



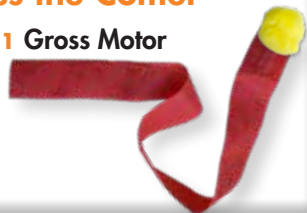
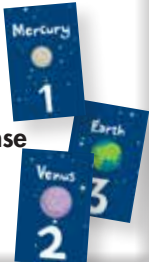



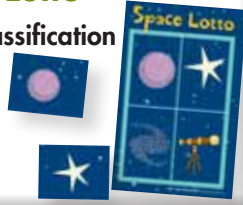



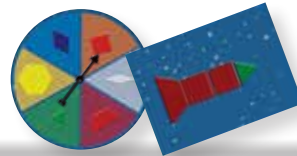




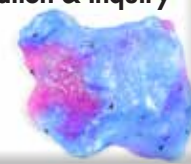



Learning Game Calendar

INFANTS • TODDLERS • PRESCHOOL • SCHOOL-AGE

___/___/___

<p>LESSON 1 Space Nametags LLD 7 Writing</p> 	<p>LESSON 2 Sun Colors CA 3 Visual Arts</p> 	<p>LESSON 3 Hey, Diddle, Diddle LLD 1 Listening</p> 	<p>LESSON 4 Star Search MR 1 Number Sense</p> 	<p>LESSON 5 Toss the Comet PD 1 Gross Motor</p> 
<p>LESSON 6 3rd Planet from the Sun MR 1 Number Sense</p> 	<p>LESSON 7 Look Up! LLD 4 Alphabetic Knowledge</p> 	<p>LESSON 8 A Trip to Mars SED 4 Social Relationships</p> 	<p>LESSON 9 Solar System Moves LLD 1 Listening</p> 	<p>LESSON 10 Space Lotto MR 6 Classification</p> 
<p>LESSON 11 Rock Letters LLD 7 Writing</p> 	<p>LESSON 12 Planet Word Builders LLD 4 Alphabetic Knowledge</p> 	<p>LESSON 13 Swirling Neptune CA 3 Visual Arts</p> 	<p>LESSON 14 Rocket Ship to Saturn SED 3 Attention & Persistence</p> 	<p>LESSON 15 Galaxy of Letters LLD 7 Writing</p> 
<p>LESSON 16 Astronaut Voting SS 2 Civics & Economics</p> 	<p>LESSON 17 Gravity Drop SCI 1 Investigation & Inquiry</p> 	<p>LESSON 18 Space Smoothie PD 5 Nutrition</p> 	<p>LESSON 19 Galaxy Goo SCI 1 Investigation & Inquiry</p> 	<p>LESSON 20 Swinging Planets SCI 3 Physical Science</p> 

Space Nametags

Let's practice recognizing and writing our names.



LLD 7 Writing

Uses scribbles, drawings, letters, characters or words to represent meaning.



SUPPLIES

- Nametags
- Markers/crayons
- Child photos (optional)
- Foil
- Craft stick
- Tape
- Paper
- Scissors

Where is your child along the learning path?

INFANTS

Decorate an old water bottle like a space ship by covering it with foil. Attach a photo of the infant's head to a craft stick. Write the child's name on stick. Invite the infant to explore putting the stick in and out of the top of the water bottle.

TODDLERS

Put the Nametags upside-down on the floor. Flip over one and ask, "Whose name is it?" That child stands up and makes a crayon path on the back of the Nametag.

PRESCHOOL / PRE-K

Invite children to write their own names on a Nametag. If they need help, write their name in highlighter and have them trace over it.

YOUNG SCHOOL-AGE

Invite the child to write their first and last name on the Nametag then tape it on the bottom of paper where they draw themselves as an astronaut.





Language & Literacy Development

LLD 7 Writing

GROUP ASSESSMENT QUICK REFERENCE

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A light blue rectangular writing area with a dashed horizontal line in the middle, set against a dark blue background with white stars and dots.

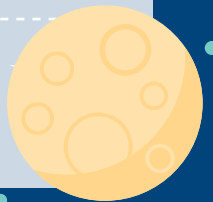
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A light blue rectangular writing area with a dashed horizontal line in the middle, set against a dark blue background with white stars and dots.



Sun Colors



Let's explore mixing colors to make a sunburst.



CA 3 Visual Arts

Expresses through 2D and 3D visual art.
Develops artistic techniques.



SUPPLIES

Paper plates
Shaving cream
Paint: red, yellow
Clear zip bag
Paintbrushes
Scissors

Where is your child along the learning path?

INFANTS

Put shaving cream, red and yellow paint inside of a clear zip bag. Seal and secure the bag. Encourage the child to touch and explore how the colors combine and mix.

