



# Stories In Space

## How to play:

- As an action-packed story is being told, the students participate by acting out the action words (**RED**). “First Kid on the Moon” is a sample of how this is done. Have the children start by slowly marching in place during the story. At each action word, be sure and pause to give the students time to keep that action going. Resume marching until the next action word is read.
- Class continues until 10 minutes of physical activity have been completed.

## Beginner:

- The teacher reads “First Kid on the Moon” aloud to the class. When the action words in **RED** appear, the class demonstrates and dramatizes these actions.

## Intermediate:

- The teacher makes up stories using age-appropriate action words that the class can act out. (Below are some topic sentences to get a story going.)

## Advanced:

- The teacher can begin the story and occasionally call on a student to add a sentence which leads the story into creative options. (The teacher may need to bring the sentence back to an action that will enable the class to continue moving.)

The TAKE 10! Crew chases after a falling star . . .

The TAKE 10! Crew discovers a new planet . . .

The TAKE 10! Crew members are the first kids on the moon . . .



## How Health Smart Are You?

1. If you are in the state of California, which direction would you travel to go to Georgia?
2. Does the sun come up first in New York or California each day?
3. Why can't you jump as high on Earth as you can on the moon?

- Answers:
1. East
  2. New York
  3. Because of gravity

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## First Kid on the Moon (Students begin marching)

Jordan and Raven had been chosen to be the first kids to go to the moon. They had trained for years for this trip. Each morning they would start the day with a four-mile **MARCH** just like we are doing now. They **MARCHED** and **MARCHED** and **MARCHED**. As part of their training they would do **20 JUMPING JACKS** (counting aloud), then **20 SQUATS** (counting aloud), and finally **20 VERTICAL JUMPS** (counting aloud). As they continued **MARCHING** they practiced working on their cardinal direction skills.



Raven would pretend she was the axis of the earth. Jordan would call out directions and Raven would demonstrate the appropriate direction. The directions are **NORTH** (She'd **PUMP HER ARMS TOGETHER UPWARD** as if lifting a barbell 10 times, north 1, north 2, . . . north 10), **SOUTH** (Raven would **SQUAT** to a count of 10 (south 1, south 2 . . . south 10), **EAST** (She'd **PUMP HER LEFT ARM** and point east to a count of 10 (east 1, east 2 . . . east 10), and **WEST** (She'd **PUMP HER RIGHT ARM** and point west to a count of 10 (west 1, west 2 . . . west 10). Then they would do the intermediate directions by **KICKING EACH LEG OR PUMPING EACH ARM** in the appropriate direction while counting up to ten. \***SOUTHEAST**, \***SOUTHWEST**, \***NORTHEAST**, \***NORTHWEST** (\*direction 1, direction 2, . . . direction 10). When they finished, they continued **MARCHING**.

The moon trip had finally arrived. They were in their spaceship and ready to go. The countdown began! They could not sit still so they **CLAPPED THEIR HANDS ABOVE THEIR HEAD WITH EACH COUNTDOWN (20 CLAP, 19 CLAP, 18 CLAP, . . . 0 BLAST OFF!)**. Before they knew it they were on the moon. It was so cool! They decided to start **MARCHING** and do their same morning training from earth. This time it was so much more fun. **EVERYTHING SEEMED LIKE IT WAS IN SLOW MOTION, SO WHEN THEY JUMPED, THEY REALLY JUMPED!**

Raven took the lead and called out each activity. (Simulate being weightless while performing the following exercises:)

- **20 JUMPING JACKS** (counting aloud);
- **20 SQUATS** (counting aloud);
- **20 VERTICAL JUMPS** (counting aloud);
- **VARIETY OF DIRECTIONS** (Call out different directions and do appropriate directional activity for a count of 10.)

After spending several fun-filled days playing on the moon, they **PLANTED THE AMERICAN FLAG, SAID THE PLEDGE OF ALLEGIANCE** and headed back home to planet Earth!

