**Building Knowledge about Apollo 11 with Multiple Texts**

[MUSIC PLAYING]

TEACHER: So this morning I would like to start you off with a question that's going to kind of get our morning going here. So if you look over here, it says technology then and now. Take a moment and read that question for me, please.

If you will take a moment with your teams and discuss what is it that we've learned so far about our topic called technology then and now? So think back to last week. Think back to yesterday. What have I taught you, what have you read, what have you seen, anything that you can think of that relates to technology then and now, just to get us started.

OK? I'm going to give you about 45 seconds. Go ahead.

STUDENT: We have learned about technology then and now, it was that then things like the telephone, the calculators, the cars, and everything has changed so much from then to now. Because now some of them are less cheaper, or they cost more than then.

STUDENT: And the laptop--

TEACHER: About 15 seconds to wrap it up.

STUDENT: --that was hard to write. But now it's like you have to type. It's just changed. And then with the TV--

TEACHER: In 5, 4, 3, 2, 1.

STUDENT: --with the flat screen TV.

TEACHER: Let's come back together, please. So I'm going to try to read your mind a little bit and see how well I did listening to your group conversations. So, if I remember correctly, I believe we started off with a story called a telephone mix up that looks just like this story. How am I doing so far?

Some of us might have brought this up. We talked about some key vocabulary words that we were learning. So we talk about these as well. So let's take a moment, and we're going to look at our vocabulary words as well. If you would like to do your movement as I say the word, I highly recommend it.

So our first word is tinkering. Can you show me tinkering? What does it mean to tinker? Technology is our other word. Very good. Directing, how are we going to be directing? And again, we're thinking about how does this relate to the stories or the text that we've been learning?

Engineering. How do you show engineering? Very good. We're engineering something, putting something together. Very nice.

Squirmed. Can you show me squirmed? Some of you were like that this morning already. Here we go. All right, back together.

Scouted. We're going to be scouting. Gleaned. How do you show gleamed or gleaming? We're bright, we're shiny. And decade. What was our version of a decade? Well done.

OK. Then, I think, if I remember correctly, I was listening to some of you talk about a video that we watched called Technology Then and Now, and we were learning about things that happened in the past. So, for example, what TVs looked like in the past, versus TVs now, phones in the past, phones versus now. And we actually got to pick our favorite one and talk about it.

And then I do believe we started a new story that was called The Moon Over Star. We had introduced this story yesterday, and I think on Friday as well. And then we talked about how this story ties in with these vocabulary words, how they tie into the original story called the "Telephone Mix-Up," again, the video, and then yesterday we also got to watch a video. Do you remember what the video was about?

Do you have an idea? Can you picture it in your mind with the video looks like? Take like 10 seconds and tell your team, what was that video about?

STUDENT: The video was about technology.

STUDENT: It was about the Apollo 11.

STUDENT: And it was about Armstrong and his crew landing on the moon.

STUDENT: Yeah, and then her daughter wanted to go on the moon too.

STUDENT: Yeah, and when they put the flag on the moon it was waving.

TEACHER: Class class?

STUDENT: Yes yes.

TEACHER: Class class?

STUDENT: Yes yes.

TEACHER: All set?

STUDENT: You bet.

TEACHER: Here we go. So if you were talking about that video, I bet it related a little bit to The Moon Over the Star? Very good. So today, here's we're going to do. We are going to get a chance to use another text that's not in the book. But I have a feeling you are going to be really impressed and make some really good connections.

This text is called "A Walk on the Moon." And if you just look at the front cover of this, the front page, how many of you are already thinking something in your head right now? Did you see this yesterday? Very good.

So to add to that, let's look for a minute on what we did learn from yesterday. Yesterday we talked about the space race between USSR, which is now Russia, and the United States. And we gave the timeline events of what happened with Russia versus the United States. Keep in mind, what was the US's goal?

STUDENT: To put the first human on the moon.

TEACHER: You got it. It was to put the first man on the moon. And did they successfully do that?

STUDENT: Yes.