TODDLERS

Give each child a paintbrush and squeeze yellow paint on the center of the plate. After each child paints with the yellow paint, put some red dots around the edge of the plate. Encourage children to blend and mix the paint to make a sunburst.

PRESCHOOL / PRE-K

Put yellow and red paint in two bowls. Encourage children to blend and mix the paint on their paper plate to make a sunburst. Talk about what happens when the colors blend.

YOUNG SCHOOL-AGE

Encourage children to experiment with different amounts of each color when mixing. What happens with a lot of yellow and only a little red? A lot of red and only a little yellow? What color do they want to mix for their sun?



Scan to see videos illustrating each level of development.

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Creative Arts

CA 3 Visual Arts

GROUP ASSESSMENT QUICK REFERENCE

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Hey, Diddle, Diddle

Let's recite a rhyme then follow verbal prompts.



LLD 1 Listening

Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.



SUPPLIES

Rhyme Poster
Letter Card: Z
Nametags
Paper plates (8)
Marker
Tape

Where is your child along the learning path?

INFANTS

Put a plate on the floor. Recite the rhyme while holding the child and jump the child over the plate at the end of the rhyme.

TODDLERS

Write letter Z on a paper plate. Recite the rhyme and insert a child's name in place of "cow." Encourage each child to listen for her name then invite her to jump over the letter Z plate.

PRESCHOOL / PRE-K

Write each child's name on a paper and put in a bowl. Draw a name. Recite the rhyme and insert a child's name in place of "cow." Encourage that child to listen for her name and a letter. "Jules jumped over the Z Moon!" The child jumps over the paper plate with the letter you named. Begin with three paper plates but add more to make more complex, if desired.

YOUNG SCHOOL-AGE

Set out eight paper plates with the letters O, M, N, C, A, T, W, E. Recite the rhyme and insert a child's name in place of "cow." Then say a word and invite that child to jump in a specific way over the letters that spell it. For example: "Jules jumped backward over the word CAT." Other words might include: moon, cow, cone, mat, came, tame, name, wet, net.





