

Mae Jemison: Space Scientist



- Author: Gail Sakurai
- Genre: Biography ~ a nonfiction selection describing the life of Mae Jemison
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Day 1 Schedule



- Reading

- Vocabulary

- Main Idea

- Read segment 1 (210-215)

- Word Work

- Pretest (229g)

- Writing and Language

- Daily Language Practice

- Verb Tense Review (229k)

Vocabulary



- Astronaut: a person trained to participate in the flight of a spacecraft
- Launches: puts into action by force
- Mission: an operation that is assigned to spacecrafts.
- Orbit: the path of a spacecraft around the Earth.
- Reusable: able to be used again
- Satellite: a device made to orbit the earth to perform a task
- Space shuttle: a spacecraft launched from Earth, return to earth and land like a plane
- Specialist: one who becomes an expert in a particular field
- Weightlessness: the condition of being in a state of free fall





We will fill in
vocabulary words
where they best fit
the context

Astronaut

Launches

Mission

Orbit

Reusable

Satellite

Space shuttle

Specialist

Weightlessness

Is your dream to become an _____
and fly to distant worlds in outer space?

Do you wonder what it would be like to
feel the _____ ?

Do you imagine yourself in _____,
circling the earth in a _____ ?

Do you get up at 4 a.m. to watch the
_____ take off on a _____
and learn more about space?

Are you hoping to become a _____
in space science?

Do you choose foods that come in _____
containers because you know that trash
is a big problem in space?

Are you jealous when NASA _____
a new space probe, and you are not one
of the scientists controlling it?

Main Idea:

We will identify main ideas in paragraphs.



Activate Prior Knowledge

- What was the selection “Volcanoes” about?
- The **topic** of the selection was volcanoes.
- Each paragraph had a **main idea** that was focused on.

Concept

- Topic: the subject most or all of the paragraphs tell about.
- Main idea: the main point a paragraph or a section makes about the topic.
- Details: supporting information about the main idea



Skill: We will identify main ideas.

Read the paragraph.

Is the main idea stated?

If it is not, look at the details to determine what the paragraph was about.

- Look at the second paragraph on page 213.

Mae loved to work on school science projects. She spent many hours at the public library, reading books about science and space. On summer nights, she liked to lie outside, look up at the stars, and dream of traveling in space. Mae was fascinated by the real-life space flights and moon landings that she watched on television. Mae Jemison knew that she wanted to be an astronaut. Although all the astronauts at that time were white and male, Mae wasn't discouraged.

The main idea is not directly stated. By thinking about the details: she loved working on science projects, read books about science and space, liked stargazing, and dreamed of becoming an astronaut, I can infer a main idea:

As a child, Mae Jemison was fascinated with science.



Skill: We will identify main ideas.

Read the paragraph.

Is the main idea stated?

If it is not, look at the details to determine what the paragraph was about.

- **We do:**
 - Read pages 213-214
 - What is the main idea of these pages?
 - What details support this main idea?
- **You do**
 - Read pages 215-216
 - What is the main idea of these pages?
 - What details support this main idea?

We will identify main ideas.



Closure

- What is a **topic**?
- What is a **main idea**?
- If the **main idea** is not stated, how do we identify the **main idea**?

Practice

- Guided practice
 - As we read, we will continue filling in the chart on practice book pg. 114
- Independent practice
 - Later in the week we will complete practice book pages 116-117

Daily Language Practice: We will proofread and correct sentences with spelling and grammar errors.



Yesterday the school turm end.

Can you help stirr the cake batter

Last night we watch the parrot fly to its new purch.

[Back to Day 1 Schedule](#)

Day 2 Schedule



- Reading

- Segment 2 (216-222)
- Main Idea
 - ✦ Practice book pg. 114
- Comprehension questions (224)
 - ✦ Practice book pg. 115
- Vocabulary
 - ✦ Practice book pg. 113

- Word Work

- Suffixes -ive and -ic
- Spelling
 - ✦ Practice book pg. 119

- Writing and Language

- Daily Language Practice
- Grammar
 - ✦ Practice book pg. 123

Suffixes *-ive* and *-ic*

We will identify the meaning of words with the suffixes *-ive* and *-ic*.



Activate Prior Knowledge

- Where do suffixes belong on a base word?
- What does the suffix *-ous* mean?
- Today, we will work with words containing the suffixes *-ive* and *-ic*.

Concept

- *-ive*: pertaining to, or having the characteristics of
 - Massive: having mass
- *-ic*: pertaining to, or having the characteristics of
 - Artistic: pertaining to art



Skill

Circle the suffix.

