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Erin Entrada Kelly

Erin Entrada Kelly is a children's author who loves to be in the library. In fact, it's her favorite place to write! Before she started writing kid's books, Erin was a journalist and worked as an editor for magazines. She has also received awards for community service. Erin also teaches writing classes to college students.



Some of her books are based on her real life. In an interview, she said that her book *Blackbird Fly* was a lot like her own experiences. When she was a kid, she was the only Asian in her school. Like her character, she experienced bullying.

Erin is a dog lover who enjoys all sorts of animals. She likes to play video games and watch scary movies. As a student, she said she liked recess the best! In one interview, Erin talks about how she likes to give a voice to characters who are quiet or not typical heroes. Her writing has won many awards and she has been on the *New York Times* bestseller list. She believes that it's important to let kids choose what they want to read.

Did You Know?

- Erin identifies as Filipino-American.
- Her novel, *Hello, Universe*, won a Newbery Medal.
- Erin's favorite word is "peculiar".



Chapters Five to Six

(Tuesday, January 7, 1986 to Wednesday, January 8, 1986)

Answer the questions in complete sentences.

- How do you think Bird's after school hangout with Dani will go?

- Will Cash win over Penny?

Vocabulary

Complete each sentence with a word from the list.

ingenious striding	discreetly dismissively	craned mortal	consensus entourage
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- He _____ his neck to get a better view of the new student.
- She _____ tucked the stolen necklace into her bag.
- We all have to come to a _____ before we order the pizza.
- They were a huge _____ after the concert.
- It was an _____ idea to move the furniture out of the room.
- The animals were _____ toward us from across the field.
- The _____ knight was friends with the wise old elf.
- She looked at him _____.



Chapters Eleven to Twelve

(Monday, January 20, 1986 to Thursday, January 23, 1986)

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Bird got a place in the auditorium.
- T F b) Cash gets to be an all-star starter on the basketball team.
- T F c) Fitch believes in life outside of Earth.
- T F d) The Thomas family all starts to eat at the table.
- T F e) Now that she knows of Devonie's crush, Bird feels nervous.
- T F f) Bird feels anxious thinking about a human's place in the universe.

2. Number the events from 1 to 6 in the order they occurred in these Chapters.

- a) The *Challenger* launch has been rescheduled.
- b) Judith Resnik assures Bird the mission will "touch the future".
- c) The classes write astrograms.
- d) Classes discuss why the *Challenger* mission is important.
- e) Cash starts studying for Earth Science to maintain his grade.
- f) Cash asks to be on the track team.



Chapters Fifteen to Sixteen

(Monday, January 27, 1986 to Tuesday, January 28, 1986)

Answer each question with a complete sentence.

- How did Fitch feel about his interaction with Amanda?

- When did Fitch realize something was wrong with the launch?

- Why was Cash surprised by his classmates?

- After the explosion happened, both Fitch and Cash realize their sister is distressed. What does that say about their relationship?

- Why might the explosion be more impactful for Ms. Salonga?

- How did the brothers show Bird they cared?



Journaling Prompt

Bird, like many others, was anxiously waiting to watch the shuttle launch. She had put a lot of energy into researching the mission. She watched her hero—Judith Resnik—pass away on television. Bird's dreams of being a female mission control specialist are hanging on by a thread. Write about a time when you experienced disappointment. What were you looking forward to? How did you deal when things didn't work out as planned?



Chapters 7 to 8

(Saturday, January 11, 1986 to Monday, January 13, 1986)

Free Advice for Cash

Cash has a crush on his classmate, Penny. When she signs his card, he is excited! He is excited until she has written the name of her boyfriend. In anger, Cash later tells Penny his thoughts on her choice of date. He comes across as rude and mean. If you could give Cash advice, what would it be? Mr. Thomas gave him some pointers, but it did not go as planned. Write a message to Cash advising what he should do in order to be respectful to Penny.



Chapters 7 to 8

(Saturday, January 11, 1986 to Monday, January 13, 1986)