Language & Literacy Development

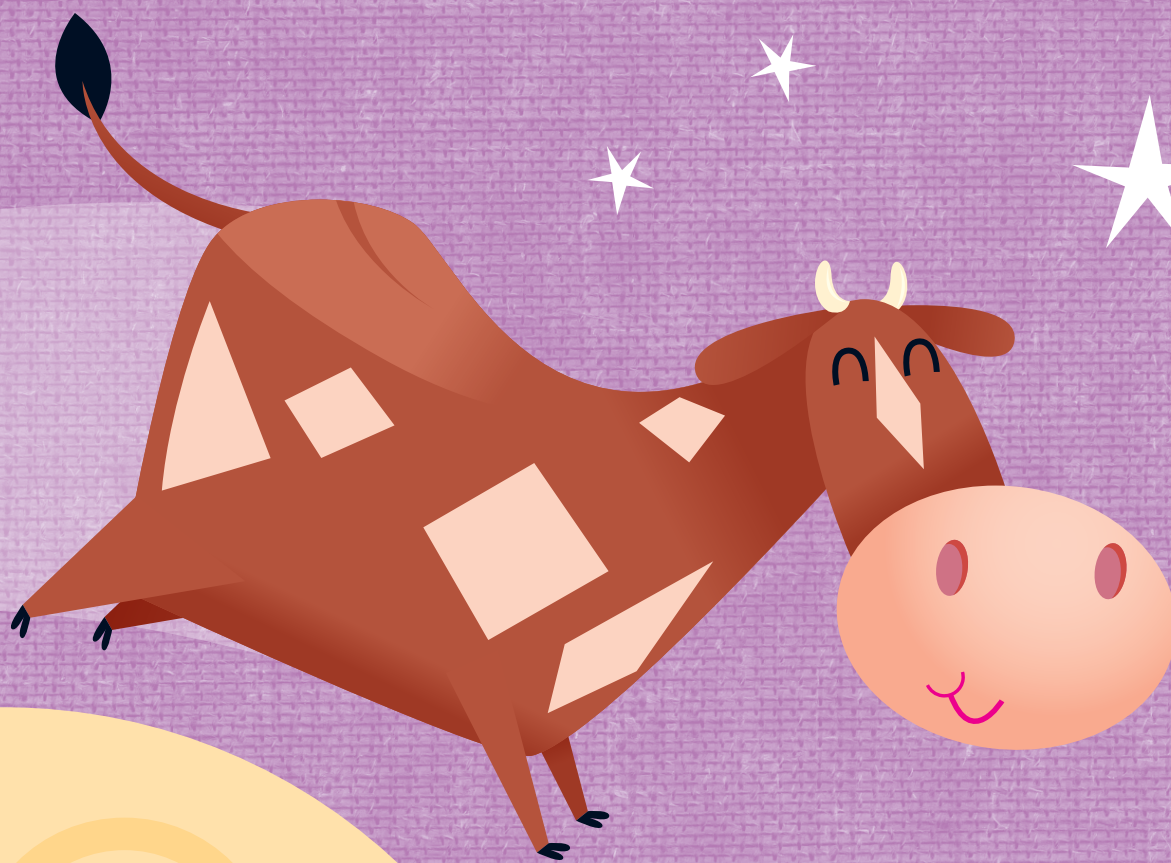
LLD 1 Listening

GROUP ASSESSMENT QUICK REFERENCE

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Hey, diddle, diddle,
the cat and the fiddle,
the cow jumped
over the moon.

The little dog laughed
to see such sport,
and the dish ran
away with the spoon.



Star Search

Let's name numbers then identify them.



MR 1 Number Sense

Understands concepts of number and quantity.



SUPPLIES

Numbered Stars
Shape links
Tape

Where is your child along the learning path?

INFANTS

Tape the stars on different walls around the room. Hold and walk with the infant around the room. Point at the stars and numbers on them. Allow the child to reach out and touch the star.

TODDLERS

Put Numbered Stars 1-5 on the floor. Review the numbers with the children then give one child a link. Say a number and encourage them to take turns putting a link on that number.

PRESCHOOL / PRE-K

Put Numbered Stars 1-5 on the floor. Say a three-number sequence of numbers and invite children to take turns running from one star to the next in that sequence.

YOUNG SCHOOL-AGE

Put Number Stars 1-5 in a row on the floor. Say a five-number sequence of numbers and invite children to take turns jumping from one star to the next in that sequence. For example: "Jump over 1-4-2-4-1."





Mathematics & Reasoning

MR 1 Number Sense

GROUP ASSESSMENT QUICK REFERENCE

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Number Stars



Toss the Comet



Let's toss pompom comets at targets.

PD 1 Gross Motor

Builds strength, coordination and balance of large muscles.



SUPPLIES

Pompom
Ribbon
Foam stars
Earth Photo
Crepe paper
Paper
Scissors
Marker
Tape/masking tape

Where is your child along the learning path?

INFANTS

Explore a pompom with ribbon tied around it. Lay the child on his back and dangle the pompom above him within reach. Toss it for the baby to crawl after.

TODDLERS

Use a marker and write each child's name on a ribbon. Tie the ribbons tightly around the pompoms. Encourage children to toss their pompoms at the stars. What star did they hit?

PRESCHOOL / PRE-K

Help children tape the crepe paper to the pompom. Pretend it is a comet. Put a masking tape line on the floor for children to stand behind. Tape the Earth Photo to a chair at a distance from the tape line. Children try to toss their pompom comet to land on Earth (the chair).

YOUNG SCHOOL-AGE

Help children tape the crepe paper to the pompom. Pretend it is a comet. Put a masking tape line on the floor for children to stand behind. Tape the Earth and the stars to chairs at different distances from the tape line. Children try to toss their pompom comet to land on chair and earn points. How many points do they have after three tosses?





Physical Development

PD 1 Gross Motor

GROUP ASSESSMENT QUICK REFERENCE

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3rd Planet from the Sun



Let's toss links then identify numbers they land on.



MR 1 Number Sense

Understands concepts of number and quantity.



SUPPLIES

Planets
Shape links
Pompoms
Beanbags (optional)
Paper plates
Tape
Scissors

Where is your child along the learning path?

INFANTS

Explore plates and pompoms.
Put one pompom on each plate.
Talk about one and one more.



TODDLERS

Set out three plates and number the plates 1-3. Take turns tossing a link and naming the number where it lands.



PRESCHOOL / PRE-K

Tape a planet to each plate. Set out all of the plates and work together to line up the planets in order with the highest number placed the farthest away from the children. Name a plate (first, third, seventh) and take turns tossing a pompom or beanbag to that planet. Which planet did their pompom land on?



YOUNG SCHOOL-AGE

Tape a planet to each plate. Set out all of the plates and work together to line up the planets in order with the highest number placed the farthest away from the children. Name a plate (first, third, seventh) and take turns tossing a pompom or beanbag to that planet. Which planet did their pompom land on?





