



# **Fifth Grade**

## **ELA**

## GRADE 5 ELA ACTIVITY 2 – ADVENTURERS

A video lesson of a Knox County 5<sup>th</sup> grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.



In this text, your child will be looking for specific clues about:

**TOPIC:** Adventurers

**ESSENTIAL QUESTION:** Who goes seeking adventure and why?

**BACKGROUND KNOWLEDGE FOR WORD COMPOSITION:** Morphology will be referenced throughout the lesson; below is additional information to support students if needed.

### MORPHOLOGY

- **astronaut**
  - Greek root: astro
  - Greek root: naut
- **exhibit**
  - Latin prefix: ex-
  - Latin root: hibit
- -ous
  - suffix

### READING THE TEXT: *Charlotte's Space Travel*

- You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.

### ASK QUESTIONS:

- What three factual questions would you like to ask an astronaut about his or her experiences in space?
- Make sure your questions cannot be answered with a simple yes or no.

### PROMPT:

Write a short continuation of this narrative. Include dialogue where Charlotte explains to Uncle Ty her decision to be an astronaut. Use evidence from the text when she explains her decision.

### EXEMPLAR:

“Charlotte’s Space Travel”

As they were walking toward the house, Charlotte exclaimed, “Uncle Ty, you won’t believe the dream I just had!”

“Really? What was it?” Uncle Ty asked with interest.

“You know how everyone always says I should be an astronaut when I grow up? Well, now I know that is what I want to do!” answered Charlotte.

Uncle Ty chuckled, “How did a dream make you come to this conclusion?”

“In my dream, I was moving a giant robotic arm to repair a loose panel. It felt amazing to work with such advanced technology! Even though it took a while, I was able to fix the problem in my dream! I would love to be able to work with technology to solve real astronaut problems,” Charlotte explained.

Uncle Ty agreed, “It would be amazing. I know you would be great at it.”

Charlotte continued, “That wasn’t even the best part of my dream though. The best part was the way the team treated me. When I finally fixed the panel, everyone cheered for me. I knew they were counting on me to get the job done. I felt really proud of my accomplishment, not just for me, but for everyone on the space shuttle!”

“Well, I guess it’s time for you to share the good news with everybody!” Uncle Ty exclaimed as he opened the front door.

#### **OPTIONAL ACTIVITIES WITH EXEMPLAR:**

- Focus and Organization: Label the sections of the narrative “B” for beginning, “M” for middle, and “E” for end. The beginning should be the section where the characters and setting are established. The middle contains the events of the story. The end wraps up the narrative and serves as a closing.
- Development: Dialogue, description, and details are extremely important in the development of a narrative. Circle examples of descriptive words used in the exemplar. Underline details in the exemplar that reference back to the original text.
- Language: Make a list of domain-specific vocabulary and/or descriptive, sensory language used in the exemplar.
- Conventions: Find two examples of introductory words used in the exemplar and label them “IW”. (Remember introductory words come at the beginning of a sentence and are always followed by a comma.)

#### **EXTENSION IDEAS:**

- Based on the information in the text, would you like to be an astronaut? Use evidence from the text to explain why or why not.
- In your opinion, what qualities or characteristics would a person need to become an astronaut? Why are these characteristics so important for an astronaut? You may need to do additional research to support your opinion.

