

ELA: Grade 3, Lesson 8, Realizing a Dream

**Lesson Focus:** Making connections and understanding relationships between main events people's feelings and actions

**Practice Focus:** Students will engage in the content of the text to identify main events and use those to summarize the day's learning.

**Objective:** Students will use the memoir *Rise to the Challenge* with a focus on vocabulary and main events and how people feel and act in response to those events.

**Academic Vocabulary:** shuttle, voyage

**TN Standards:** 3.FL.VA.7a, 3.RI.KID.1, 3.RI.KID.2, 3.RI.KID.3, 4.RI.CS.4, 3.SL.CC.1, 3.SL.CC.2, 3.W.RBPK.9

**Teacher Materials:**

- the Teacher Packet for ELA, Grade 3, Lesson 8

**Student Materials:**

- Two sheets of paper, a pencil, and a surface to write on
- The Student Packet for ELA, Grade 3, Lesson 8 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our third graders out there, though everyone is welcome to tune in. This lesson is the third in this week's series.</b></p> <p><b>My name is _____, and I'm a _____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>If you didn't see our previous lesson, you can find it on <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today's lesson if you haven't seen any of our others, but it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</b></p> <p><b>Today we will be learning about how people react and respond to main events. Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"> <li>Two sheets of paper, a pencil, and a surface to write on</li> <li>The Student Packet for ELA, Grade 3, Lesson 8 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li> </ul> <p><b>Ok, let's begin!</b></p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p><b>Intro</b> (5 min)</p> <p><b>In our previous lesson from the historical fiction text, <i>Rocket Girl</i>, we focused on vocabulary and idioms. Idioms is a funny word, isn't it? To help remember, an idiom is a phrase that</b></p>	<p>The student will connect with the previous lesson's key concepts, vocabulary, and information from lesson 7. They will reflect on their</p>