TEACHER: They did. Who was the president at the time?

STUDENT: John F. Kennedy.

TEACHER: Very good. OK, so here we are. We're talking about the mission that happened during that time frame in 1969, Apollo 11, and the three gentlemen, which you have just identified in this photo, so I think we've already made kind of a connection here. So we're going to get together with our shoulder partner next to us.

And our shoulder partner and I are going to read this story together. We're going to decide how we want to read this story. If you choose to move to a different location in the classroom, you're welcome to. I would highly recommend that a couple of you, at least two of the shoulder partners stay there. If you feel like you need to move with your other partner, that is fine with me.

But as you're reading this story, I want you to be thinking, what kind of connections can you make with this story? What are you going to learn from this story? And then be thinking, how does my active reading checklist help me in this? OK? Now, if you will do me a favor and please point to the active reading checklist in your notebooks, please, in your IMBs, so that we all understand.

And would you take a moment and around in the group share each part of your active reading checklist as a team? What are we looking for?

STUDENT: Simple words. Long words. Question mark next to unknowns, statements, underline important facts you need to know. Build a diagram to show what you've learned. Highlight your proof with comparison questions. Bonus, wavy line for--

[INTERPOSING VOICES]

TEACHER: Holy moly!

STUDENT: Guacamole!

TEACHER: All right, here we go. So "A Walk on the Moon," please go ahead and grab one of these articles, please. With that shoulder partner, I want you to get together. I'm going to give you about 10 minutes. You're going to get together, decide who's going to read what, how are we going to read this, and then feel free to use parts of that active reading checklist that you just discussed with your team.

I'm not asking you to fully complete this checklist at this time frame. I'm asking you to use it to your benefit. So are there words that you may not know? Are there box words that you want to discuss with your team? Are there underline sections that you're thinking this is really important to know, or wavy lines. And then, as always, is it important to ask questions?

Definitely. So make sure that you have that conversation with your partner. It's really short, so take a moment to look at it. So you can see, it's front to back. There are some great photos in here. And then when we get back together, we're going to share that frame with our table teams and have an even deeper discussion.

Let's go ahead and get together. Angelica, would you please guide in with Aiden to be a shoulder partner? The rest of you should have your person right next to you. Decide quickly where you're headed, if you're moving. If not, please get started. Begin.

What's that? Shoulder partners. Team team. OK, go for it. Let's see which team is ready to go. Great job, you guys, for getting started for table three. Nice job.

And then you'll go ahead and grab Aiden real quick, and you guys can join together, OK? Good job. Oh, I love how quickly Aaron and Lizbeth got started. Thank you so much.

STUDENT: Can I go first?

STUDENT: Yeah.

STUDENT: "In 1969, NASA sent a rocket ship called Apollo 11 to the moon. NASA is the American group of scientists who study outer space. Once Apollo 11 was up in space, the astronauts had to steer it to the moon.

There were three astronauts on Apollo 11. You can see them in the image on the next page. Each had a job to do."

STUDENT: "Collins-- Michael-- apart from the space ship that was still orbiting the moon. Armstrong and Aldrin spent more than 21 hours on the moon. It was easy to move about that moon, which the less gravity [INAUDIBLE] to explore the moon.

The can jump on sand down slowly. They used different explore the moon. Now the scientists can learn new information about the moon. They dug up samples of moon rocks to take back to Earth."

TEACHER: What are some comments you have looking at your checklist that you have open right there? What words were unknown? Did you have any? Talk about your box words. Were there any that were unknowns, like questions that you had, or wavy lines for interesting to share to the teams?

STUDENT: [INAUDIBLE] I saw Apollo.

STUDENT: I don't get what moon dust is.

STUDENT: Moon dust is where-- you know how they have footprints right there? And you know how it's easy to get your foot in there? That's what moon dust is.

STUDENT: What I thought was interesting is Armstrong and Aldrin spent more than 21 hours on the moon. That's a long time on the moon.

