Story Title: *The Astronaut and the Onion (Basal Words)*

**Word Families and Definitions for Steps 1 - 2 - 3**

**STEP 1- Key Words**
(These definitions are written on the board or chart paper and pre-taught at the start of Step 1.)

(Pg 92) **astronaut** - a person trained to fly in a spacecraft
(Pg 94) **endless** - having no end or limits
(Pg 96) **sensible** - having or showing sound judgment; wise

**STEP 2- Target Words**
(These definitions are written on the board or chart paper and pre-taught at the start of Step 2.)

*For astronaut:*
- **pilot** - a person who flies or is qualified to fly an aircraft or spacecraft
- **navigator** - one who steers a ship or aircraft or who is qualified to navigate

*For endless:*
- **boundless** - not limited in any way
- **infinite** - having no limits; endless

*For sensible:*
- **rational** - relating to, based on, or agreeable to reason; reasonable
- **pragmatic** - relating to matters of fact; dealing with real issues

**STEP 3- Target Words**
(These words are written on the board, but their definitions are NOT TAUGHT in Step 3.)

*For astronaut:*
- **cosmonaut** - a Soviet or Russian astronaut
- **scout** - a person who is sent out to observe in search of information

*For endless:*
- **limitless** - something that has no bounds, restraints, or confines
- **everlasting** - something that bounds, restraints, or confines

*For sensible:*
- **practical** - capable of being put to use; useful
- **appropriate** - especially suitable or fitting; proper

**Teacher Questions for Steps 1 - 2 - 3**

**STEP 1 - Questions**
(When the sentence in story with the key word is reached, stop and ask the following questions.)

(Pg 92) SENTENCE with Key Word:
"And you are - aren't you? - Dr. Grace Street, the astronaut!"

Questions:
1. What does the word **astronaut** mean in this sentence?
2. How does the word **astronaut** contribute toward the overall meaning of this story so far?

*Definition for Questions 1 - 2:*
**astronaut** - a person trained to fly in a spacecraft
SENTENCE with Key Word:
It seemed to be calling us, calling us to go on an endless journey.

Questions:
1. What does the word **endless** mean in this sentence?
2. How does the word **endless** contribute toward the overall meaning of this story so far?

   **Definition for Questions 1 - 2**:
   - **endless** - having no end or limits

SENTENCE with Key Word:
"Even I can't can be a good, sensible thing to say.

Questions:
1. What does the word **sensible** mean in this sentence?
2. How does the word **sensible** contribute toward the overall meaning of this story so far?

   **Definition for Questions 1 - 2**:
   - **sensible** - having or showing sound judgment; wise

STEP 2 - Questions (Students are directed to three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words.)

THREE-SENTENCE BLOCK With Key Word: **astronaut**:
"That's right," she said.
"And you are - aren't you? - Dr. Grace Street, the astronaut!"
She tilted her head, and the little Earths on both her ears spun around.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
"That's right," she said.
"And you are - aren't you? - Dr. Grace Street, the pilot!"
She tilted her head, and the little Earths on both her ears spun around.

Questions:
1. What does the word **pilot** mean in this sentence?
2. If the author had chosen **pilot**, how would the word **pilot** contribute toward the overall meaning of this story?
3. Explain whether using the word **pilot** instead of **astronaut** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3**:
   - **astronaut** - a person trained to fly in a spacecraft
   - **pilot** - a person who flies or is qualified to fly an aircraft or spacecraft

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
"That's right," she said.
"And you are - aren't you? - Dr. Grace Street, the navigator!"
She tilted her head, and the little Earths on both her ears spun around.

Questions:
1. What does the word **navigator** mean in this sentence?
2. If the author had chosen **navigator**, how would the word **navigator** contribute toward the overall meaning of this story?
3. Explain whether using the word **navigator** instead of **pilot** changes the meaning of the sentence or story.

