

ELA: Grade 3, Lesson 10, Rise to the Challenge

Lesson Focus: Today we will finish reading our story, Rise to the Challenge. Students will understand what makes this text a narrative non-fiction, memoir and be able to create their own.

Practice Focus: Students will practice identifying the parts of the text that represent narrative non-fiction and memoir qualities. They will create their own memoir using the qualities that they studied in this text.

Objective: Students will use, Rise to the Challenge understand the qualities of a narrative, non-fiction memoir and create their own memoir using those qualities.

Academic Vocabulary: retrieved, obstacle, atmosphere, awe

TN Standards: 3.RI.KID.1; 3.RI.RRTC.10; 3.W.TTP.3; 3.FL.SC.6

Teacher Materials:

- Chart paper
- Marker
- Teacher packet

Student Materials:

- Paper
- Pencil
- Surface to write on
- The Student Packet for ELA, Grade 3, Lesson 10 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 3rd graders out there, though everyone is welcome to tune in. This lesson is the fifth in this week’s series.</p> <p>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!</p> <p>If you didn’t see our previous lesson, you can find it on https://www.tn.gov/education. 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.</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>

<p>Today we will continue learning about Dr. Seddon and her memoir! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Paper • Pencil • Surface to write on • The Student Packet for ELA, Grade 3, Lesson 10 which can be found at www.tn.gov/education <p>Ok, Let's begin!</p>	
<p>Intro (7 min)</p> <p>Before we begin, let's go over a few vocabulary words that will help you understand the end of our story. [Show Slide 2]. You can write these down in your notebook.</p> <p>[Slide 3] retrieved- got and brought back from somewhere else (verb)</p> <p>[Slide 4] obstacle- something that makes it difficult to perform and action (noun)</p> <p>[Slide 5] atmosphere- the air that surrounds Earth (noun)</p> <p>[Slide 6] awe- a strong sense of wonder (noun)</p> <p>[Show Slide 7] Today we will be finishing our reading of Rise to the Challenge. I hope you are as excited as I am to finish this memoir written by the first female astronaut from... where?? [Pause] That's right! The great state of TENNESSEE!</p> <p>[Show Slide 8]</p> <p>Remember, a memoir is a type of narrative non-fiction. Narrative nonfiction texts are about the author's real-life experience. 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 resolution. They may include</p>	<p>If the lesson connects to the previous lesson, students recall key concepts, vocabulary, and information from the previous lesson and reflect on and evaluate the independent work they completed after that lesson.</p> <p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p>

photographs, captions, illustrations, and graphic aids to communicate information.

[Show Slide 9] But our narrative non-fiction text, is extra special because it is a memoir. A memoir is a narrative written in the first person (“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. Like other narratives, it includes story elements such as setting, plot, character development, conflict, and dialogue. Its ending is often intended to get the reader thinking.

Wow! You know, that’s a lot to think about! Let’s think through the qualities and find them in our texts as we read. I am going to make a chart of the qualities. Each time we find one, I am going to put a star to let me know that I found that quality. Why don’t you make one with me? This will be fun!

Let’s look at our qualities again.

I am going to chart the qualities of a memoir since that is what we will be writing. [In the next part of the lesson you will make a chart of Slide 10 on chart paper, you do not need to display slide 10 for students]

Remember, a memoir is a type of narrative non-fiction, so in order to be a memoir it already has the qualities of narrative non-fiction.

Hmmm... ok here goes. There are 6 qualities that I have listed. Let’s get these qualities into something we can remember!

First one, written in the first person (“I”). That seems easy enough to remember. So on my chart, I am going to write, 1st person – I

Next, focuses on a short period of time or several related events in a person’s life. I think I will write short time.

This one says relates events as the author remembers them. Hmmm, I think I will write author’s memories. This one says includes thoughts and feelings that explain why those particular events are important to the author. For our chart, let’s put thoughts and feelings. Next it says includes story

