

The Brainstormers & Their Cosmic Mission

Pre-Show Activity

K-1

Vocabulary | Gestures

Goal: Students will demonstrate their understanding of key vocabulary related to the Artemis missions, Moon Landings, and the ISS by creating and performing gestures that represent each term, fostering both cognitive and kinesthetic learning.

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

Materials Needed

- Chart paper and markers
- Space for movement activities
- Vocabulary cards

Introduction

1. Guide students through the show's [Re-Sourced preshow page](#), focusing on section 5. This includes information on the International Space Station, the Moon landings, the Artemis Missions, and the 5 Senses. You'll need to scaffold based on your age group, but the resources are accessible to all ages.
2. Introduce the vocabulary words.
 - a. "Today, we will learn some exciting words about space! Let's look at these pictures together and see if we know any of these words!"

Notes for UDL alignment: Encourage students to connect the vocabulary words to their own experiences or interests, making the words more relevant to them.

3. Some vocabulary words might already be familiar to your students. The vocabulary cards included are:
 - a. Apollo
 - b. Artemis Missions
 - c. Astronaut
 - d. Landing

- e. Lunar
- f. Microgravity
- g. Orbit
- h. Rocket
- i. Scientific Research

Gestures

1. Show the students the colorful vocabulary cards and the images that accompany them.
2. Discussion Prompt: Ask, "What do you see in this picture? What does it mean? Let's talk about it!"
3. Gesture Creation: Ask students to choose a vocabulary word. They will then create a simple movement/gesture that they think captures the meaning of the word. For example:
 - a. One student can spin around for "orbit."
 - b. Students can pretend to fly like a rocket for "rocket."
 - c. Students can float with their arms out for "microgravity."
4. Encourage students to share their ideas for each gesture with the class, and together decide on a gesture for each word.

Note for UDL alignment: Allow students to express understanding through gestures, which promotes active participation and engagement.

Quizzle

1. Use the game "Quizzle" to incorporate or explore the gestures you created as a class.
2. Instructions: Have students walk around the space, pretending they are in space.
3. Introduce simple actions: Stop when you say stop, clap when you say clap, and jump when you say jump.
4. When you say "Quizzle," they jump in the air and spin around once.
5. Add the gestures to the list of actions - when you say the vocabulary word, students stop and do the gesture.

Note for UDL alignment:

- *Make sure to clarify the purpose of each action and how it connects to the vocabulary, maintaining a fun and engaging atmosphere.*
- **Potential Barrier:** *While gestures promote engagement, some students may find it challenging to create or remember movements that represent specific vocabulary words. **Suggestion:** Vary and honor the methods for response, navigation, and movement. Offer students multiple options for expressing their understanding. In addition to gestures, students could create drawings or digital representations of each vocabulary term. This allows for diverse methods of expression and helps accommodate different strengths and preferences.*

Closing

1. Gather the students and reflect on the activity.
2. Ask questions such as, "What was your favorite word? Can you show us your favorite gesture? What do you want to learn more about?"

TEKS

Language Arts:

(K.6) Listening and Speaking: Students listen and speak clearly and effectively, participating in discussions about vocabulary and sharing connections.

(1.8) Listening and Speaking: Students demonstrate an understanding of spoken language by participating in discussions and responding appropriately.

Science:

(K.10) Earth and Space: Students explore the characteristics of the Earth and the Moon, which connects to vocabulary related to space missions.

(1.10) Earth and Space: Students investigate and understand the characteristics of the solar system, including the roles of astronauts and space missions.

Physical Education:

(K.1) Movement Patterns: Students demonstrate basic movement patterns through physical activities, which is incorporated into the gesture activities.

(1.1) Movement Patterns: Students refine movement skills while engaging in the gesture creation and Quizzle activity.

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Vocabulary cards are on the following pages.

Apollo



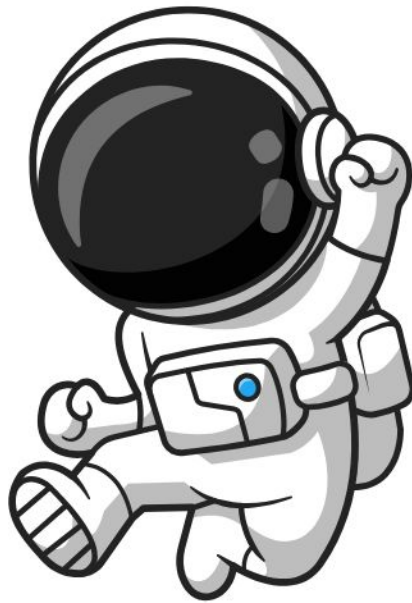
The name of the missions that first took astronauts to the Moon.

Artemis Missions



NASA's program aimed at returning humans to the Moon and preparing for Mars exploration.

Astronaut



A person who travels to space.

Landing



The act of touching down on the surface of the Moon or another celestial body.

Lunar



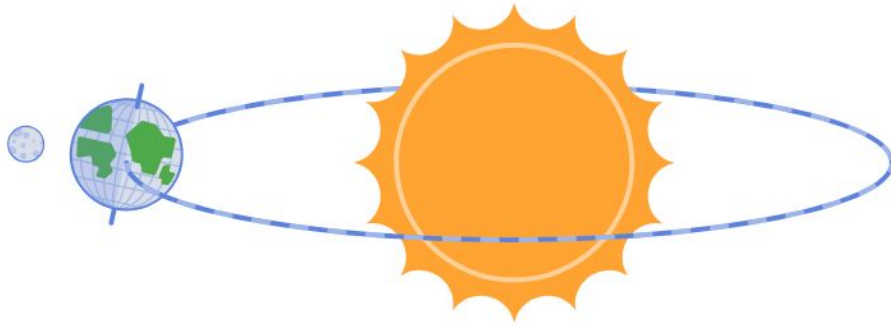
Related to the Moon.

Microgravity



A condition in space where there is very little gravity.

Orbit



The path an object takes when it moves
around another object in space.

Rocket



A vehicle that travels to space.

Looking closely at something to learn more about it:

Asking questions, trying things out, and seeing what happens.

Scientific Research