<p><b>makes language more interesting. Idioms do not use the exact meaning of the word. Let's go back to one example. [Pause.] I heard Jenny say that she was going to keep her eyes peeled. What?! Peel her eyes? No way. That is an idiom that we use to say that we are going to watch closely. [Pause.]</b></p> <p><b>[Show Slide 1.] Today our goal is to read a portion of the memoir <i>Rise to the Challenge</i>, focus on vocabulary words, build knowledge about main events, and learn how people feel and act in response to those events. We will begin with me supporting your understanding of the text, and then there will be time for you to practice on your own with my support. Finally, I will assign you independent work that you can complete after the video ends.</b></p> <p><b>You heard me use the word memoir. Let's understand the features of a memoir in order to use text structure to support your comprehension. Please take out a sheet of paper and makes notes as we read. [Pause.] First, write a note to remind you of what a memoir is. A memoir is a narrative nonfiction that tells about the author's real-life experience. [Pause.] Did you catch that? Let me repeat it for you. A memoir is a narrative nonfiction that tells about the author's real-life experience. [Pause.] They may tell a story about events the author witnessed. They may share things the author saw, did, thought, or felt. Narrative nonfiction texts sometimes have a conflict, or problem, and a solution. They may include photographs, captions, illustrations, and graphics to communicate information.</b></p> <p><b>A memoir is a narrative written in the first person. This means you will hear the word "I". It focuses on a short period of time or several related events in a person's life. It relates events as the author remembers them. It includes thoughts and feelings that explain why those particular events are important to the author. Its ending is often intended to get the reader thinking.</b></p> <p><b>[Show Slide 2.] I'm going to show you a couple of pictures and captions from our text. Take a moment to look at these pictures and think about these questions. Why do you think there are photos and captions, but no illustrations? [Pause.] Why do you think some of the photos are in black and white and some are in color? [Pause.] Way to go! I heard you say correctly that there are not illustrations because this is a nonfiction story, and the pictures show us the real image. You also correctly said that most pictures from many years</b></p>	<p><b>independent work they completed after the lesson.</b></p> <p><b>Students will begin a note taking document.</b></p> <p><b>The student will engage with the text as the teacher shows the text including the pictures. The student will use their new learning of the features of memoirs to respond to the questions.</b></p>
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<p>ago were in black and white. Color pictures were not available in the beginning of the story. This also helps us understand this memoir takes place over many years.</p>	
<p><b>Teacher Model/Read-Aloud</b> (15 min)</p> <p>It's time to jump into our memoir of this young woman. [Show Slide 3.] From the table of contents, I can see we are going to start with part one: preparation. Hmm....I wonder what the preparation is for. [Pause.]</p> <p>Let's start reading the text. As I read this first paragraph, I want you to think about why this astronaut would refer to a space shuttle as a patient.</p> <p>[Show Slide 4.] <b>Part One: Preparation. 1. Figure out what is wrong with the patient. 2. Decided which medical tools to use. 3. Take action!</b></p> <p>As a young doctor working in emergency rooms across the South, I learned to perform these three steps within seconds. To save my patients' lives, I had to stay calm and think fast. But on April 13, 1985, I found myself in a new situation. I was aboard the space shuttle <i>Discovery</i>, 25,000 miles from home. My "patient" was a huge, broken machine. My tools were whatever items I could patch together with tape. I had finally reached my goal of becoming a doctor and an astronaut. But was I ready to deal with an emergency in space? [Pause.]</p> <p>Why did the author and astronaut, Rhea Seddon, call the shuttle a patient?" [Pause.] One wouldn't normally call a space shuttle a patient, would they? [Pause.] Good for you! This young lady was a doctor, and her job was to save patients' lives. When she became an astronaut and had to "save" the shuttle, as a good writer, she associated the shuttle with her patients. Good thinking here!</p> <p>While we are talking about the shuttle, let's make sure we know what the shuttle is when referring to the topic of space and astronauts. Take a moment and tell me what a shuttle is. [Pause.] How did you know? [Pause.] Correct! I heard you say a shuttle is a piece of equipment used in space travel. Let's write the definition of shuttle. Grab your paper. [Pause.] A shuttle is a piece of equipment used in space travel. [Pause.] One more time, a shuttle is a piece of equipment used in space travel. [Pause.] You did an excellent job explaining that. The author gave us clues to what a shuttle is and does from the text. First, Dr. Seddon was aboard the shuttle far away from home and in space. She told us it was a machine, and she needed tools to fix it. If</p>	<p>Students will engage in the text through oral comprehension and will first synthesize why the author refers to the shuttle as a patient. Students will identify the two dreams of this young woman.</p> <p>Students will use the text structure of headings and text evidence to understand the main idea of the first chapter.</p> <p>Student will use textual and picture clues to solidify their understanding of a shuttle.</p>

you weren't totally sure what a shuttle was, you could have used the picture of the space shuttle to make sure your definition of was correct.

Let's keep reading the text. [Pause.] The odds of me going into space were quite slim. I was one of 6,000 people who applied to join NASA in 1977. For the first time, both men and women were being considered for jobs as astronauts. However, only thirty-five of us would make the cut. During my childhood in Murfreesboro, Tennessee, I had imagined becoming a doctor on a space station. At age thirty, I had earned my medical degree. I was halfway there! Now there was a chance, however small, to make the rest of my dream come true. [Pause.]

Do you remember our first chapter was about preparing for something? Based on the text, what was the doctor preparing for? [Pause.] Correct! As a young girl, she had a dream to be a doctor on the space station. Because she already was a doctor, she had achieved half of her goal. Her preparation was to now work on getting a job on the space station.

As I read the next part, think about how Dr. Seddon responded to the offer to work for NASA, the government's space program.

[Show Slide 5.] I got the phone call early in the morning on January 16, 1978. NASA's head of flight operations offered me the job. "Do you still want to join us?" Of course I did! I found out that twenty-nine men and six women had been chosen. I would be Tennessee's first female astronaut. What an honor...and what a challenge! [Pause.]

How did Dr. Seddon respond to her job offer? [Pause.] Why do you think she said it was an honor and a challenge? [Pause.] Right on track! Dr. Seddon responded to the job offer with excitement because this was the second half of her dream. When she said she would be Tennessee's first female astronaut, and one of only six women chosen to prepare for space flight, you knew it was an honor because she was chosen over many other people, and she could represent women that wanted to do jobs mostly done by men. She knew this was a challenge because her preparation and job would not be easy. Thank you for thinking through that answer.