<p>elements such as setting, plot, character development, conflict, and dialogue. Well, we are in 3rd grade, I think we will be just fine if we write story elements on our charts. Don't you? [Pause] The last quality that is listed says, ending is often intended to get the reader thinking. I am going to writing, interesting ending! There! I think this chart will help me as a reader to identify the qualities of a memoir as we finish our reading.</p> <p>Who remembers what we are going to do with our chart as we read? [Pause] Right! Stand up and do 3 spins! You are out of this world. [Pause] We are going to keep track of the qualities of a memoir as we find them in our reading. We may also find some exciting new words.</p> <p>Let's BLAST OFF just like Dr. Seddon!!</p>	
<p><u>Teacher Model/Read-Aloud</u> (10 min)</p> <p>[Show Slide 11] If you want to follow along, I'm starting on the right side of this text, page 17.</p> <p>With our satellite work over, we could start playing around with the many experiments we'd brought on board. I do mean "playing"! A museum in Houston had given us a bunch of toys to bring along so we could see how they acted in space. Each crew member got to test a couple of toys. I picked a metal spring toy and jacks. On Earth, a metal spring toy will arch when it's stretched. In space, it stayed perfectly straight. Without gravity's help, the metal spring toy couldn't "spring." The jacks didn't behave normally either. When I opened my hand to drop them, they flew everywhere!</p> <p>Let's think about our memoir qualities. Did the author use any of them in this section? Draw a smiley face in the air for each quality you think you heard.</p> <ul style="list-style-type: none"> • 1st person point of view, uses I- Yes! Me too! Several times, Dr. Seddon used the pronoun I! Draw your air-smiley face and put a star on your chart like mine. <p>[For this next activity, add to your chart using Slide 12 as a guide, do not show slide 12 to students]</p>	

- **short time frame-** Hmm... I'm not sure that I read any evidence for this quality. Did you?
- **author's memories are used-** I hope you are drawing a big air-smiley face. The author shared several cool space memories with us here. Like the metal spring that she played with and the jacks that floated in the air. Let's put a star on our chart. (Teacher add star to chart)
- **thoughts and feelings are used-** What do you think? [Pause] I agree, there aren't really any words or phrases that tell us about the author's feelings. No star here.
- **story elements are used-** This particular piece of text really helps me understand the setting. The author described the lack of gravity as she was playing with the toys. I would give this one a star also, and of course an air-smiley face.
- **interesting ending-** We are going to have to keep reading to the end to find out if there is an interesting ending. Let's go!

[Show Slide 13]: **Other experiments were on the more serious side. Using a machine like an X-ray, we took pictures of our hearts. From these images, we could see how blood pumps in space. My crewmate Senator Jake Garn, the first politician in space, did tests to help understand why space travelers sometimes get motion sickness.**

Charlie Walker, an engineer, looked at how some chemical act differently than others in weightlessness.

The Discovery's trip was supposed to last only five days, but NASA gave us a full week to finish our experiments and relax a little. On a typical morning, we all awoke from our sleeping bags, which were tied to the walls of the shuttle. Sleeping was never too difficult, since I was usually worn out by the end of the day. Our biggest obstacle to a good night's sleep was the noisy space toilet! Next came breakfast. Eating was always an adventure. Often we had mealtime perched on the ceiling instead of the floor. When you're floating, who's to say what's "up" or down"? I liked to toss chocolate candies across the

shuttle and gobble them up in a row. Once we had eaten, we began our work for the day.

This time, if we need to add a star, I want you to touch your nose 3 times. [Use slide 14 as a guide to add more stars to your chart, you do not need to show slide 14 to students]

- **1st person point of view, uses I-** Well this one is making us think. I read the pronoun “we” several times along with the pronoun “I”. Can an author use the pronoun “we” while writing from the first person perspective? [Pause] Yes you are right! “We” is a personal pronoun like “I” and can be used in the first person form of writing. Cool new learning! I hope you touched your nose 3 times and starred your chart.
- **short time frame-** We can begin to understand more about the time frame here. Dr. Seddon tells us that her mission was extended from five days to seven days. Tap those noses and star your chart.
- **author’s memories are used-** Yes! Tap your nose 3 times! Dr. Seddon tells about the various experiments that she and her crew completed on the mission. She even told us about how they slept on the space ship. These are definitely her memories. STAR!
- **thoughts and feelings are used-** I didn’t hear any feelings from the author in this section.
- **story elements are used-** What do you think? [Pause] Yes, I heard the author explaining the setting so we could visualize what was going on, I also heard the author explain more about the plot. She shared some of the experiments that she did with her crew. The author also helped us better understand the characters by describing their jobs and experiments. 3 taps on the nose and a star coming right up!
- **interesting ending-** Almost there!