Mathematics & Reasoning

MR 1 Number Sense

GROUP ASSESSMENT QUICK REFERENCE

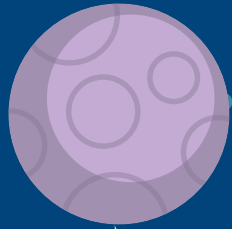
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Mercury



1

Venus



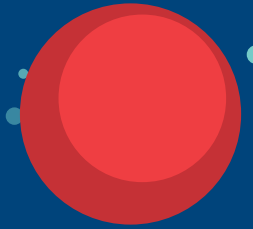
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Earth



3

Mars



4

Jupiter



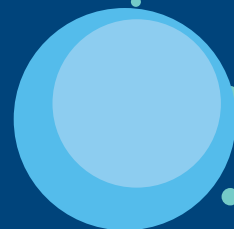
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Saturn



6

Uranus



7

Neptune



8

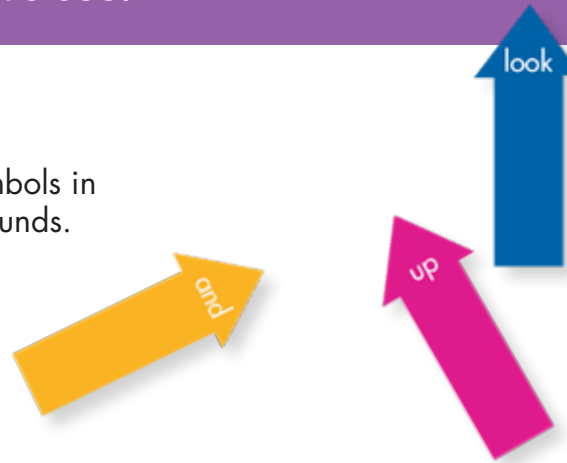
Look Up!

Let's look up and explore what we see.



LLD 4 Alphabetic Knowledge

Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.



SUPPLIES

Book: I Can Read Sight Word Pointers (optional)
Scissors
Paper
Tape
Yarn
Marker
Crayons
Plates
Pompoms

Where is your child along the learning path?

INFANTS

Explore plates and pompoms. Put one pompom on each plate. Talk about one and one more.

TODDLERS

Read the story aloud and each time you say "look up," encourage children to look up at the ceiling and point at a star with a letter S on it. For more challenge, print the letter R on some of the stars.

PRESCHOOL / PRE-K

Give each child their own book to read. As you read aloud, encourage them to circle the word "up." If desired, use the Sight Word Pointers to find sight words.

YOUNG SCHOOL-AGE

Invite children to go outside, lie on their backs, look up and write or draw whatever they see. Afterward encourage them to show each other their drawings or words and explain them to their peers.





Language & Literacy Development

LLD 4 Alphabetic Knowledge

GROUP ASSESSMENT QUICK REFERENCE

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A Trip to Mars

Let's practice patience and taking turns.



SED 4 Social Relationships

Develops close bonds/relationships with adults and builds peer friendships. Identifies and respects differences in others' abilities, characteristics, feelings and interests. Participates in group activities, takes turns, shares and negotiates with others.



SUPPLIES

Trip to Mars Game
Cube Cards: 1-6
Pocket Cube or box
Bowl of rocks
Scissors
Paper
Crayons/markers

Where is your child along the learning path?

INFANTS

Enjoy playing together. Roll the cube with Color Cards inserted and talk about the colors. Look at toys or the child's clothing and name items with similar colors.

TODDLERS

Explore rolling or drawing a Color Card from a bag. Identify the color and put a rock on a matching color star anywhere on the board. Continue to roll and cover the stars.

PRESCHOOL / PRE-K

Take turns rolling the cube and identifying the number. Move a rock that many spaces forward.

YOUNG SCHOOL-AGE

Take turns rolling the cube and identifying the number. Move a rock that many spaces forward. Leave out paper and encourage children to create their own similar game and play it with friends.



Scan to see videos illustrating each level of development.

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Social & Emotional Development

SED 4 Social Relationships

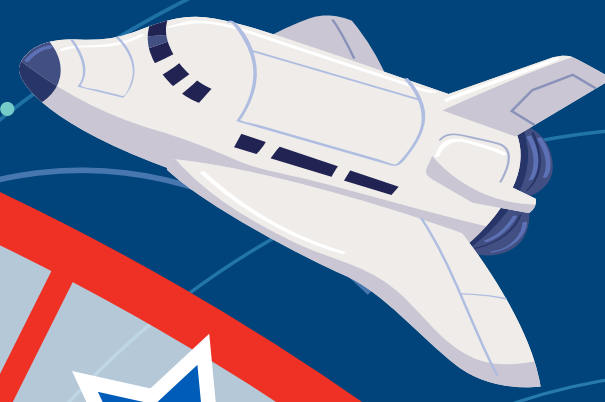
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Earth
Start Here

Trip to Mars

Mars



Solar System Moves



Let's make a game of following verbal prompts.