# Charlotte's Space Travel

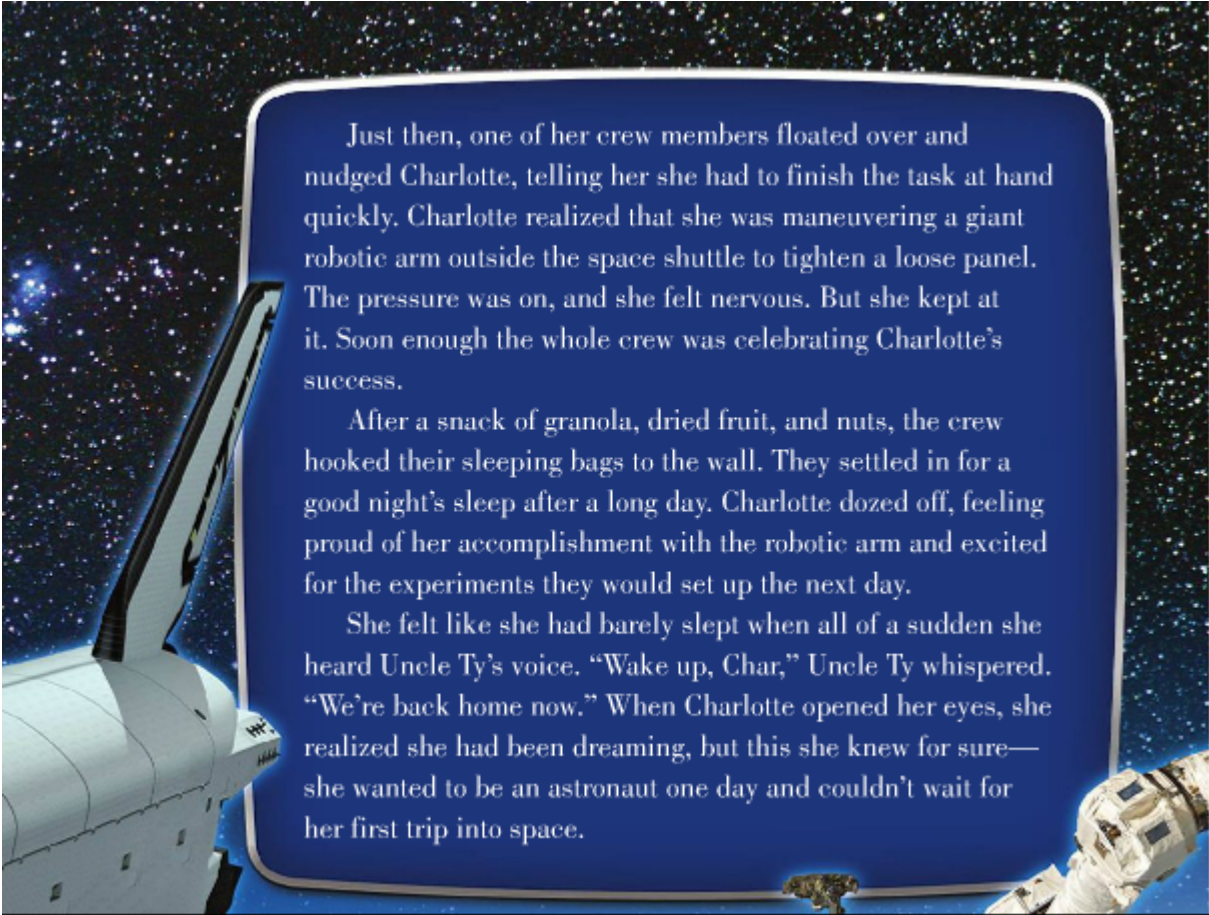
Charlotte loved when her uncle visited. Uncle Ty was an engineer who worked for NASA (National Aeronautics and Space Administration). He told great stories about the rockets he helped design, and he often brought Charlotte books filled with beautiful photographs taken from space. She loved technology and science, and she was fairly adventurous. For those reasons, her family kept telling Charlotte she should be an astronaut when she grew up, but she just wasn't sure.

One Saturday, Charlotte and Uncle Ty took a trip to the city. They spent the day at the Museum of Natural History, which was hosting an exhibit on space travel. Uncle Ty provided a running narrative about various spacecraft and added

interesting facts about the display of space suits and other astronaut gear. Charlotte was thrilled to try operating two model robot arms. These devices fascinated her.

By the time they got on the bus to return home, Charlotte was exhausted. Closing her eyes, she thought about what it would be like to zoom into space. As she drifted off to sleep, Charlotte started to feel the weightlessness astronauts must feel when they float in zero gravity. The next thing she knew, she was looking out the window not of a bus but of a space shuttle. She could see the vivid colors of Earth—brilliant blues and greens like she had never before witnessed.



A space shuttle is shown in space, with a large blue text box overlaid on the right side. The shuttle's white nose and a robotic arm are visible against a starry background.

Just then, one of her crew members floated over and nudged Charlotte, telling her she had to finish the task at hand quickly. Charlotte realized that she was maneuvering a giant robotic arm outside the space shuttle to tighten a loose panel. The pressure was on, and she felt nervous. But she kept at it. Soon enough the whole crew was celebrating Charlotte's success.