The student will engage with the text to understand how the character responded to the main event of being offered a job with NASA.

Students will engage with text to understand that this was a historical event to have women as astronauts.

Students will engage with the text through oral comprehension to

**Let's keep reading. Before I would be allowed to soar above Earth, I had to graduate from a two-year training program. We trained at Johnson Space Center (JSC) in Houston, Texas. Each day, my brain was packed with as much information as it could hold. In one class, I had a lesson from Neil Armstrong, the first person to walk on the moon. [Pause.]**

**Before we move on to the next section, let's look at these pictures and the captions that go along with them. [Point to the picture the left.] This caption says: Here are the first six female astronauts. I am second from the left – the short, blond one. [Point to the picture at the top right.] This caption says: astronaut in training getting the feel of weightlessness. [Point to the picture at the bottom left.] This caption says: on break during training in 1978.**

**[Show Slide 6.] Let's read more of Dr. Seddon's memoir. My muscles were tested, too. I was taught how to fly a small jet and use a parachute. I did scuba training in a giant pool, as practice for a possible spacewalk. At five feet two, I was the shortest of my NASA classmates. Most of NASA's materials weren't designed for someone my size. In earlier years, all astronauts had to be at least five feet six. The orange suits that astronauts wear during launch and landing weigh nearly eighty pounds. Walking in my suit was almost like carrying around another person! Yet no matter how sore or tired I became, I never once thought of complaining. I wanted to prove that women and smaller people could become great astronauts. Each day of training brought me closer to a space voyage.**

**Dr. Seddon told us she never thought of complaining. With being so tired and exhausted, and having sore muscles, why didn't she even think of complaining? [Pause.] This young woman, doctor, and astronaut was finally achieving her dream, and she wanted to prove that women and smaller people could become great astronauts. Is that what you were thinking, too? [Pause.] If so, you did a tremendous job using textual evidence. She realized not many women had this opportunity, and she wanted to do her best.**

**[Point to the picture on the bottom left.] Let's look at this picture. The caption for the picture says: the crew of my first spaceflight.**

**Dr. Seddon told us the training brought her closer to a space voyage. What is a voyage? [Pause.] Let's add voyage to our notes. Write the word voyage. [Pause.] Someone said they**

understand how this astronaut responded to the major event.

The student will use context clues, including pictures, to understand tier 2 vocabulary words.

noticed the word “spaceflight” in the caption. Dividing the word “spaceflight” into two words, space and flight, helps us understand this word. A flight to space is a very long trip. A space voyage is a very long trip. Write down that definition. Very long trip. [Pause.]

Let’s continue reading. The hard work paid off quickly. NASA decided to end our training after only one year. I wanted to climb aboard a space shuttle right away, but it would be nearly six more years before my first trip. In the meantime, I was given projects that would help other astronauts. Some of the projects drew on my background as a doctor. For example, I helped design medical kits that would be flown on shuttles. Other work involved things that were completely new to me. I spent months testing the computers that fly space shuttles, and learning how science experiments are prepared for flight. I also worked with a team trying to improve astronauts’ meals.

[Show Slide 7.] **We heard about the many parts of Dr. Seddon’s training, and we will hear more about how she continued to prepare and help the team get ready for space flight.** [Point to the picture on the left.] **The caption to this picture says: astronaut food.**

Many foods taken into space are powdery and dry, like the food you might take on a camping trip. At mealtime, astronauts add water to food. My task was to help find which foods would be healthy, tasty, and easy to prepare in space. We learned that strawberries worked well as a space food. Asparagus wasn’t bad either, but you had to put the right amount of water in it. Who wants each crunchy, dry asparagus?

Before my first space trip, I married my NASA classmate Robert “Hoot” Gibson. Hoot and I had our first son, Paul, in 1982. The next year, my classmate Sally Ride became the first American woman in space. I was very proud of Sally, who had become a good friend. I was excited, too, because I knew my turn would come soon.