LLD 1 Listening

Understands and interprets language (both words and gestures). Communicates or acts in response to language and verbal cues.



SUPPLIES

Cube Cards: Movements
Paper Planets
Paper plate
Pocket Cube or bag
Scissors

Where is your child along the learning path?

INFANTS

Roll the cube. Do the movement either while holding the infant or by moving the child's limbs to help her do the movement. Keep it playful and fun. Be sure to name the body parts you are moving.

TODDLERS

Roll the cube and say the movement. Invite one child to show you that movement and ask her to do it around the paper plate then sit down. Pretend the paper plate is a planet. Repeat with each child and practice following directions.

PRESCHOOL / PRE-K

Place the planets on the floor in the correct sequence from the sun. Roll the cube twice then do those two movements in sequence, using the planets as "destinations," e.g., leap to your favorite planet then crawl back to Earth.

YOUNG SCHOOL-AGE

Place the planets on the floor in the correct sequence from the sun. Name two planets. Roll the cube twice then do those two movements in sequence as a race between two students. The winning student names two planets and rolls the cube for the next racers.



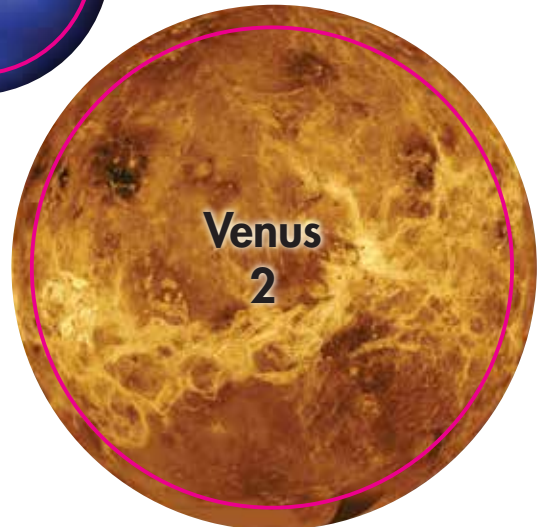
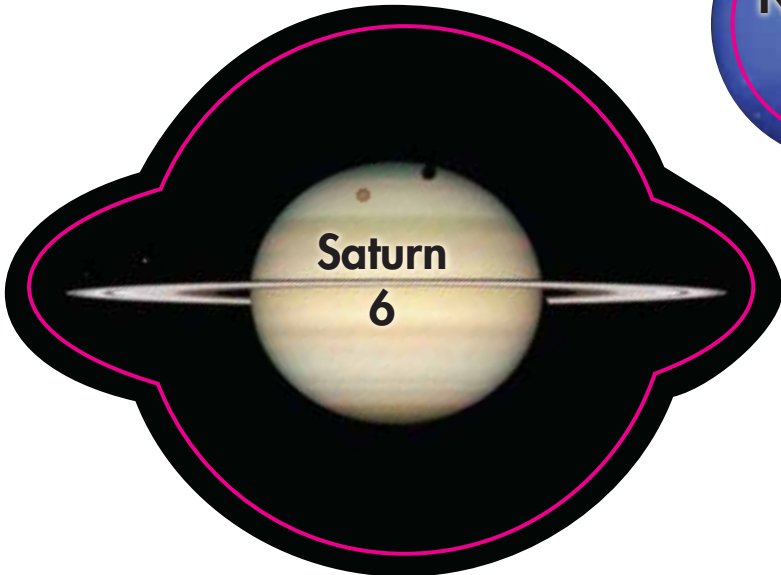
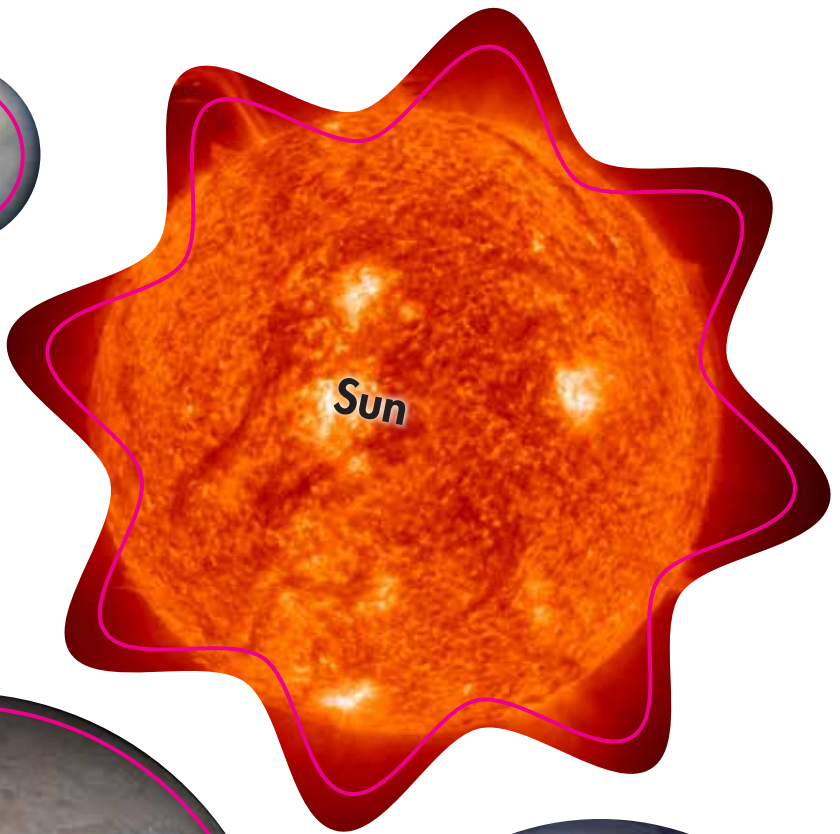