STUDENT: That's a day, kind of. A day or two. Because 24 hours is a day, and then--

TEACHER: About five more minutes.

STUDENT: If they would have stayed there for three more hours, they would have been there for a day.

STUDENT: There was three astronauts on Apollo 11. You can see them in the imagine--

STUDENT: Image.

STUDENT: --image on the next page.

TEACHER: So do you think it's mainly going to be about just the Columbia, the Apollo 11, or do you think it's going be a mix of both? OK, well, let me know at the end. That's a great prediction, so we'll see what comes of it, OK? Great job.

STUDENT: "Two had to get the landing craft called the Eagle. Then they had to steer it down, and then it's on the moon."

STUDENT: "The astronaut who had a steer to Eagle was named Neil Armstrong. He had to find a [INAUDIBLE]."

TEACHER: We're going to wrap up in about two minutes, so use that time frame.

STUDENT: "Lots of people tuned in to watch Armstrong and the Eagle on live TV--"

STUDENT: Live.

STUDENT: --"live TV. At first, Armstrong had a hard time getting an Eagle to go where he wanted it to go, but in the end he landed it just fine."

STUDENT: "Armstrong sent a message back by radio, 'The Eagle has landed.'"

STUDENT: "In 1969 NASA sent a rocket ship called Apollo 11 to the moon." Why do they call it--

TEACHER: About five more minutes.

STUDENT: --Apollo 11.

STUDENT: It's something to do with this.

STUDENT: And write 1969. Oh.

STUDENT: So look, this is what I did.

STUDENT: Something I'm wondering. Why did he call it Apollo 11?

STUDENT: I'm not sure. Astronauts.

TEACHER: OK, let's come back in 10, 9, 8, 7, 6, 5, 4, 3, 2, thank you. Good job. 1. OK, now we're going to take this idea that we've been having this conversation with our little partner, and using the active reading checklist, and I would like you to look up here on the smart board, because I'm going to ask you to make some connections now. We have Apollo 11 connection questions. So follow along with me as I read them, please.

What new facts did you learn about Apollo 11's space mission? What kind of technologies were used? Does anyone know why that word was highlighted?

STUDENT: Because it's one of our words.

TEACHER: Well done. Did you see a connection with any of the vocabulary words we have been learning? And/or what connections did you make with this text and The Moon Over Star? OK, hold on. So with your table teams, I'm going to give you about three to five minutes to have this conversation. Keep in mind, anytime you're having this conversation you need to justify it with proof. So what are you probably going to have to open right now? Along with having Apollo 11, "A Walk on the Moon"--

STUDENT: [INAUDIBLE]

TEACHER: --good. Have that open and ready to go. Have your story, The Moon Over Star, because I want you to still be able to make those connections. So rotate around your teams, decide you and your partner, what did you come up with that you want to share with your table team? And then remember, refer back to these questions, because we're going to come back together in about five minutes, and then we're going to do a share aloud. Got it? OK, begin.

So, who's sharing first?

STUDENT: Liam.

TEACHER: OK. What did you and your partners think?

STUDENT: It says right here, the Eagle has landed. And over here in the story he said the Eagle has landed. And also, he took a step on the moon and said, that's one small step for man, and one giant leap for mankind. And also on this one he said, that's one small step for man, and one giant leap for mankind.

TEACHER: Wow. So what are you thinking?

STUDENT: They both were kind of like about the Apollo 11.

STUDENT: That this was happening while these guys were doing all this.

TEACHER: Fantastic. OK.

STUDENT: On this it said that they were watching on the TV as they were landing. In this they were watching the TV, and they also [INAUDIBLE]

STUDENT: But how can they get cameras up into the space so they can see all that?

STUDENT: They took it with the astronauts, probably.

TEACHER: Very good. Good connection on that one. OK, who else? You and partner. Who's the next partner that would like to have a conversation? What'd you learn, what'd you see? Look up here for one of the questions if you need some guidance.

STUDENT: I learned that in the story "A Walk on the Moon" that I think the middle one's Armstrong?