After a snack of granola, dried fruit, and nuts, the crew hooked their sleeping bags to the wall. They settled in for a good night's sleep after a long day. Charlotte dozed off, feeling proud of her accomplishment with the robotic arm and excited for the experiments they would set up the next day.

She felt like she had barely slept when all of a sudden she heard Uncle Ty's voice. "Wake up, Char," Uncle Ty whispered. "We're back home now." When Charlotte opened her eyes, she realized she had been dreaming, but this she knew for sure—she wanted to be an astronaut one day and couldn't wait for her first trip into space.

A space shuttle is shown in space, with a large red text box overlaid on the bottom right side. The shuttle's white nose and a robotic arm are visible against a background of Earth's clouds and the blue sky.

## Sleuth Work

**Gather Evidence** What clues in the story suggest why Charlotte decides that she wants to be an astronaut when she grows up?

**Ask Questions** What three factual questions would you like to ask an astronaut about his or her experiences in space?

**Make Your Case** Although astronaut candidates have ranged in age from 26 to 46 years, NASA has no age restrictions for astronauts. Do you think there should be minimum and/or maximum age restrictions for astronauts? List two reasons to support your opinion.



# ELEMENTARY READING ACTIVITY 2

Handouts can be found under the ***Student Resource Tab*** on The Knox County Schools website - [www.knoxschools.org](http://www.knoxschools.org)

**KCS**  **home**  
*Summer Edition*



1. Turn on closed captions, if available.



2. Adjust the playback speed to slow down the video.



3. Consider watching short clips then pause, listen, and watch again.



4. Ask someone in your home to watch the video with you. Stop frequently and talk to your partner about what you heard and understood.

If this video  
is hard to  
understand:

# ADVENTURERS

- **Essential Question:**

Who goes seeking adventure and why?

- **Learning Target:**

Read closely to explain why Charlotte wants to be an astronaut through a dialogue between Charlotte and Uncle Ty.

- **Success Criteria:**

- Explain Charlotte's decision
- Explain two reasons from the text that convinced her to make this decision
- Include proper punctuation for dialogue (quotation marks, commas, question marks, etc.)



# KNOWLEDGE BUILDING

- Adventurers
- Can you think of other characters we have read about this year who sought adventure? What were their reasons?

# MORPHOLOGY

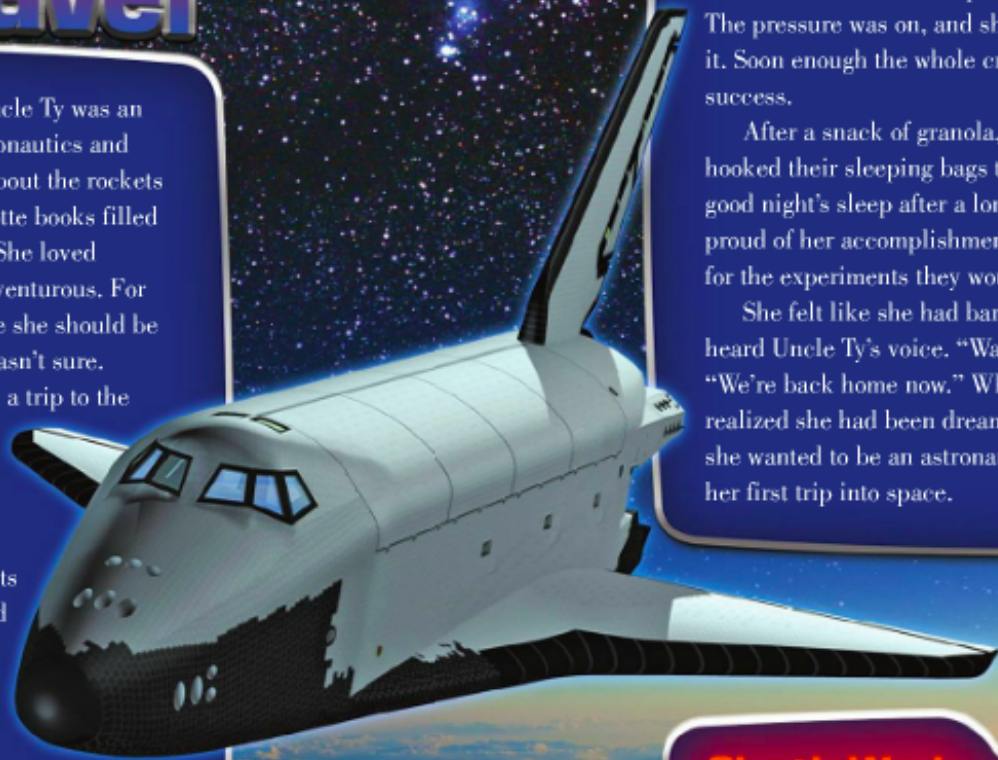
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## Sleuth Work

**Gather Evidence** What clues in the story suggest why Charlotte decides that she wants to be an astronaut when she grows up?

