



Exploring Outer Space



Objective:

NAEYC Standards:

Day 70

- 2.C.03** T-P-K a. Children are provided varied opportunities and materials that support fine-motor development.
- 2.G.** – Curriculum Content Area for Cognitive Development: Science Earth and sky (e.g., seasons, weather, geologic features, light and shadow, and sun, moon and stars)
- 2.J.06** P- K Children are provided many and varied open-ended opportunities and materials to express themselves creatively through two- and three-dimensional art.

HighScope KDIs:

A. Approaches to Learning

1. Initiative: Children demonstrate initiative as they explore their world.
2. Planning: Children make plans and follow through on their intentions.
3. Engagement: Children focus on activities that interest them.
5. Use of resources: Children gather information and formulate ideas about their world.
6. Reflection: Children reflect on their experiences.

B. Social and Emotional Development

7. Self-identity: Children have a positive self-identity.
8. Sense of competence: Children feel they are competent.
17. Fine-motor skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.

E. Mathematics

32. Counting: Children count things.

G. Science and Technology

46. Classifying: Children classify materials, actions, people, and events.
50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
51. Natural and physical world: Children gather knowledge about the natural and physical world.

F. Creative Arts

40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

H. Social Studies

58. Ecology: Children understand the importance of taking care of their environment.

Guidance:

Use your observations of children in your small group to choose space figures and vinyl clings that your children have shown an interest in.

Materials:

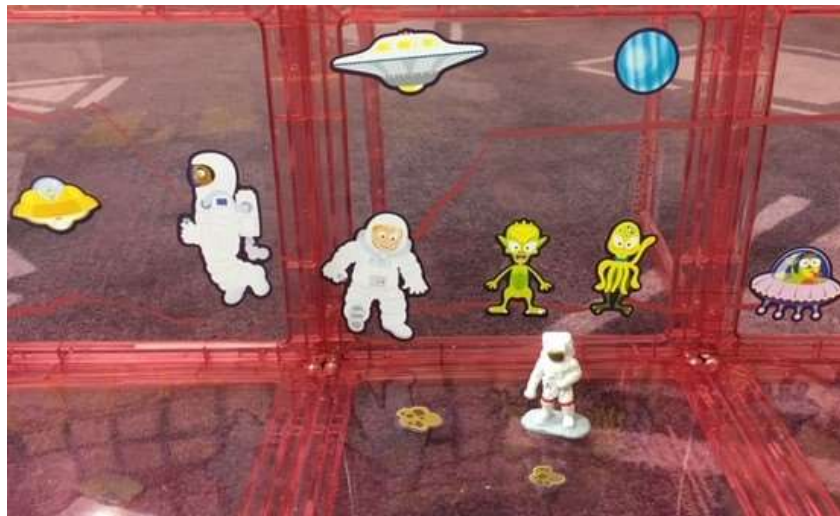
- For each child, provide baskets with six to ten Panelcraft blocks and several dry-erase or chalk markers.
- Later, distribute vinyl clings and figures to be added to the activity.

Beginning:

- Ask children what a planet is.
- Ask them for examples of names of planets.
- Ask them what our solar system is.
- Ask them if different planets have moons.
- Ask them what type of transportation humans need in order to travel to and explore the moon.
- Ask them what other ways humans explore the solar system (example; satellites, space probes, telescopes, etc.)
- Demonstrate how Panelcraft connects together and how it can be drawn on and erased using dry-erase or chalk markers.
- Tell them that they can use the materials to build their own pretend planet or space scene. Ask them what color panel they should use to make their planet or space scene (example red for mars, blue for Jupiter, etc.)

Middle:

- ❖ Move around from child to child, making specific comments on what you see children doing.
- ❖ Distribute the vinyl clings and/or figures, saying something like “Some of you might want to use these.”
- ❖ Ask them to identify the different features in their space scene.
- ❖ Once the space scene is finished give the children time for imaginative play with the vinyl clings, figures and any other toys that may enhance and extend the imaginative play experience.



End:

- ❖ Give children a three-minute warning.
- ❖ After three minutes ask them to put away any figures, remove vinyl clings, and store them in a sticker book.
- ❖ Ask them to erase the markings from the panels, take apart the displays, and stack the panels for storage.