STUDENT: No, it's Michael. It's Michael Collins

STUDENT: This one's Armstrong.

STUDENT: That one's Buzz.

STUDENT: This one's Armstrong, and also on The Moon Over the Star it was on this one-- wait.

STUDENT: Oh, wait. I think they both--

STUDENT: In this story, everyone in her family were cheering for the lift off, and some people in this story were cheering for the lift off too.

STUDENT: People watching it on TV cheered. They were proud that the United States had put a man on the moon.

STUDENT: So I think that the technologies that they used were like they the-- where'd it go?

STUDENT: But this look really advanced. It doesn't look like it's old. But still, because nowadays they have rocket ships they are straight. This one is like a triangle.

STUDENT: And it has an antenna. It's got a satellite or whatever that is.

STUDENT: So technically, this is a part of the technology, and then they used the radio to send back that the Eagle had landed.

STUDENT: Yeah, that's probably what this entire thing up here was up here.

STUDENT: Probably.

STUDENT: But we do know that it does use the same technology.

STUDENT: Well, you can't see it up here.

STUDENT: It does.

STUDENT: Because that was their first successful run. So we know they're going to keep using it, but just advance it a little more.

STUDENT: So how would they use it if it landed into the water? And sand weighs like a ton.

STUDENT: --up in space. The astronauts had to steer it to the moon.

STUDENT: It floats down.

STUDENT: So what I made a connection-- we made a connection where it says, that's one small step for man, one giant leap for mankind. And we got that from The Moon Over the Star and--

STUDENT: And one fact that I found out was I actually thought that Apollo 11 actually landed on the moon, and I started to get confused because--

STUDENT: That was the Eagle.

STUDENT: --yeah, because it says that the Eagle has landed, and it was saying that they flew in Apollo 11, so I was getting confused. I was like, wait, what? And then once I found that out, I was like, OK, that makes more sense. And so I was like, which one is it, Eagle or Apollo 11? And then once it said that it was like a little aircraft that they would land on the moon, then I figured out, oh, OK, so it was connected to that, and that's what they would use to actually hit the moon.

STUDENT: That was very good.

STUDENT: Because it says right here, "The other two had to get a landing craft called the Eagle."

STUDENT: And so the Apollo 11 right there, they called Apollo 11. I wonder what the Eagle looked like, though.

STUDENT: Since it doesn't show you on here, it just shows him walking, and then--

STUDENT: Doesn't it show you in The Moon over the Star, though?

STUDENT: I don't know. No, I think it only shows you the Apollo 11 blasting off. Like here you get a little view of it, but not a big view.

TEACHER: And did they show it in the video, by chance, yesterday? Did you happen to see it?

STUDENT: Kinda.

STUDENT: I don't know, but since it was all black and white, I think it would be kind of hard.

STUDENT: It was kind of hard.

STUDENT: It's kind of hard to see it.

TEACHER: So maybe that's something we can look up when we go to work it into our culminating tasks.

STUDENT: Yeah.

TEACHER: Very good, [INAUDIBLE]. Ready to listen?

STUDENT: Ready to learn.

TEACHER: Oh, I didn't hear you. Ready to listen?

STUDENT: Ready to learn.

TEACHER: Oh, much better. Thank you. OK, so let's take a moment, let's look at our questions. I'm going to go around and ask, teams, what would you like to share? So we want someone to present for our team and decide, which question would you like to use as presenting on behalf of your team?

So I'm going to give you about 10 seconds to decide who's going to present, stand up, high five, and be ready to go. Begin. 1, 2, 3, 4, 5, 6, 7, 8, thank you, Ramiro, thank you, Arian, thank you, Anthony. Thank you, Cruz, and thank you, Julian. Good job on those high fives. OK, remember, is it possible we may have a similarity? Yes, so maybe we can find a backup, maybe we can find some connections that way as well.

Ramiro, which one of these questions did you and your team decide this is worthy of talking about as a class?