Language & Literacy Development

LLD 1 Listening

GROUP ASSESSMENT QUICK REFERENCE

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Leap



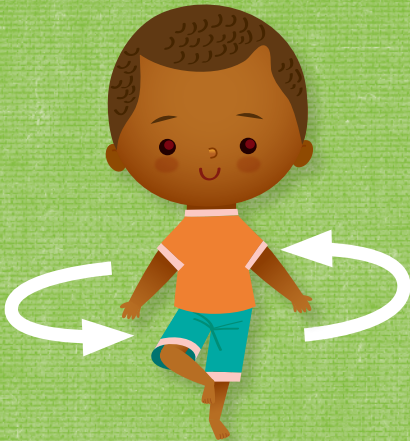
Tippy-Toes



Crawl



Stomp



Spin



Jump

Space Lotto

Let's play a matching game and sort by color or shape.



 **MR 6 Classification**

Matches and sorts.



SUPPLIES

- Space Lotto
- Playing Mats & Cards
- Shaving cream

Where is your child along the learning path?

INFANTS

Laminate one Playing Mat and the matching cards. Sit the child at a table or in a high chair and put one matching card and the mat on the table. Cover the mat with shaving cream. Talk about the pictures on the mat and the matching card while the child explores the sensory experience.



TODDLERS

Set out one Space Lotto Mat and give one child all four matching cards at once. Observe as she places the matches on the mat. Continue until all children have had a turn.



PRESCHOOL / PRE-K

Give each child a Playing Mat. Take turns drawing cards and placing matches on the mats. If no match, the child places the card at the bottom of the pile. Continue until all children have filled their mats.



YOUNG SCHOOL-AGE

Give each child a Playing Mat. Take turns drawing cards and placing matches on the mats. Play until one child fills a mat and becomes the winner. Play again.





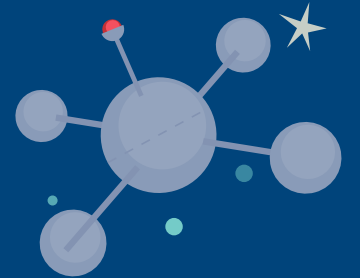
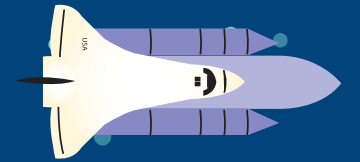
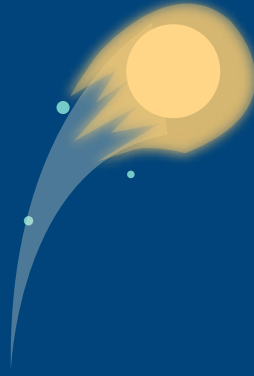
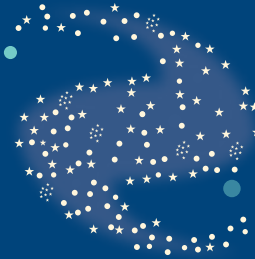
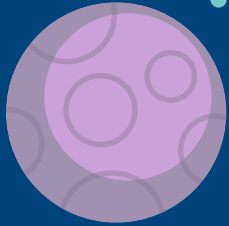
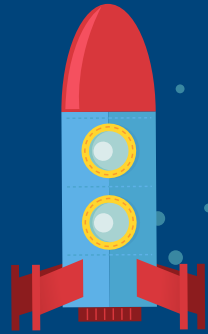
Mathematics & Reasoning