   **Definitions for Questions 1 - 2 - 3**:
   - **pilot** - a person who flies or is qualified to fly an aircraft or spacecraft
   - **navigator** - one who steers a ship or aircraft or who is qualified to navigate
THREE-SENTENCE BLOCK With Key Word: endless (For reference- NOT to be re-read)
There were zillions of stars - and space, deep and black, but it didn't seem exactly empty. It seemed to be calling us, calling us to go on an endless journey. And that was scary.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
There were zillions of stars - and space, deep and black, but it didn't seem exactly empty. It seemed to be calling us, calling us to go on an boundless journey. And that was scary.

Questions:
1. What does the word boundless mean in this sentence?
2. If the author had chosen boundless, how would the word boundless contribute toward the overall meaning of this story?
3. Explain whether using the word boundless instead of endless changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
endless - having no end or limits
boundless - not limited in any way

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
There were zillions of stars - and space, deep and black, but it didn't seem exactly empty. It seemed to be calling us, calling us to go on an infinite journey. And that was scary.

Questions:
1. What does the word infinite mean in this sentence?
2. If the author had chosen infinite, how would the word infinite contribute toward the overall meaning of this story?
3. Explain whether using the word infinite instead of boundless changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
boundless - not limited in any way
infinite - having no limits; endless

THREE-SENTENCE BLOCK With Key Word: sensible (For reference- NOT to be re-read)
It's realistic.
"Even 'I can't' can be a good, sensible thing to say. It makes life simpler.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
It's realistic.
"Even 'I can't' can be a good, rational thing to say. It makes life simpler.

Questions:
1. What does the word rational mean in this sentence?
2. If the author had chosen rational, how would the word rational contribute toward the overall meaning of this story?
3. Explain whether using the word rational instead of sensible changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
sensible - having or showing sound judgment; wise
rational - relating to, based on, or agreeable to reason; reasonable
SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

It's realistic.
"Even 'I can't' can be a good, pragmatic thing to say.
It makes life simpler.

Questions:
1. What does the word pragmatic mean in this sentence?
2. If the author had chosen pragmatic, how does the word pragmatic contribute toward the overall meaning of this story?
3. Explain whether using the word pragmatic instead of rational changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3:
- rational - relating to, based on, or agreeable to reason; reasonable
- pragmatic - relating to matters of fact; dealing with real issues

STEP 3 - Questions (Students are directed to the three-sentence block containing each Key Word. Students then read the three-sentence block and substitute Target Words. REMINDER- DEFINITIONS FOR THESE WORDS ARE NOT TAUGHT.)

(Pg 92) THREE-SENTENCE BLOCK With Key Word: astronaut (For reference - NOT to be re-read)
"That's right," she said.
"And you are - aren't you? - Dr. Grace Street, the astronaut!"
She tilted her head, and the little Earths on both her ears spun around.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
"That's right," she said.
"And you are - aren't you? - Dr. Grace Street, the cosmonaut!"
She tilted her head, and the little Earths on both her ears spun around.

Questions:
1. What does the word cosmonaut mean in this sentence?
2. If the author had chosen cosmonaut, how would the word cosmonaut contribute toward the overall meaning of this story?
3. Explain whether using the word cosmonaut instead of navigator changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- navigator - one who steers a ship or aircraft or who is qualified to navigate
- cosmonaut - a Soviet or Russian astronaut

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)
"That's right," she said.
"And you are - aren't you? - Dr. Grace Street, the scout!"
She tilted her head, and the little Earths on both her ears spun around.

Questions:
1. What does the word scout mean in this sentence?
2. If the author had chosen scout, how would the word scout contribute toward the overall meaning of this story?
3. Explain whether using the word scout instead of cosmonaut changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
- cosmonaut - a Soviet or Russian astronaut
- scout - a person who is sent out to observe in search of information
THREE-SENTENCE BLOCK With Key Word: common-sense (For reference- NOT to be re-read)

There were zillions of stars - and space, deep and black, but it didn't seem exactly empty. It seemed to be calling us, calling us to go on an endless journey. And that was scary.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

There were zillions of stars - and space, deep and black, but it didn't seem exactly empty. It seemed to be calling us, calling us to go on an limitless journey. And that was scary.