STUDENT: Well, we learned about the Apollo 11 space mission is that on the video we saw that America and Russia were having a battle to see who was better, and they landed on the moon. Russia didn't land, they just sent someone up, and America actually got someone on the moon.

TEACHER: So was this based on the factual information from Apollo 11, the "Walking on the Moon," or was this something from a previous text?

STUDENT: We got it from the video.

TEACHER: You got it from the video? OK. Were you able to connect what you just said to this story or Moon Over Stars, by chance?

STUDENT: We had two connections. They had the same people in both stories, and Neil Armstrong said, one small step for man, one giant leap for mankind.

TEACHER: Awesome, very good. So you gave us a fact from Apollo 11 slash the video, and then you also kind of connected it to looks like The Moon Over Star. Thank you very much. Anthony, would you like to share with your team what you came up with?

STUDENT: We came up with technologies. The TV was a technology, and we were thinking that the ship could be technology.

TEACHER: The ship could be technology?

STUDENT: Yeah.

TEACHER: Very nice. Anything else you can think of that could tie into technology there from what you read?

STUDENT: Oh, and a new fact for me was that I didn't know that it was difficult for them to land.

TEACHER: How many of you didn't know that. How many of you said, I had no clue that that was going to be that difficult to land. Everybody was so worried about take off, and we forgot about the part of what's it like to land?

STUDENT: [INAUDIBLE]

TEACHER: Interesting, huh? And where they landed, for that matter. Julian, what did you and your team come up with?

STUDENT: We thought about technology.

TEACHER: OK, nice and loud so we can hear you. What about it?

STUDENT: Because of the moon--

STUDENT: The rocket ship and the--

STUDENT: --the rocket ship--

STUDENT: And the satellite.

STUDENT: --and the satellite on the rocket ship.

TEACHER: OK. And where was this found inside the story? Where did you find this in "A Walk on the Moon?"

STUDENT: We actually only found it in this one.

TEACHER: That's OK, that's a good connection.

STUDENT: And there's also a rocket ship in this, on the last satellite here.

TEACHER: OK, so you're showing the picture--

STUDENT: And it said they messaged by radio.

TEACHER: OK, one at a time. One at a time. Very good. So they were connecting it to A Moon Over Star using the picture in there, and then they were comparing it to-- what did you say?

STUDENT: The radio that said, the Eagle has landed.

TEACHER: Really loud.

STUDENT: That the Eagle has landed on the Eagle.

TEACHER: That the Eagle has landed. Very good, some commonalities with those wordings, I'm noticing. OK, Cruz, your turn.

STUDENT: My team the connection was that one of the pages, it kind of said the same thing, it said the crowds watching it on TV went wild, and on The Star over the Moon, the family was also watching the same thing. So what I kind of thought was that the crowds watching on TV, they were one of them.

TEACHER: Are you thinking more like they were excited the same as both stories?

STUDENT: Yeah, I didn't know how to say it kind of.

TEACHER: So, can I add to that? Is that OK? So class, if you will take a moment in your book and find, where does it show the excitement of May and her family seeing this happen, compared to the wording in "A Walk on the Moon" when it talks about how excited everybody was. Can you find that photo that Cruz and his team is sharing?

Where's the excitement? Go ahead. Quickly talk and see if you can find it. Where did you find it, and how do you know that?

STUDENT: Oh, it's Gramps.

STUDENT: Because everybody was like yes! They've landed!

TEACHER: Did you find it, Tyson?

STUDENT: Yes.

TEACHER: Go ahead and show us, please.

TEACHER: So I see a lot of you referring back to this page. Is this the page that a lot of you are referring to?

STUDENT: Yes.

TEACHER: OK, and who can tell me just based on looking at the photo, how do you know that they're excited? Cruz, we'll kind of go back to your team for a second.

STUDENT: You know that they're excited, because in the background it shows the kids cheering and dancing around.

TEACHER: Very good, I like that. Is there anything in the text itself that shows excitement, by chance? Alexis?

STUDENT: "Boy, did we cheer. All the cousins and even the grownups, all except Gramps." And that was on page 322.