**Ask Questions** What three factual questions would you like to ask an astronaut about his or her experiences in space?

**Make Your Case** Although astronaut candidates have ranged in age from 26 to 46 years, NASA has no age restrictions for astronauts. Do you think there should be minimum and/or maximum age restrictions for astronauts? List two reasons to support your opinion.



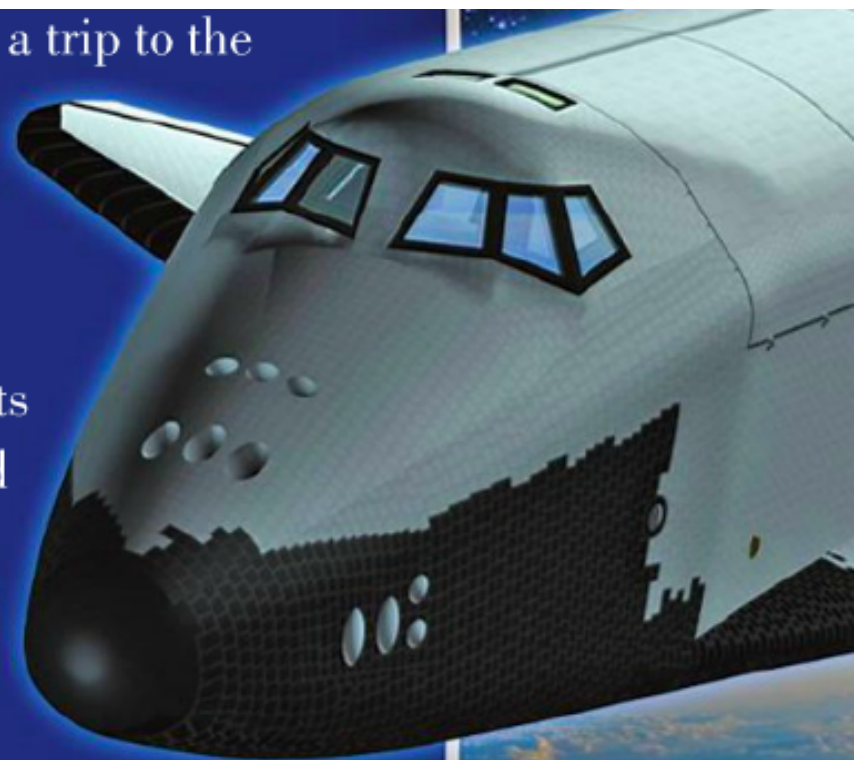
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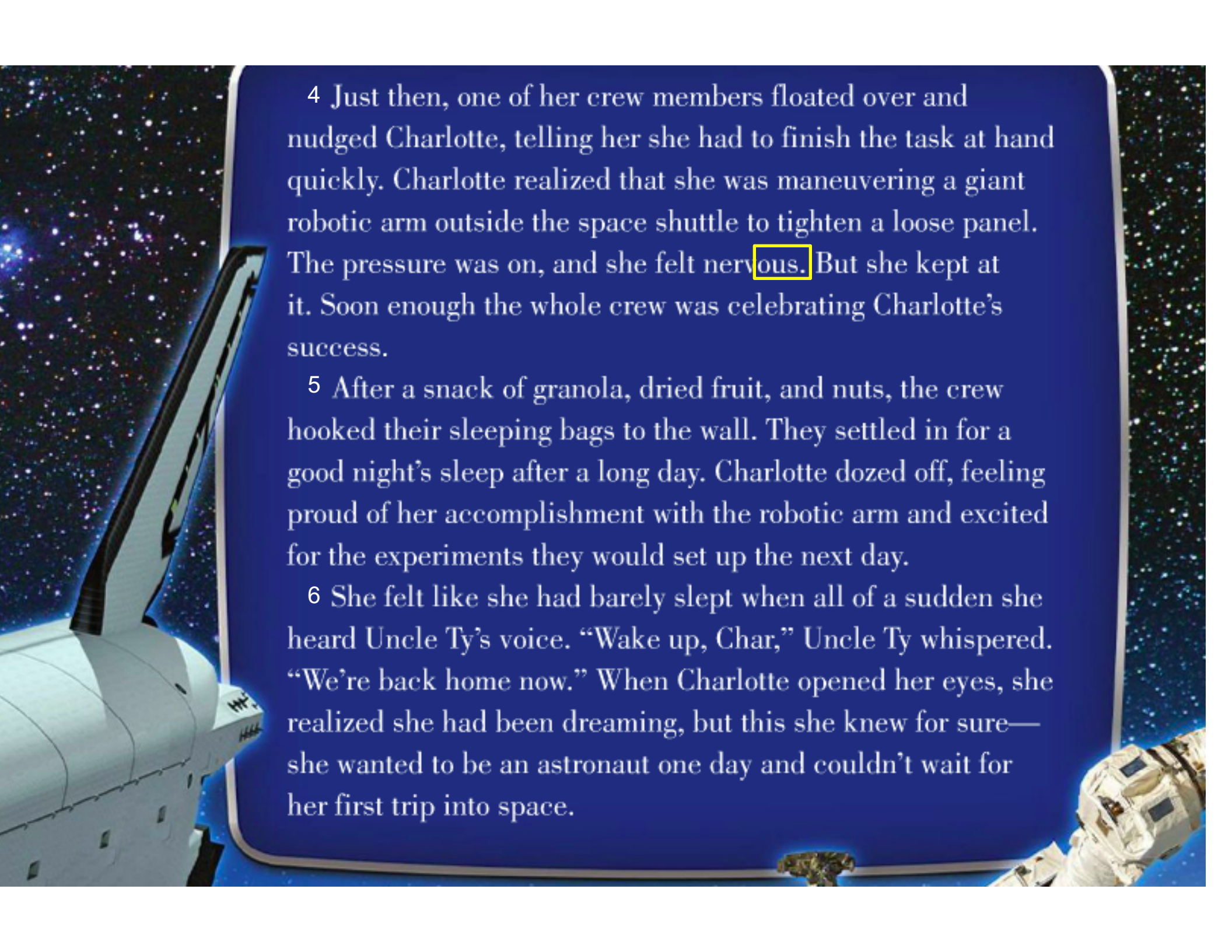
1 Charlotte loved when her uncle visited. Uncle Ty was an engineer who worked for **NASA** (National Aeronautics and Space Administration). He told great stories about the rockets he helped design, and he often brought Charlotte books filled with beautiful photographs taken from space. She loved technology and science, and she was fairly adventurous. For those reasons, her family kept telling Charlotte she should be an **astronaut** when she grew up, but she just wasn't sure.



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# QUICK WRITE

Write a short continuation of this narrative. Include dialogue where Charlotte explains to Uncle Ty her decision to be an astronaut. Use evidence from the text when she explains her decision.

- **Success Criteria:**
  - Explain Charlotte's decision
  - Explain two reasons from the text that convinced her to make this decision
  - Include proper punctuation for dialogue (quotation marks, commas, question marks, etc.)

# EXTENSION OPTIONS

- Opinion Writing
  - Think O-R-E-O
  - Opinion, Reasons and Evidence, Opinion
- Based on the information in the text, would you like to be an astronaut? Use evidence from the text to explain why or why not.
- In your opinion, what qualities or characteristics would a person need to become an astronaut? Why are these characteristics so important for an astronaut? You may need to do additional research to support your opinion.

# RECAP

Essential Question:

Who goes seeking adventure and why?

Learning Targets:

- I can read closely to explain why Charlotte wants to be an astronaut.
- I can use Greek and Latin roots to help me determine the meanings of unknown words.
- I can apply my knowledge of suffixes to determine word meaning.

Writing Tasks:

- Quick write – narrative dialogue
- Extension – opinion writing (paragraph or essay)



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**ELEMENTARY READING**  
**Mrs. Ownby**  
**Shannondale Elementary**