Underline the base word.

Define the base word.

Put the meaning of the suffix and the base word together to define the whole word.

- I do:
 - historic
 - ✦ pertaining to history
 - Inventive
 - ✦ characteristics of inventing
- We do:
 - periodic
 - positive
- You do:
 - realistic
 - supportive

Closure



- What do the suffixes *-ive* and *-ic* mean?
- What is the meaning of majestic?
 - a) Having the characteristics of majesty.
 - b) In the direction of majesty.

- Independent practice
 - Practice book pg. 118

Daily Language Practice:

We will proofread and correct sentences containing spelling and grammar errors.



It was hard for max to stere the sled down the steep hill.

Mr. rivera asked us to check the reer door.

Day 3 Schedule



- Reading

- Partner Read

- Main Idea

- ✦ Practice book pg. 116-117

- Word Work

- Latin Root *vis*

- Spelling

- ✦ Practice book pg. 120

- Writing and Language

- Daily Language Practice

Latin Root: *vis*

We will analyze the meaning of words containing the Latin root *vis*.



Activate Prior Knowledge

- Juan's vision was blurry, so he could not see the board.
- What does the word vision mean?

Concept

- Vis: a Latin root meaning “to see”
- Example:
 - Juan's vision was blurry, so he could not see the board.
 - Vision means “ability to see”
- Importance:
 - Recognizing word roots can help you figure out the meaning of words you do not recognize.

Latin Root: *vis*

We will analyze the meaning of words containing the Latin root *vis*.



Skill

- Highlight the word root
- Look at the prefix and suffix
 - What do they mean?
- Use context clues to help define the word.

Guided Practice

- I do
 - The students made a visual representation of the pyramids.
- We do
 - We will visit the Museum of Natural History next week.
- You do
 - When you read a story, it helps to visualize the characters.

Latin Root: *vis*

We will analyze the meaning of words containing the Latin root *vis*.



- **Closure:**

- What does *vis* mean?
- How do you determine the meaning of a word containing this root?
- What do word means to go “see” someone?
 - a) visage
 - b) visit

- **Practice:**

- What other words can you think of containing *vis*?
- What do each of these words mean?

Daily Language Practice:

We will proofread and correct sentences with spelling and grammar errors.



Look at Matt and Amy grabs those birnt
marshmallows.

Did you mean to smere the paint in this picture

Ms. Washington will tells us when to retoorn the
books.

Day 4 Schedule



- Reading

- Using Text Organization

- “Into the Deep” (226-229)

- Word Work

- Spelling

- ✦ Practice book pg. 121

- Dictionary: Syllables (229i)

- ✦ Practice book pg. 122

- Writing and Language

- Daily Language Practice

- Grammar

- ✦ Practice book pg. 124

Text Features:

We will use text features to identify important information.



Concept

- Nonfiction: writing that is true and factual.
- Headings: identify the topic or main point covered in each section of an article
 - Example: “What’s Down There?” (pg. 227)
- Captions: description of the pictures in an article.
 - Example: “Deep Flight I, able to dive to 3,300 ft. 14 ft. long” (pg. 227)

Importance

- Using the text features will help you to understand the facts and ideas presented in a nonfiction piece of writing.



Skill

Read the headings

Look for new paragraphs ~ what is the main idea in each paragraph?

Read the captions

- We do:
 - Open your textbook to page 226.
 - Skim pages 226, 227 for the headings
 - ✦ What will each section be about?
 - Read page 226
 - ✦ What are the main ideas presented in each paragraph?
 - What are the photographs showing?



Skill

Read the headings

Look for new paragraphs ~ what is the main idea in each paragraph?

Read the captions

- You do:
 - Turn to pages 228, 229.
 - Skim the pages for the headings
 - ✦ What will each section be about?
 - Read page 228
 - ✦ What are the main ideas presented in each paragraph?
 - What are the photographs showing?

Closure



- What do you use the headings for?
- What do the paragraphs tell us?
- What do the captions tell us?
- Under which heading might you find information about the ocean floor?
 - a) A Costly Quest
 - b) The Very, Very Bottom

Daily Language Practice:

We will proofread and correct sentences with spelling and grammar errors.



In florida I saw an exhibit about how a perl is made.

Jason think this baseball card is werth two dollars.

Day 5 Schedule



- Reading

- Comprehension Test

- Vocabulary Test

- Word Work

- Spelling Test

- Writing and Language

- Practice book pg. 125