MR 6 Classification

GROUP ASSESSMENT QUICK REFERENCE

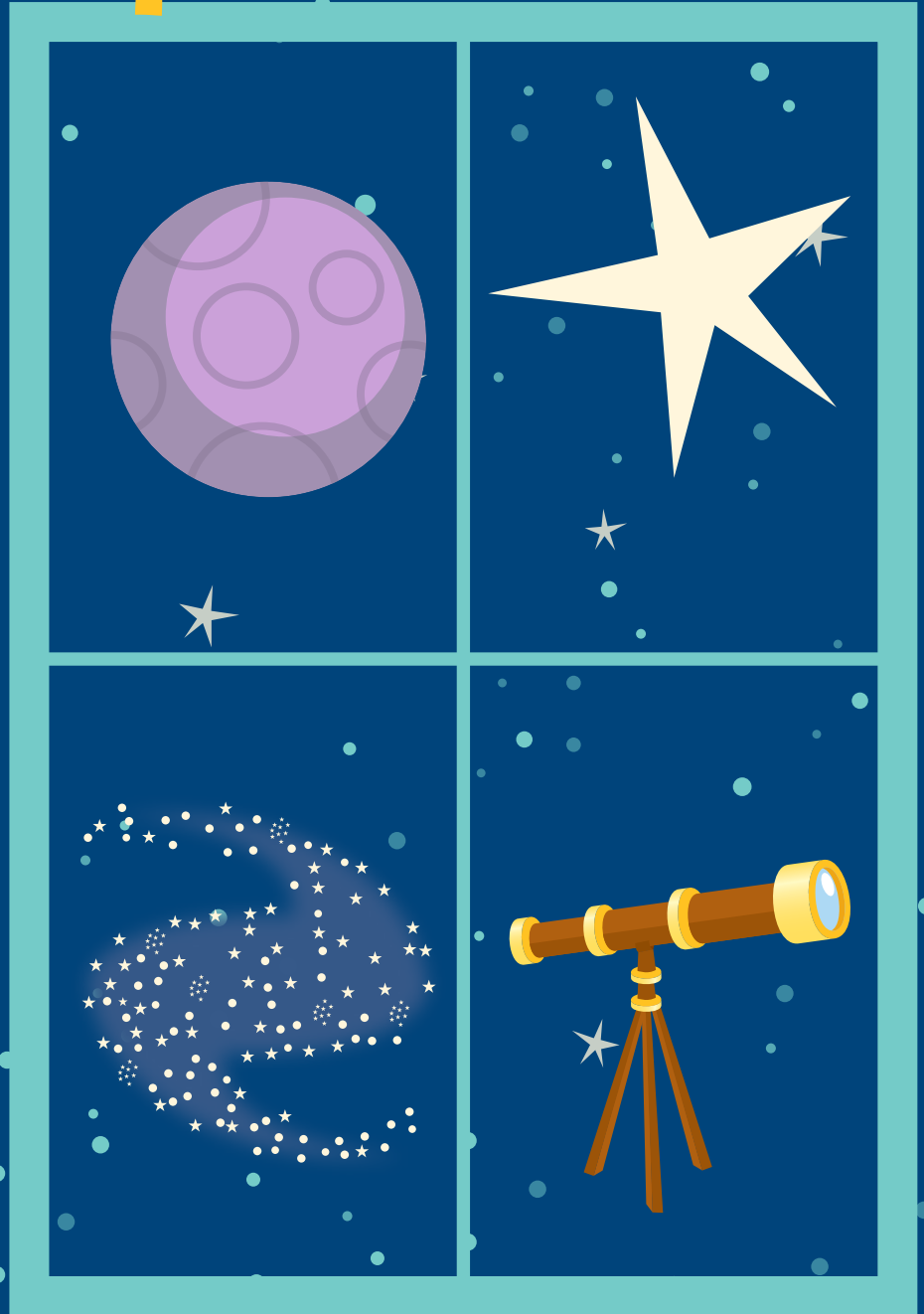
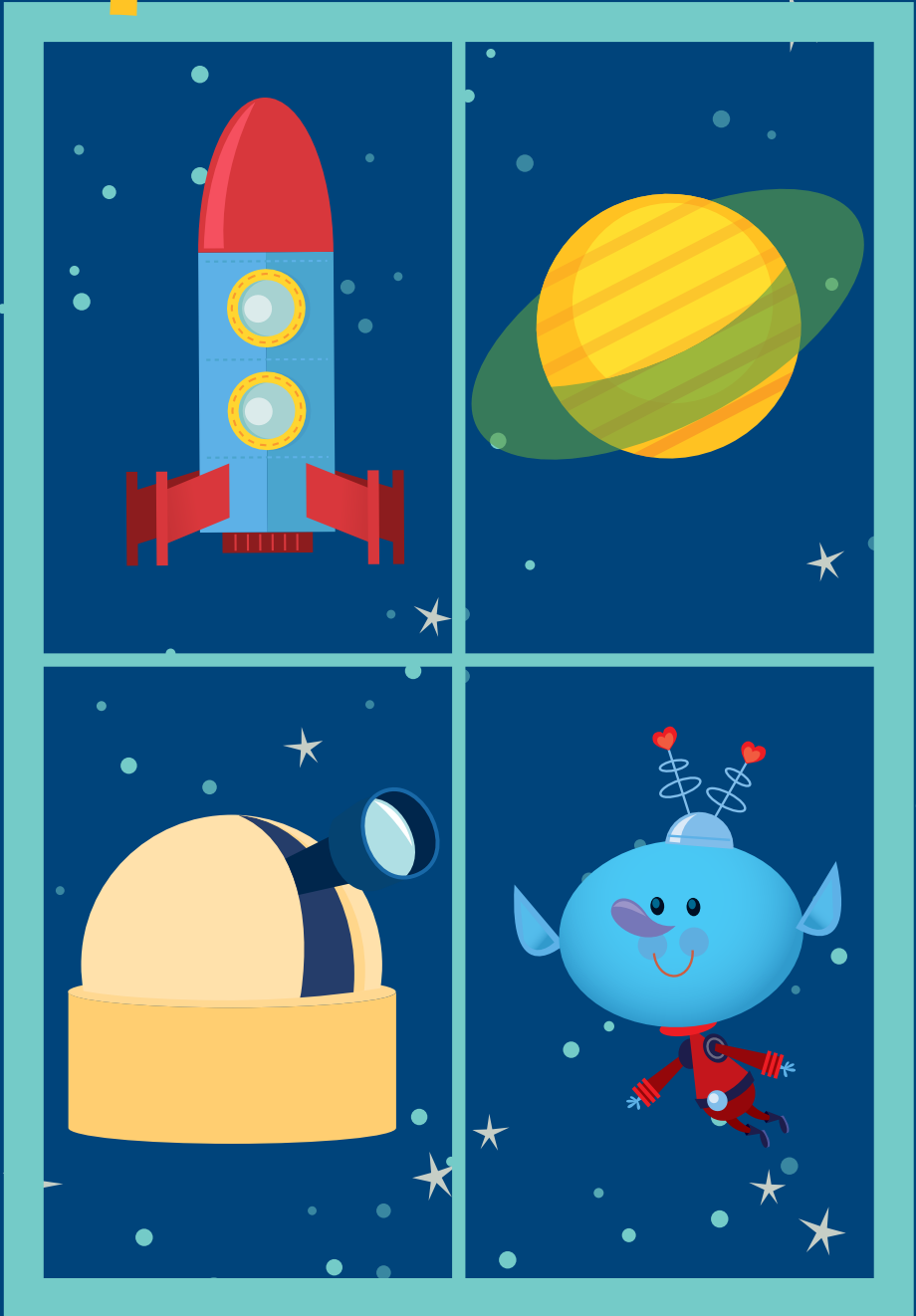
CHILD'S NAME	INFANTS	TODDLERS	PRESCHOOL / PRE-K	YOUNG SCHOOL-AGE
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Space Lotto