[Point to the picture of the man.] **This is Hoot Gibson.** [Point to the picture of the woman.] **This is Sally Ride.**

**We read that Dr. Seddon married one of her classmates, and one of her classmates was the first American woman to be sent into space. How did our Tennessee astronaut respond**

The students will engage in the text to understand how the author responded to the major event and the associated character trait.

<p><b>to her classmate being the first woman to go into space?</b> [Pause.] <b>Let me reread those sentences to you.</b></p> <p><b>I was very proud of Sally, who had become a good friend. I was excited, too, because I knew my turn would come soon.</b></p> <p><b>So, how did Dr. Seddon respond to her friend being chosen for this flight?</b> [Pause.] <b>Right, she was proud of her friend. What does this tell us about Dr. Seddon’s character?</b> [Pause.] <b>This young doctor and astronaut was not jealous of her friend for being chosen first. You got it right! Excellent! In fact, she knew she would have a turn, so she was excited and proud of her friend, Sally Ride. When a person can celebrate accomplishments of her friend, it shows that person is mature and confident in their abilities. She had no reason to be jealous of the other woman. This may be one reason she was chosen for the job at NASA.</b></p>	
<p><b>Guided Practice</b> (10 min)</p> <p><b>Thank you for engaging in the text with me. Let’s put the key details together to make sure we keep them in mind. Today, we will only be adding the first two details. Save this sheet and join us for the next lesson as we add on to our Key Details chart.</b></p> <p><b>Take out your paper along with your pencil.</b> [Pause.] <b>Ready to go?</b> [Pause.] <b>Do you have space to write?</b> [Pause.]</p> <p>[Show Slide 8.] <b>Please make a chart on your paper like mine. The title of the chart is Key Details Chart.</b> [Pause.] <b>We are going to write the key details, or main events, in chronological order. That means in the order they happened. As we write the key details of our story, we will use time-order words like then, next, lastly, or first. These words help us with the sequence, or order of the events. Make sure to use the vocabulary words shuttle and voyage as you write.</b></p> <p><b>The first Key Detail in our story is about Dr. Rhea Seddon preparing to be an astronaut. Can you write a sentence about that on your chart?</b> [Pause.] <b>You did it!</b></p> <p>[Show Slide 9.] <b>The first major detail is: Rhea Seddon got her medical degree when she was thirty years old. She was preparing for her dream to be a doctor on the space shuttle.</b> [Pause.] <b>Good job using the vocabulary word “shuttle” correctly.</b></p> <p><b>Write the second detail from the section of our text where our Tennessee astronaut gets that special call and works</b></p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will duplicate the chart and fill it in. They will use this guided practice to write a summary as independent practice.</p> <p>Student will use their chart and complete the details to synthesize the main idea and create a summary as the independent practice.</p>

<p>toward her dream. [Pause.] This was the exciting part of the text where Dr. Seddon gives her all to make her dream come true.</p> <p>[Show Slide 10.] You may have answered something like this: Then in 1978 she was offered a job as an astronaut for NASA. First she had to go to training school to prepare to be an astronaut and take a voyage into space. [Pause.] Excellent use of the time-order words “then” and “first”. They are helpful for the audience to understand the order of events. And, great job including the vocabulary word “voyage”.</p>	
<p><b>Independent Work</b> (2 min)</p> <p>Now, we have come to the independent section of this lesson. You will be asked to complete this assignment after we finish together today. Please get out your second sheet of paper. [Pause.] I will give you the prompt. You may want to write down the directions at the top of your paper. [Pause.]</p> <p>Using your Key Details chart, write a summary of the main events in our story about Dr. Rhea Seddon. Please add the vocabulary words “shuttle” and “voyage” as you write. Also, add how our memoir author responded to the main events.</p> <p>Thank you! Good writers and readers use key details to understand the text and make connections between ideas.</p>	<p>The student will evaluate the key details and identify key information to include in a summary. This summary will support sustained comprehension as the future lessons continue and the details build.</p>
<p><b>Closing</b> (1 min)</p> <p>I enjoyed working on understanding how this real hero, Dr. Rhea Seddon, responded to major events with you today! We will continue our story in the next lesson. Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</p>	



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