

The Brainstormers & Their Cosmic Mission

Post-Show Activity

K-1

Drawing Key Moments

Goals:

- *Students will identify and recall key moments from "The Brainstormers & Their Cosmic Mission."*
- *Students will express their understanding of the play through drawing and sequencing.*
- *Students will create a visual booklet that represents the beginning, middle, and end of the play.*

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

- Play recap (included)
- "Key Moments" drawing templates (included)
- Crayons, markers, and colored pencils
- Scissors and staplers for booklet assembly

Introduction

- Begin by briefly summarizing "The Brainstormers & Their Cosmic Mission."
- Ask guiding questions to prompt discussion:
 - "What project did Ms. Cannon give to the students?" Answer: Give a presentation on what excites you about the future of space exploration.
 - "What hard things happened as they were deciding what to do?" Answer: Naomi wanted to do the project on space food; Furgeson on aliens – and Willa felt caught in the middle.

Notes for UDL alignment: Use the included Recap with icons to support multiple ways to access and recall information.

Identifying Key Moments

- Engage students in a discussion to identify three key moments in the play (use the Recap Shee for help):
 - **Beginning:** What did Naomi and Furgeson each want to do their project on? And how did Willa feel?
 - **Middle:** What did the Brainstormers fight about?
 - **End:** How did they work together?
- Encourage students to share their thoughts and ideas.

Notes for UDL alignment: To provide multiple ways of expressing understanding, consider letting students act or physicalize their responses. You can also utilize Think-Pair-Share to provide additional solo and partner processing time.

Drawing Activity

- Distribute the “Key Moments” drawing templates to each student.
- Instruct students to draw one key event for each section:
 - **Beginning:** Draw the Brainstormers as they have different ideas.
 - **Middle:** Illustrate a scene where they work together.
 - **End:** Draw what they learned.
- As students draw, circulate around the room to provide support and encouragement.

Notes for UDL alignment: Support multiple means of expression by allowing dictation, pre-drawn icons, or alternative art tools.

Creating the Booklet

- Once students have completed their drawings, assist them in cutting out their drawings and stapling the pages together to form a booklet.
- Encourage students to share their booklets with a partner or in small groups, discussing their illustrations and the key moments they chose to depict.

Notes for UDL alignment: Reduce barriers by offering physical support for cutting/stapling and allowing students to collaborate.

Reflection and Sharing

- Conclude the lesson by inviting a few students to share their favorite drawing and explain why they chose that moment.
- Facilitate a brief reflection on the lessons learned from the play, such as teamwork, problem-solving, and creativity.

Notes for UDL alignment: Encourage different ways to share—verbally, visually, or through gestures—to increase participation and comfort.

TEKS

English Language Arts and Reading (ELAR):

K.6(A) / 1.6(A): Retell texts in ways that maintain meaning.

K.7(A) / 1.7(A): Discuss elements of drama (characters, setting, events).

K.10(A) / 1.10(A): Dictate or write and illustrate information or events.

K.11(A) / 1.11(A): Develop handwriting and fine motor skills through drawing and letter formation.

Fine Arts – Theatre:

K.3(B) / 1.3(B): Reflect on dramatic play and discuss personal connections to it.

Brainstormers & Their Cosmic Mission – Recap

BEGINNING

Who Are the Brainstormers?



Willa (Earth) – the builder and helper.



Naomi (Sun) – the fact-lover with a plan.






Ferguson (Moon) – the dreamer with wild ideas.




The challenge: What excites you about space exploration?



Naomi and  Ferguson argue over what topic to pick –  food in space or  aliens.



Willa is stuck in the middle and doesn't want to choose sides .

MIDDLE

Trying Their Ideas



Naomi shares facts about food in space.



Ferguson imagines aliens and a puppet dance party.



The group keeps arguing! Everyone is frustrated.

END

Solving It Together




Willa shares her idea: combine facts + imagination!



Their project used props and facts about Artemis missions, ISS, and future moon landings.



Ms. Cannon rewards them with a Moon rock .



They celebrate friendship, teamwork, and curiosity.

Name: _____ Date: _____

The Brainstormers and their Cosmic Mission

Post-Show Activity

Key Moments | Beginning

Draw an important moment from the beginning of the play.

A large dashed rectangular box, intended for a drawing, occupies the lower half of the page. The box is defined by a thick, dark grey dashed line. The interior of the box is completely blank, providing space for a student to draw an important moment from the beginning of the play.

Name: _____ Date: _____

The Brainstormers and their Cosmic Mission

Post-Show Activity

Key Moments | Middle

Draw an important moment from the middle of the play.

A large rectangular area defined by a dashed line, intended for a drawing. The box is empty and occupies the lower half of the page.

Name: _____ Date: _____

The Brainstormers and their Cosmic Mission

Post-Show Activity

Key Moments | End

Draw an important moment from the end of the play.

A large rectangular area defined by a dashed line, intended for a drawing. The dashed line consists of short horizontal and vertical segments.