TEACHER: Awesome, thank you very much. You have given me some great factual information. You've made some connections. There was something I was thinking about that I want to share with you. See if you recognize this.

I said, you determine. Is there a connection to the main idea of these two texts? Does anyone recognize these vocabulary words that you chose yesterday, The Moon Over Stars? Let's say them together. First one is--

TEACHER AND STUDENTS: Astronauts, Neil Armstrong, Gramps, imagination, and moon.

TEACHER: So based on your ideas, and through that story, your teams came up with these words here. I'm just curious, how many of those would fit into "A Walk on the Moon?"

STUDENT: Three.

STUDENT: Three.

TEACHER: OK, well, let's try it. Thumbs up thumbs down. How many of you think astronauts would definitely work on this story, or this text, for that matter? How many of you think Neil Armstrong would work? Gramps? Imagination? Can we get that one again? Let me see. Imagination? And moon.

So based on your thumbs up thumbs down prediction, it looks like two of them you're thinking not so much. So I'm just curious. Could you replace those two words with something else? Can you think of two words from "A Walk on the Moon" that would relate better than Gramps and imagination? Take a moment with your teams and see if you can come up with a word or two and why.

STUDENT: Eagle and Apollo 11.

STUDENT: Apollo 11 and Eagle.

STUDENT: And Apollo 11.

TEACHER: All right, we're going to come back together. I have to ask, did you come up with a word or two? What do you think?

STUDENT: For Gramps we came up with-- which one is it?

STUDENT: NASA.

STUDENT: With NASA.

TEACHER: OK, so replace Gramps with NASA. OK, I love it. Cruz, your back team back there. Anybody from your team want to share a word or two that you thought would be better?

STUDENT: Apollo 11--

TEACHER: Apollo 11.

STUDENT: --can replace imagination.

TEACHER: Oh, very nice. So instead of imagination, the truth of having it be Apollo 11 that actually went on the mission. Arian.

STUDENT: I think that a little add on for "A Walk on the Moon" could be the Eagle, because it says the Eagle quite a lot of times, and that's actually what they landed in. And I just think that's important. It could do with the main idea.

TEACHER: So do you think we should add it on, or replace with another word?

STUDENT: I think we should add it on.

TEACHER: I love it. OK, and we have one more team in the far left back area. Who would like to share?

STUDENT: What I was thinking was space, because where they were going was on the moon, which is in space. And I think space could replace Gramps or imagination.

TEACHER: Fantastic. So I have to say, I'm still pretty impressed. For never have read this story, and look at this. How many connections were we already able to make?

STUDENT: A lot.

TEACHER: Yeah, so that's showing you something. Not to mention, did anyone see any of our vocabulary words by chance pop into the story?

STUDENT: Technology.

TEACHER: Did you see technology pop in there?

STUDENT: No, I didn't see it pop in there.

TEACHER: Ah, but it relates. What else, Alexis?

STUDENT: Probably thinking about scouted, because they're scouting to the moon.

STUDENT: And also Neil Armstrong was scouting for a place to land.

TEACHER: Very good. Nicely done. I like that. Anybody else? Do you have another one?

STUDENT: I saw decade and gleaming.

TEACHER: You saw decade and gleaming in the story, or you're connecting to it?

STUDENT: Connecting to it.

TEACHER: How?

STUDENT: Because in this one it says gleaming. But I was just looking at the pictures, because this is kind of white, and I was just thinking it might be gleaming off the sun or the moon.

TEACHER: Definitely. Anthony, do you want to add to that?

STUDENT: I was thinking of decade, because John F. Kennedy said before the decade man's gonna land on the moon.

TEACHER: Very good, so good connection there. Nice. I like that. OK, so let's dive in a little bit further inside of our story here on The Moon Over Star so we can see how this Apollo 11 story is really connecting. So if you would please turn to page 326 inside Moon Over Star.

