example of how students might use the word *space* in the classroom.

“When we are in our classroom, we all need to make sure to give each other enough space to do our work. If someone is playing with the blocks, and another student wants to play too, they should check to make sure there is enough space for everyone. If we don’t give our friends enough space, they will feel crowded.”



Complete remainder of lesson later in the day



Name Space Shuttles

Note: For this Extension Activity, it is important that all students finish their Name Space Shuttles prior to the Extension Activity for Lesson 6B.

Students will use construction paper to make space shuttles showing the letters of their names.

- Remind students that Sally Ride was an astronaut who flew in a space shuttle high up into the sky, all the way into outer space
- Show students the sample Name Space Shuttle you made with your own name (see **Advance Preparation**).
- Tell students that they are going to make their own space shuttle with the letters from their names. Explain that they will glue down one square for each letter of their name, then add the tip of the space shuttle and the flames, stars, glitter, etc. You will write the letters of students names for them.
- Give the students their **Name Cards** so that they can see the letters of their names.
- Help students count the letters in their name by pointing to the letters on the Name Cards (going from left to right).

“How many letters are in your name? You will need _____ pieces of paper to make your space shuttle—one square for each letter.”

- Have students help you count the correct number of squares and have them line up the blank squares under their **Name Cards**. Write students’ names from left to right on the squares.
- Help students arrange their squares vertically on a dark piece of construction paper. Help them glue their squares in order from top to bottom.
- Complete the space shuttle by placing a precut triangle shape at the top and “flames” made out of glitter or strips of red and orange paper at the bottom.
- Help students count the squares and remind them how many letters they have in their name.
- Point out that students with taller space shuttles have more letters in their names.

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- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
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- ✓ With prompting and support, retell important facts and information from “Sally Ride” (RI.P.2)
- ✓ With prompting and support, use the word *decided* acquired through conversations, reading and being read to, and responding to “Sally Ride” (L.P.6)
- ✓ With prompting and support, ask and answer questions about the word *decided* in reading and discussing “Sally Ride” (RI.P.4)

At a Glance

	Exercise	Materials	Minutes
Picture Talk	W Sally Ride		15
Deepening Understanding	W Deepening Understanding: <i>Decided</i>	Two kinds of stickers	10
 Complete remainder of lesson later in the day			
Extension Activity	S Sally Ride Bulletin Board	Image Card 6B-1; black, green, and blue bulletin board paper; stapler; marker	10

Advance Preparation

Extension Activity

Make a bulletin board in your classroom that resembles **Flip Book Page 6A-6: Earth from space**. Use black bulletin board paper as the backdrop. Use blue and green bulletin board paper to make the Earth. Staple Earth in the bottom right-hand corner. Post **Image Card 6B-1: Sally Ride** where students can easily see it. Title the bulletin board 'Sally Ride: American Astronaut.'

Whole Group

Sally Ride

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



◀ SHOW FLIP BOOK PAGE 6A-1: Sally Ride wearing headset

- Ask students to identify Sally Ride and her profession.

“We heard a true story about this woman. Who remembers her name? Who remembers what her job was?”

- Call on a few students to respond. (Sally Ride, astronaut)
- Ask students to define *astronaut*.

“Who remembers what an astronaut does?”

- Call on a few students to respond. (flies a space shuttle into space)



◀ SHOW FLIP BOOK PAGE 6A-5: Space shuttle launch

- Ask students to tell you about the picture of the space shuttle launch.

“What is happening in this picture?”

- Call on a few students to respond. (blast off, launch)
- Have students act out a launch by counting down from ten.

“When space shuttles launch into space, everyone counts backwards from ten until the moment it lifts off. Let’s all count down from ten together.”



◀ **SHOW FLIP BOOK PAGE 6A-6: Earth from space**

- Have students point to outer space, Earth, and the space shuttle.

“Who can help me point to outer space in this picture? Who can help me point to Earth in this picture? Who can help me point to Sally Ride’s space shuttle in this picture?”



◀ **SHOW FLIP BOOK PAGE 6A-7: Sally Ride in space**

- Have students imagine that they are in the space shuttle.

“I want you to pretend that you are an astronaut just like Sally Ride. Pretend you are in the space shuttle. What are you wearing? Are you floating in the air or sitting in a seat? Who can you talk to using your microphone? What might you see if you look out the window?”

