



Activity Guide

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Reaching for the Moon

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

BEFORE LISTENING

About the Story

Buzz Aldrin tells the story of his life in this autobiography of the famous astronaut. From his first plane flight to his walk on the moon, he describes the events and people who shaped his life and led him to be one of the greatest explorers America has ever known.

Activate Prior Knowledge/Build Background

Ask children if they know anything about the historic 1969 walk on the moon. Write the information they volunteer on the chalkboard. Then tell them that the book they will read is the autobiography of one of the astronauts who walked on the moon.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking

CCSS: R.1, R.2, R.3, R.7; SL.1, SL.2

Ask children the following questions about the book. Call on volunteers to respond orally.

- How did Buzz feel about his first airplane ride?
- Why did Buzz want to go to West Point?
- Why did Buzz go back to school?

- d. Why did Buzz train underwater?
- e. How many people were watching the moon landing?
- f. What qualities did Buzz share with the Lone Ranger?
- g. How do you think Buzz felt about standing on the moon?

Vocabulary

CCSS: R.4; L.3, L.4, L.6

Write these specialized words and definitions in two columns on the chalkboard. Have children copy them and then draw lines linking each word with its definition.

calculate	pit
aeronautics	special assignment
astronautics	compute mathematically
orbit	the study of aircraft
crater	to revolve around
mission	the science of space flight

Have children work with partners to research other space missions. Using the keywords *space missions*, pairs can choose one mission to report on. Have them take notes on the astronauts involved in the mission, its aim, and its outcome. Children can print out pictures of the spacecraft, if possible. When they are finished with their notes, they can report on the mission to the rest of the class.

Math: Find the Distance

CCSS: W.7

Ask children to look in encyclopedias or books about the planets to find out how far Buzz Aldrin and the other astronauts traveled to go to the moon. Then have them find the distances to the other planets in our solar system. Children can work with partners to create a distance line – similar to a time line – showing the distance to the moon and each planet from earth. Display completed distance lines around the classroom.

Language Arts: Astronaut Biography

CCSS: R.1, R.3; W.2, W.4, W.8

Have children look in books about space flight or astronauts to learn about another astronaut in the space program. Children can take notes on the astronaut they have chosen and use their notes to write a brief biography of the astronaut. When they are finished, collect the biographies in a class biography book of astronauts.

Health: Problems with Weightlessness

CCSS: W.4, W.9; SL.4

One thing Buzz Aldrin had to do was learn how to live and work in zero gravity. Have children look in books about the space program to find out about the problems caused by weightlessness, such as muscle weakness and atrophy, nausea, and difficulty using tools or getting food. Encourage them to write down one such problem and the ways astronauts try to combat it. Children can read their problems and solutions to the class.

On the Internet: Other Space Missions

CCSS: W.7, W.8; SL.4, SL.5

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.