**Activity: AVID Weekly Reading and Vocabulary**

**Week: May 25 – May 29**

**Grade 6**

**Class AVID**

**Teacher: Ms. Bull, Ms. Carter, Mr. Dedrick**

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### Key Content/Modeling

- Summarizing what you’ve read.
- Determine the main idea of an article.
- Use multiple reading strategies.

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### You Try

- Read the provided article: First he was a Navy SEAL. Then he went to medical school. The moon could be next.

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### Show me what you know (Proof of learning)

Complete your work and e-mail pictures (or solutions) to your teachers.

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### Self-Assessment

Did I complete all of the tasks?

Did I try my best?

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### Priority Standard(s):

- Determine the main idea of grade appropriate text.
- Develop awareness of visuals.
- Use multiple reading strategies to better understand text.

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### What am I learning?

**Summarizing what you’ve read.**

**Reading For Understanding**

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### How do I know I learned?

**Learning Evidence in 1-3 Descriptors**

- I can concisely explain the information from the article in my own words, including the use of newly learned vocabulary.
- I completed the questions, reflection, and goal setting activities following the article.

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### Extra Learning Opportunities:

Find another article of your own choosing online, pick a topic that interests you. Define important vocabulary terms in the reading, then create a tl;dr to summarize what you just read.
May 29, 2020

**Essential Question**: How can we overcome challenges in order to accomplish more of what we are capable of?

**Quick Write** - Take 90 Seconds to write in the provided space based on the given prompt:

Why do you think most of us don’t actually accomplish all we are capable of?

(Possible sentence stem – The challenging part about accomplishing all of our goals or aspirations is...
A way to get over that challenge might be... )

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**Vocabulary** – Define each word using a dictionary, google, or family member to help.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>insecurity</td>
<td></td>
</tr>
<tr>
<td>odyssey</td>
<td></td>
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<tr>
<td>grueling</td>
<td></td>
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<tr>
<td>profound</td>
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<tr>
<td>résumé</td>
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Use as many of those vocabulary words as you can to make a single, coherent, authentic sentence.

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Many words have more than one meaning. While reading the text, use contextual clues to determine if the definitions that you found make sense within the provided article. If you find that your researched definition doesn’t make sense, use the space below to modify your definition to fit the meaning in the article.
Read

Read the article three times.

First read - Give yourself nine minutes to try and get the gist of the article. Read through the article without interruptions from start to finish.

Second read - Get organized! Number the paragraphs, underline all vocabulary words. Remember when numbering paragraphs you only need to identify the first couple words of each paragraph and put a number in the margin. “Jonny Kim was” - 1, “Kim was among” - 2, “Jonny, you’re a” - 3, etc.

Third read - Write a summary that captures the main idea and sums up the gist of the article. Then complete the three questions, reflection, and goal setting following the article.

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First he was a Navy SEAL. Then he went to medical school. The moon could be next.

Jonny Kim was already a Silver Star awarded Navy SEAL and Harvard University-educated doctor. Now the 35-year-old California native can add another achievement to his résumé: the first Korean American to become a NASA astronaut.

Kim was among 13 men and women to graduate last week from the agency’s Artemis program, making him eligible for missions to the International Space Station, the moon and Mars. Even on a stage of people brimming with talent, he stood out.

“Jonny, you’re a Navy SEAL with a degree from Harvard medical school,” Sen. Ted Cruz, R-Texas, said during the graduation ceremony held Friday at the Johnson Space Center in Houston. “That’s just ridiculous! I mean, he can kill you and then bring you back to life. And do it all in space.”

Or, as a headline at Task & Purpose put it: “SEAL, Doctor, Astronaut — Navy Lt. Jonny Kim achieves your childhood dreams so you don’t have to.”

Kim is a first-generation Korean American, born in Los Angeles to parents who immigrated to the U.S. from South Korea in search of a better future for their children. Despite the accomplishments to come, he struggled with insecurity as a kid, according to a 2017 profile in the Harvard Gazette.

He had a hard time at school and, as his graduation from Santa Monica High approached in the spring of
2002, decided that only a bold move could turn things around. So he enlisted in the Navy as a seaman. He asked a recruiter whether he could become a member of one of the SEAL teams, and was promised only that he could try. Just the opportunity was enough, the Gazette reported.

“I didn’t like the person I was growing up to become,” Kim told the publication. “I needed to find myself and my identity. And for me, getting out of my comfort zone, getting away from the people I grew up with, and finding adventure, that was my odyssey, and it was the best decision I ever made.”

The grueling SEAL training process provoked new doubts in him. He thought about quitting during “hell week,” a period of almost nonstop training that all candidates are required to complete.

Instead, he made the cut for the elite team and went on to serve as combat medic, sniper, navigator and point man on more than 100 combat operations over two deployments to the Middle East, according to NASA. He was awarded a Silver Star and a Bronze Star along the way.

It was during his time in Iraq that Kim decided he wanted to become a doctor. He was serving as a medic one day in 2006 when two of his close friends were shot, the Gazette reported. Kim treated one of them, who had a severe wound to his face. Neither would survive.

“It was one of the worst feelings of helplessness,” Kim said, according to the publication. “There wasn’t much I could do, just make sure his bleeding wasn’t obstructing his airway, making sure he was positioned well. He needed a surgeon. He needed a physician and I did eventually get
him to one, but … that feeling of helplessness was very profound for me.”

He earned a degree in mathematics from the University of San Diego in 2012 and his doctorate in medicine from Harvard in 2016. He was a year into a residency at Massachusetts General Hospital when he learned that he had been selected out of a pool of 18,000 applicants to become a NASA astronaut.

The call came while he was grocery shopping.

“I think my heart was racing 100 beats a second, and I tried not to lose my composure in the middle of the grocery store,” Kim said in a video released by NASA. “But once I got the news and I hung up, I ran over to my wife, and I was jumping up and down and telling her that we got in.”

His class included 11 NASA candidates and two Canadian Space Agency candidates. They completed two years of training, including spacewalking, robotics, International Space Station systems and Russian language, to become eligible for spaceflight.

The Artemis program has a goal of sending the first woman and next man to the moon by 2024 and to use what’s learned there to make it to Mars.

“These astronauts could one day in fact walk on the moon as part of the Artemis program,” NASA Administrator Jim Bridenstine said during the graduation, “and perhaps one of them could be among the first humans to walk on Mars.”

During the ceremony, the graduates took questions from students in the audience. Asked by an eighth-grade boy whether they had ever experienced self-doubt, Kim
took the microphone. He said it is “very human to doubt yourself.”

“Everyone in this audience, everyone watching, is capable of so much more than they think they are,” he said.

**Reflection Questions**

What is a Navy SEAL?

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Who is Ted Cruz – the article identifies him as a Sen., R-Texas, but what does that mean?

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What are some of the celestial bodies on which Artemis program astronauts may eventually walk?

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**Graphical Abstract**

1. Students will create a graphical abstract for the article.
   
   a. A graphical abstract is a type of one-page report that summarizes the material in the article through the use of pictures and visuals.

2. Use a blank piece of paper to create a graphical abstract. It will include:
   
   a. The name of the article
   b. The author of the article
   c. A brief summary (1–2 sentences maximum)
   d. At least three visuals

3. Take a picture of your graphical abstract and e-mail it to your AVID teacher.