- Ask students if they would like to be astronauts when they grow up.

“Would you like to be an astronaut when you grow up? Raise your hand if you would like to be an astronaut. What would be your favorite thing to do if you were an astronaut?”

- Call on a few students to respond.

Deepening Understanding

10 minutes

Whole Group

Deepening Understanding: *Decided*

Defining Decided

- Reread the part of the read-aloud text that contains the word *decided*.

“Remember, in our read-aloud, we heard the word decided. Listen for the word decided while I read part of the read-aloud you heard before.”



◀ **SHOW FLIP BOOK PAGE 6A-3: Sally Ride studying**

*Sally Ride worked hard in school. She learned about the stars and about how machines like cars and rockets work. She **decided** she wanted to be an astronaut and fly into space.*

- Define the word *decided*.

“Decided means made a choice. Sally Ride decided to be an astronaut; she made up her mind that she wanted to fly into space when she grew up. She made a choice. She decided.”

- Have students say the word with you.

“Say the word with me—decided.”

Reviewing Decided

- Show students the Flip Book, using the word *decided* to talk about each page.



← **SHOW FLIP BOOK PAGE 6A-2: Sally Ride watching television**

“Sally Ride decided she wanted to be an astronaut.”



← **SHOW FLIP BOOK PAGE 6A-3: Sally Ride studying**

“Sally Ride decided to work in hard in school and learn a lot about science.”



← **SHOW FLIP BOOK PAGE 6A-4: Sally Ride with astronauts**

“Sally Ride decided to become a member of a team of astronauts.”



← **SHOW FLIP BOOK PAGE 6A-5: Space shuttle launch**

“Sally Ride decided to drive a space shuttle as it launched into space.”



← **SHOW FLIP BOOK PAGE 6A-6: Earth from space**

“Sally Ride decided to look out of the space shuttle’s window and see Earth below.”



← **SHOW FLIP BOOK PAGE 6A-7: Sally Ride in space**

“Sally Ride decided to do somersaults inside the space ship.”



← **SHOW FLIP BOOK PAGE 6A-8: Older Sally Ride**

“Sally Ride decided to tell lots of people what it was like to be an astronaut.”

Expanding Decided

- Have students make a decision about which sticker they would like to have.

“I have two different kinds of stickers. I want each of you to decide which kind you would like to have.”

- Ask the students which sticker they would like, having them use the word *decided* in their response.

“I am going to ask each of you which sticker you would like. I want you to say, ‘I have decided that I want [first kind of sticker],’ or ‘I have decided that I want [second kind of sticker].’”

- Call on each student, prompting them to use the word *decided* in their responses.



Complete remainder of lesson later in the day

Small Group

Sally Ride Bulletin Board

Note: Students must have completed Extension Activity: Name Space Shuttles during Lesson 6A to participate in Extension Activity: Sally Ride Bulletin Board during Lesson 6B.

Students will act out the part of the story about Sally Ride where Sally's space shuttle blasted off into space. You will staple their space shuttles, one at a time, on the Sally Ride bulletin board.

- Tell students that they are going to use their Name Space Shuttle to act out part of the story about Sally Ride. They are going to launch their name space shuttles into space.



← **SHOW FLIP BOOK PAGE 6A-5: Sally Ride in space ship and read text:**

“On launch day, Sally and the other astronauts put on their space suits and got ready to go into space. They heard the countdown. Ten, nine, eight, seven, six, five, four, three, two, one, blast off! A big rocket lifted the space shuttle up into space, so high that Sally could look out the window and see Earth down below her.

- Hold up each Name Space Shuttle and have students raise their hand if it belongs to them. Give the Name Space Shuttle to the student.
- Tell students that you are going to count down from ten together. Model counting backwards, then invite students to join you.

“Let’s count backwards from ten and then launch our space shuttles. This is how you count backwards from ten to one if you are preparing for a space shuttle to take off...ten, nine, eight, seven, six, five, four, three, two, one....BLAST OFF! Now you count with me.”

- Invite students up to the Sally Ride bulletin board one-by-one and staple their space shuttles in outer space.



Reflect on student progress using the Domain Assessment