Questions:
1. What does the word limitless mean in this sentence?
2. If the author had chosen limitless, how would the word limitless contribute toward the overall meaning of this story?
3. Explain whether using the word limitless instead of infinite changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
infinite - having no limits; endless
limitless - something that has no bounds, restrains, or confines

SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

There were zillions of stars - and space, deep and black, but it didn't seem exactly empty. It seemed to be calling us, calling us to go on an everlasting journey. And that was scary.

Questions:
1. What does the word everlasting mean in this sentence?
2. If the author had chosen everlasting, how would the word everlasting contribute toward the overall meaning of this story?
3. Explain whether using the word everlasting instead of limitless changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
limitless - something that has no bounds, restrains, or confines
everlasting - something that has no bounds, restrains, or confines

THREE-SENTENCE BLOCK With Key Word: sensible (For reference - NOT to be re-read)

It's realistic. "Even 'I can't' can be a good, sensible thing to say. It makes life simpler.

FIRST TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

It's realistic. "Even 'I can't' can be a good, practical thing to say. It makes life simpler.

Questions:
1. What does the word practical mean in this sentence?
2. If the author had chosen practical, how would the word practical contribute toward the overall meaning of this story?
3. Explain whether using the word practical instead of pragmatic changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
pragmatic - relating to matters of fact; dealing with real issues
practical - capable of being put to use; useful
SECOND TARGET WORD SUBSTITUTED and Questions: (Read by students with substitution)

It's realistic.
"Even 'I can't' can be a good, appropriate thing to say.
It makes life simpler.

Questions:
1. What does the word appropriate mean in this sentence?
2. If the author had chosen appropriate, how would the word appropriate contribute toward the overall meaning of this story?
3. Explain whether using the word appropriate instead of practical changes the meaning of the sentence or story.

Definitions for Questions 1 - 2 - 3: (For teacher reference only)
practical - capable of being put to use; useful
appropriate - especially suitable or fitting; proper

Step 4- Expansion Task Using Key and Target Words (All Key and Target Words are written on board, but in a “random” arrangement (i.e., words are NOT grouped by meaning)

Variation 1: Students are asked to select a word on the board and then use the word in a sentence that involves something they have either done or experienced. Students present their sentence orally to the class.

Variation 2: The teacher points to different words on the board and has one or more students use the word in a sentence that involves something they have done or experienced. Students present their sentence orally to the class.

General Implementation Notes

1. Before starting a lesson, mark the key words (and three-sentence blocks) in the teacher edition using Post-It™ notes. (Optional: Have students use Post-It™ notes to mark these pages in their text books as well.)

2. To help focus your instruction and pacing, feel free to mark or highlight any portions of this teacher guide as needed before starting the lesson.

3. Write the three key words and definitions on the board or chart paper before starting the lesson.

4. Step 1 should occur the first time the story is read aloud by students. Write the key words and definitions on the board or chart paper before starting Step 1. Suggestion: Have different students read the story on a paragraph-by-paragraph basis. Interrupt the reading process when the sentence with the key word is read. Then ask the two questions for each key word before continuing. Continue reading until the entire story has been read. (Other approaches to Shared Reading may be employed to accomplish this same purpose.)

5. For Step 2, after the entire story has been read, add the target words and definitions on the chart paper or board next to the key words previously taught. After students read a three-sentence block and substitute a target word, ask the three scripted questions. Note: For the third question in Step 2, the substituted word is always compared to the preceding target word that was used.

6. For Step 3, erase all the words on the board--or cover the chart paper--and write each pair of new target words on the board or chart paper; however…

DO NOT WRITE OR TEACH DEFINITIONS IN STEP 3. Follow the script for Step 3.

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7. **Correcting student errors:** In Steps 1 and 2 refer students to the definitions and re-ask the question(s). For Step 3, refer students only to the sentence or story context. Do NOT provide students with definitions.

8. **For cumulative review:** Place sample words from the semantic family on the board, and have students use the words in a sentence, following either Variation 1 or 2.

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**Teacher Notes**

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