

# ASTRONAUT ANNIE

Teacher/Activity Guide

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Grades: K-3rd

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### Activity 1: Research

Engage students in learning about careers using one or several of the following research methods:

- Read appropriate reading-level books provided by teacher about careers
- Independently find and read books about careers during library time or outside of school hours
- Interview a family member or trusted friend with a career of interest by asking at least 3 questions written down beforehand
- Shadow a family member or friend while on the job for a few hours or day
- Search reliable internet sites to learn more about career(s) of interest

Sample websites for a few careers:

Archaeologist – <https://www.thoughtco.com/how-to-be-an-archaeologist-172294>

Biologist: <https://www.nasa.gov/audience/forstudents/k-4/dictionary/Biologist.html>

Ecologist – <https://kids.niehs.nih.gov/topics/environment-health/meet-the-scientist/talk-to-ecologist/index.htm>

Environmental Analyst – <https://kids.niehs.nih.gov/topics/environment-health/meet-the-scientist/environmental-analyst/index.htm>

Hospital jobs – <https://www.knowitall.org/series/kids-work-hospital>

Television Station jobs – <https://www.knowitall.org/series/television-station>

Theater jobs – <https://www.knowitall.org/series/kids-work-theater>

### Activity 2: Write

Students write an informative/explanatory piece which describes a career he or she hopes to pursue someday. Encourage writers to be creative and include specific details about career. For example, setting or place where work is done, people they might work with, and clothing, tools, or equipment they would use.

Option: Students include a drawing of themselves working in the career described.

### Activity 3: Share



Give each child a “Hello. My name is” sticker.

Instruct students to write the name of a career he or she might want to do in the blank “name” area.

(Example: “Hello. My name is ~~nurse~~.”)

Ask students to stand, one at a time, and introduce themselves by their careers names and describe what they do in their job.

Option: Divide class into smaller groups of 4–5 students for sharing.

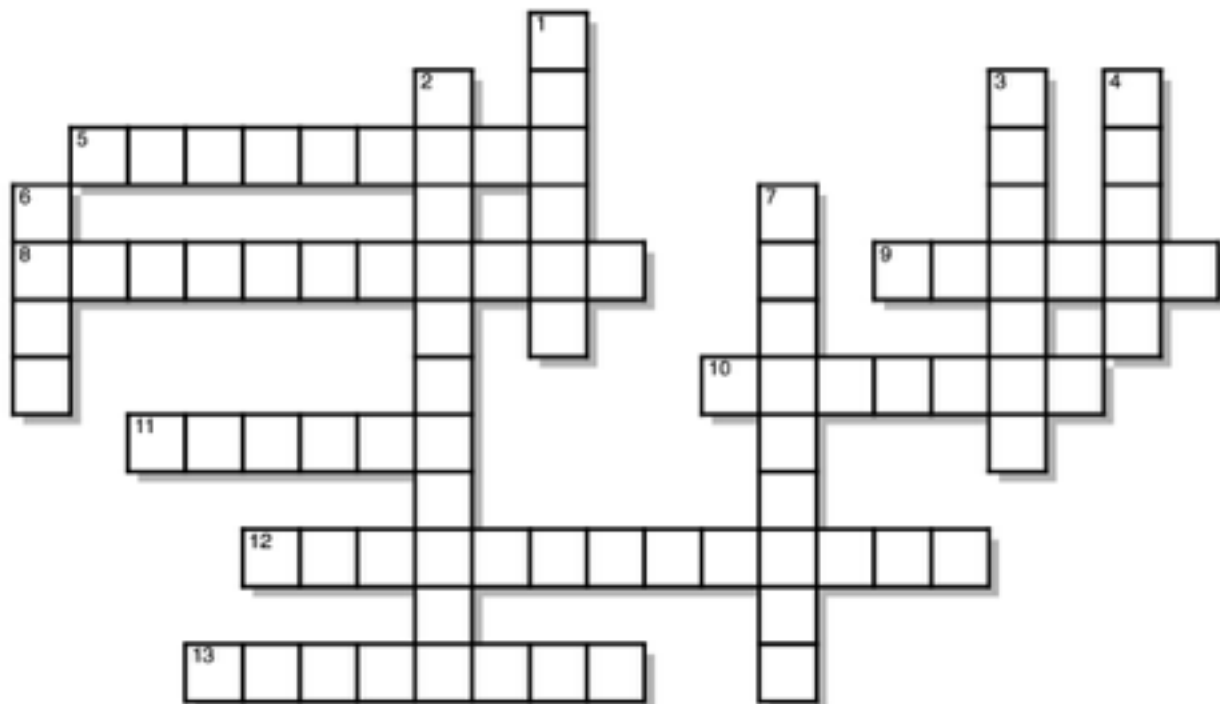
**Activity 4: Careers Crossword Puzzle**

Copy & distribute puzzle for students to solve with career definitions provided.

Name \_\_\_\_\_

## Careers Crossword

What Do You Want to Be When You  
Grow Up?



### ACROSS

- 5 Explores space
- 8 Cuts and styles hair
- 9 Helps sick people
- 10 Installs and fixes water pipes
- 11 Grows food for people to eat
- 12 Protects people and enforces laws that keep everyone safe
- 13 Shares the latest news

### DOWN

- 1 Creates paintings, sculptures, or other types of art
- 2 Delivers letters and packages
- 3 Teaches students
- 4 Flies an airplane
- 6 Creates delicious meals for guests at restaurants
- 7 Studies rocks

### Crossword Answer Key:

Across	Down
5 Astronaut	1 Artist
8 Hair Stylist	2 Mail Carrier
9 Doctor	3 Teacher
10 Plumber	4 Pilot
11 Farmer	6 Chef
12 Police Officer	7 Geologist
13 Reporter	

### **ABOUT THE AUTHOR:**

Suzanne Slade has enjoyed many jobs including lunchroom helper, math teacher, and engineer (working on car brakes and rockets.) For over 20 years, Suzanne has been a full-time writer and is the award-winning author of more than 100 children's books including ASTRONAUT ANNIE, THE INVENTOR'S SECRET, DANGEROUS JANE, OUT OF SCHOOL AND INTO NATURE, and more. Learn about the author and her books at [www.suzanneslade.com](http://www.suzanneslade.com).

### **"ANCHOR" COMMON CORE STATE STANDARDS ADDRESSED:**

#### **CCSS Reading: R.1, R.2, R.3**

[CCSS.ELA-Literacy.CCRA.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.

[CCSS.ELA-Literacy.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### **CCSS Writing: W.2, W.3, W.4, W.7, W.10**

[CCSS.ELA-Literacy.CCRA.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.

[CCSS.ELA-Literacy.CCRA.W.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

[CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.7](#) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#### **CCSS Speaking & Listening: SL.4**

[CCSS.ELA-Literacy.CCRA.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.

#### **CCSS Language: L.1, L.2**

[CCSS.ELA-Literacy.CCRA.L.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.CCRA.L.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.]