Again, you can use your black and white version, or you can use your color copy. Page 326, 300 plus 20 plus 6. OK, and I have a question for you. So first, with your shoulder partner right next to you, I would like you to reread page 326 together. OK? So take a moment and reread it together, because I'm going to have a question for you.

Be thinking, I will tell you, of some words that are capitalized. OK? Go ahead and read for just a few seconds here.

STUDENT: "Later on a summer's night in 1969, the television screen flashed with words that gave me the goose bumps. Live from the surface of the moon. And Mr. Cronkite said Neil Armstrong, a 38-year-old American, standing on the surface of the moon on this July 20, 1969."

STUDENT: "We didn't know it then, but there were 600 million people were watching with me and listening. When Commander Armstrong said, 'that's one small step for man, one giant leap for mankind,' all of us from New York to Tokyo to Paris to Cairo to start, and maybe even President Kennedy too. All of us watched it together, the astronauts bounding across the moon like ghosts on a trampoline."

STUDENT: "I felt a hand on my shoulder--"

[INTERPOSING VOICES]

STUDENT: "'One small step for man, giant leap for mankind.'" I thought it was mainly about what we were talking about.

TEACHER: Macaroni and cheese.

STUDENT: Everybody freeze.

TEACHER: Would you please look at the top, and the words that are capital, would you please read those together? What is it that May sees flashing on the television screen in capital letters?

STUDENT: Live from the surface of the moon.

TEACHER: K, why do you think that these words gave May goose bumps? Talk quickly in your teams. Why did they give May goose bumps?

STUDENT: Because that's why. It's going on right that second. Yeah, it's not like on YouTube where you can watch something from like three months ago. Yeah.

STUDENT: Yeah. It's happening on live television.

STUDENT: It's on television screen.

STUDENT: And it's something that--

STUDENT: It's happening on that second.

TEACHER: Why? Why did she have goose bumps? What are some thoughts here? Jose, what do you think?

STUDENT: The reason why she has goose bumps is because when they say that, she's like froze, and she's like-- and then the reason why is because it's from the surface of the moon. And that's way out from where we live.

TEACHER: Is that a big deal?

STUDENT: Yeah.

TEACHER: What are goose bumps? Think about that. What are goose bumps? Helena, do you know what goose bumps are?

STUDENT: It's like when you are nervous and you get them on your arms.

TEACHER: Do you see them on your arm when you're nervous, or if you're cold, or excited? You get the chills. Think about yesterday when you watched that video. I saw some of your facial expressions when you found out that that was live footage of Apollo 11. Even though you weren't there, some of you, your face was just-- they were gleaming. You were gleaming, because you couldn't believe that this was actually something that had happened.

STUDENT: That this kind of technology from way back from longer than a decade ago could be up on the gleaming moon. Well, Neil Armstrong was scouting and squirming in his seat. And it took so long to tinker with this kind of technology.

TEACHER: Are you impressed? What did he just do?

STUDENT: I just left out two words. I needed engineering and directing.

STUDENT: He used all of them!

TEACHER: He used every one of our vocabulary words to tie in. Well done. I think he deserves a roar. Are you ready? OK, everybody, let's roar.

[SMACKING]

STUDENT: Roar!

TEACHER: Well done, Leo. That was awesome. OK, so here's another one for you. I would like you to take a look at the last paragraph on page 326, please. Last paragraph. Read it to yourself, please.

And I want you to be thinking. "I felt a hand on my shoulder. 'I reckoned that's something to remember,' Gramps said quietly." Think about Gramps in the beginning, and think about that comment now. Talk with your team and tell me, what does this show us about Gramps? Go.

STUDENT: At first he didn't really care. And at the end, he's like, oh, I actually do care.

[INTERPOSING VOICES]

STUDENT: Oh, it's a waste of money.

STUDENT: It's just a waste of money. And how he's surprised.

STUDENT: It's just a waste of money to go up there and do nothing.

STUDENT: Now he's like, you should probably remember that.

STUDENT: And he believes in May now. And he's proud of May now.

STUDENT: Yeah. That's a big piece of history.