Man Vs. Machine

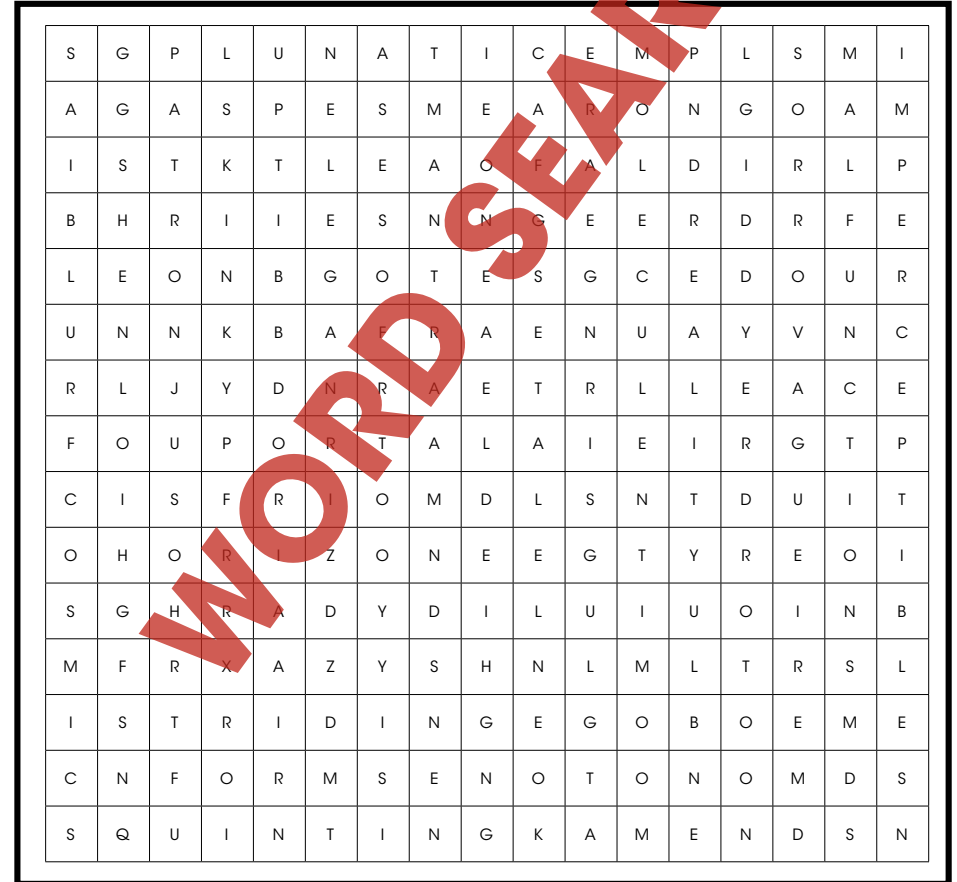
One of Ms. Salonga's assignments is to compare humans to machines. Just like the students in her class, you will make a pros and cons list for both. What advantages do each have? What are some downsides? How do you see machines' place in the world? How do humans affect the world around them?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

amends	giddy	mantra	reality
astute	horizon	molecule	squinting
cosmic	imperceptible	monotone	striding
droning	lunatic	patron	vague
gasp	malfunction	portal	



Comprehension Quiz

- Bird draws two family diagrams: the Thomas and the Logan family. How are the drawings different? 2
- What do the Logan family always try to come to? 1
- How do the Thomas parents argue? 2
- When he sees his Mom's car at school, what does Cash plan to do? 1
- How does Ms. Salonga show she cares? 2
- What were some "downsides" of humans? 3
- After the explosion, what did Cash notice about the Thomas house? 2

SUBTOTAL: /13

Traits of an Astronaut

Do you have what it takes for the next space mission? Could you be on a space station for years? Bird and her peers study the crew of the *Challenger*. Why do you think they were chosen for the mission? What must an astronaut have to go into space? On the outline below, record traits of an astronaut. Put their skills—like math—on the outside of their uniform. Personality traits—like bravery—will be written inside. Aim to have at least 10 things that make astronauts stand out. Will you be next?



NAME: _____

After You Read 



Chapters Thirteen to Fourteen

(Friday, January 24, 1986 to Sunday, January 26, 1986)

Answer each question with a complete sentence.

1. How was the music box supposed to help Bird? Did it work?

2. When Fitch calls Amanda, did it go as planned?

3. What was the unfortunate coincidence between Mr. Thomas's song and Bird?

4. How does Mr. Thomas feel about men and women in space?

5. What are some benefits of being invisible?

6. How is Fitch trying to make things better?

Journaling Prompt

All of the siblings have different ways of coping when they feel down. Bird draws diagrams, Fitch listens to music and Cash watches sports. When you're feeling upset, what do you do to make yourself feel better? Are there certain activities you like to do? Do you take a rest? Is there music that calms you? Describe ways that you put yourself in a better mood.

1.

It was supposed to calm her when she was upset, but during her parent's arguments it didn't work.

2.

No, since Fitch was unable to speak and hung up.

3.

He was singing a song about basketballer Larry Bird, and she thought he was calling her.

4.

Thomas doesn't think men and women should be in space together as they may not be able to get along and women are temperamental.

5.

No one notices you when your family is arguing, you can take the keys to the car and slip outside.

6.

He tried to call Amanda to apologize and he did apologize to Bird.

31

1.

Answers will vary.

2.

Answers will vary.

Vocabulary

Sentences will vary.

32

1.

a) launch

b) cautiously
c) happen

d) belly

e) wrong
f) dimmed
g) moment

h) universe
i) surreal
j) kids

k) classes
l) recognized

m) moment

2.

a) B b) A

c) C d) A

33

1.

He really believes in his apology and feels relieved he has tried to make amends.

2.

He sees Bird fleeing from the gym.

3.

Cash can't believe someone would laugh about a shuttle exploding.

4.

They are closer and more aware of each other than she thought; they both care about her.

5.

She had tried very hard to be on the shuttle as a "Teacher in Space".

6.

They waited for her after school and walked in stride with each other.

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EASY MARKING ANSWER KEY

We Dream of Space – Gr. 5-6

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.

NAME: _____



Chapters Five to Six

(Tuesday, January 7, 1986 to Wednesday, January 8, 1986)

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2. Will Cash win over Penny?

Vocabulary

Complete each sentence with a word from the list.

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discreetly

craned

consensus

striding

dismissively

mortal

entourage

1. He _____ his neck to get a better view of the new student.

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5. It was an _____ idea to move the furniture out of the room.

6. The animals were _____ toward us from across the field.

7. The _____ knight was friends with the wise old elf.

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Chapters 7 to 8

(Saturday, January 11, 1986 to Monday, January 13, 1986)



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Chapters 7 to 8

(Saturday, January 11, 1986 to Monday, January 13, 1986)



Man Vs. Machine

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Skills



Personality Traits

Skills

Other