Guided Practice (9 min)

<p>Now you get to try one! I will read the pages and give you time to mark your chart. I will mark my chart, then we will talk about our thinking.</p> <p>[Show Slide 15]</p> <p>Part Four: Landing</p> <p>On April 19, our commander and pilot fired our onboard engines, and we headed back to Earth. As we sped back into the atmosphere, the rush of air against the shuttle created enormous heat. Through the window, I could see giant flashes of light. No Fourth of July fireworks show could possibly match this display. In total awe, I watched for as long as could. Finally our commander asked everyone to strap into his or her seat.</p> <p>We flew halfway around the world before we touched down in Florida. As the Discovery's tires hit the runway, we all heard a loud bang. "What was that?" we asked one another. Was it just the sound of the brakes releasing? Had something broken? Any small error could send us splashing into the water surrounding the runway. We found that the shuttle had blown a tire, but we were not in any danger. I had made it home, where my family was waiting to greet me. Back at Johnson Space Center, other astronauts asked if my crewmates and I were upset about the broken satellite. I told them no—I was already counting the days until my next flight.</p> <p>Now go to your chart, and see what qualities of a memoir you heard in the last 2 pages. Place a star beside each one you found. Remember, this is practice. It is OK to be right or wrong! Just give it a try!</p> <p>[Give students 1 minute to complete, then use chart on slide 16 to add more stars to your chart to model for students. You do not need to show slide 16 to students]</p> <ul style="list-style-type: none">• 1st person point of view, uses I- Well, what did you mark? Yes! Me too! I remembered what we talked about with the "we" and "I" as examples of personal pronouns. This was definitely in 1st person point of view.	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Identify here what, specifically, students will be able to do by the end of the segment.</p>
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<ul style="list-style-type: none"> • short time frame-Yes! This memoir was certainly written in a short time frame. It is only about Dr. Seddon's career as an astronaut, not about her whole life. • author's memories are used- Yes! There were several memories included about the landing, particularly when that tire blew out! Scary! • thoughts and feelings are used- I agree! I put a star on my also. This section of the memoir really shared the feelings that Dr. Seddon had during her landing experience. She and her crew were worried about the blown tire. The author also described the heat and fire she felt and saw as they were coming back to Earth. • story elements are used –This memoir includes, character development- particularly of Dr. Seddon and her crew, interesting settings- in space and at the training center. I put a star there just like you did. • interesting ending- The last sentence really inspired me, Her mission didn't go just exactly like she wanted, but she said, "I was already counting the days until my next flight." This really made me think about not becoming discouraged when things don't go my way. I need to persevere. 	
<p>Independent Work (2-3 mins)</p> <p>[Note: there is no text to display for students here – just read aloud]</p> <p>Ok, let's read the final part of our text, the epilogue. The epilogue is a piece of writing at the end of a book or play that helps us bring closure to what happened in the story. Let's find out!</p> <p>Dr. Seddon spent nineteen years at NASA. In 1986, she had joined a team of astronauts to find out what caused the shuttle <i>Challenger</i> to explode. This deadly accident had killed all seven of the shuttle's crew members. In 1991, she made her second shuttle mission aboard the <i>Columbia</i>. On that mission, she helped research how astronauts could travel to Mars. On her last space journey in 1993, Dr. Seddon studied how rats adapt to weightlessness. In total, Dr. Seddon spent more than 722 hours in space.</p>	

Dr. Seddon and Hoot Gibson have four children. They now live in Murfreesboro, Tennessee.

You have done a FANTASTIC job studying the memoir today. We have learned about and identified the qualities that are present in a memoir. Now it's show time! You get to create your own memoir. [Show Slide 17]

Remember that a memoir has these qualities:

- written in the first person ("I") or "we" or other personal pronouns
- focuses on a short period of time or several related events in a person's life, not your whole life! Maybe a memoir from 3rd grade?
- relates events as the author remembers them, let us hear what you remember about that time
- includes thoughts and feelings that explain why those particular events are important to the author, how did you feel what were your thoughts then?
- includes story elements such as setting, plot, character development, conflict, and dialogue, there should be a clear beginning middle and end with characters, setting, and maybe even a problem that was solved.
- ending is often intended to get the reader thinking, leave us thinking about something interesting or even funny!

You have the best subject write about YOU!! Your assignment today is to write your own memoir! Don't forget to use the qualities of a memoir that we've talked about today. Enjoy your assignment! And as always, spice it up with a great illustration or even a photograph to help us understand your memoir even better!

Closing (1 min)

I enjoyed working on memoirs with you today! 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!



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