[LAUGHING]

TEACHER: Hocus pocus.

STUDENT: Everybody focus.

TEACHER: So I need thoughts on Gramps. What are your thoughts on Gramps? After that comment that he made to May, what are you thinking? Think for a second. Jalissa, do you want to go ahead and try?

STUDENT: That he didn't care. He thought that it was a waste of money.

TEACHER: OK, did he think that the whole time through from the beginning of the text to the end of the text? Did he think that?

STUDENT: Most of it.

TEACHER: Most of the time. Did you see any change at all in Gramps?

STUDENT: Yes.

TEACHER: Did you? Cruz, did you see a change in Gramps?

STUDENT: Yeah, because he was trying to get nicer to May, because in the beginning he just kept saying this is a waste of money. And yeah, he just changed throughout the story.

TEACHER: So again, Gramps at the beginning, pretty tough. He thought this was a waste of money, you shouldn't be using it. But slowly toward the end, you started seeing something happen.

STUDENT: He started to believe.

TEACHER: He started to glean. All of a sudden he's thinking, what? He's all of a sudden realizing, is this technology going to take us somewhere someday? Now that we've had a really good conversation, I want you to refer back to your essential question that we talked about.

The question is, how did the moon landing affect May and her family? I want you to really dig deep in this. You have a three by five index card that was given to you yesterday. I'd like you to pull that out for me, please. Your job is to look at this card. And I want you to reread what you wrote yesterday.

I want you to look at it very carefully, and I want you to decide, do I need to edit this? Did I provide enough information to determine how the moon landing affected May and her family? Do I need to change something? Do I delete it? What do I need to do to give this the best response possible based on details from the story?

So I'm going to give you a few minutes to do that right now. Again, this is by yourself. And really dive in there and see, OK, what have I learned so far? I've had quite a few texts brought together. I've had a video to guide me. What is it you want to explain to me that how the moon landing affected May and her family? What questions can I answer for you before you begin?

OK, few minutes by yourself to really adapt that. If you need a new card, please don't be afraid to ask and we can start you with a new one. Of May and her family. Think about how the man felt on the moon. Think about what this does for the future, everything we've been reading.

And then remember, if you finish early, you may go to the back side, and I want you to draw me what it looks like. A map of what it looks like. If you need a bonus index card because you're working so hard and you're thinking, man, I need more space, don't be afraid to hold your index card up and I'll come by and give you another. All right, so eyes up here. Pencils are down.

OK, I'm going to refer back to what we kind of had a brief overview yesterday of, our launching into two culminating task options. So remember, your job is to choose, do you want to write in the perspective of May, or do you want to write from the perspective of Gramps? And you have two options. OK, so I'm going to kind of reread these. You may change your mind, but you may not.

So look carefully, and see, which one do I want to write from the perspective of and why? So option A, write a letter to the editor of the local newspaper about Apollo 11's landing on the moon from the perspective of Gramps or May. So maybe you're the letter writer we talked about, that you want to write a letter to that editor, we talked about it yesterday how it's in the newspaper. You get to voice your opinion, your concerns, and your job is to write about what you thought of Apollo 11's landing.

Or, is it option B? May and Gramps are being interviewed by a local news station about their experiences watching the Apollo 11 landing. Choose to be Gramps or May, and be interviewed by a classmate about your experiences. Do you remember the name of the gentleman that was the news broadcaster that we got to watch and learn about that was in the story as well?

STUDENT: Walter Cronkite.

TEACHER: Walter Cronkite, very good. So one of you would be the one that gets to interview somebody else about this. But you get to decide. Are you May or are you Gramps? So again, we have a letter to be written, or we have an interview. So I want you to be giving that some thought.

We're going to start that today, we're going to continue it into tomorrow, Thursday, and Friday. And then last but not least, we'll get a chance to do what at the very end? Do you remember, Isabella?

STUDENT: To make a rocket shuttle.

TEACHER: Good, we're going to build our own space shuttle using the items that I have for you. OK?