Space Lotto



Rock Letters



Let's practice making letters with rocks or sand.

LLD 7 Writing

Uses scribbles, drawings, letters, characters or words to represent meaning.



SUPPLIES

Letter Card: R
Cube Cards: S, R
Pocket Cube or box
Scissors
Rocks
Plates of sand

Where is your child along the learning path?

INFANTS

Set out a few large rocks and observe as the infant picks up and explores them with his hands. Narrate the child's actions and discoveries.

TODDLERS

Set out all of the photo cards. Invite a child to pick a card then ask him if it begins with the /r/ sound. If yes, ask him to put a rock on it. Continue until all the R Cards have been covered with a rock. Trace the letter shape on the card or practice making Rs in the air.

PRESCHOOL / PRE-K

Insert the upper- and lowercase cards into the cube. Set out a plate of sand for each child. Take turns rolling the cube, identifying the letter then drawing that letter in the sand with rocks.

YOUNG SCHOOL-AGE

Line up rocks to spell words. For competitive fun, the leader says a short word and teams of children work together to spell words with the rocks. The first team to finish wins a point.





Language & Literacy Development

LLD 7 Writing

GROUP ASSESSMENT QUICK REFERENCE

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Planet Word Builders



Let's explore matching words and pictures.

LLD 4 Alphabetic Knowledge

Identifies letters, numbers, characters and symbols in print and understands that letters represent sounds.



SUPPLIES

Planet Word Builders
Scissors
Tape
Crayons
Paper
Envelopes (8-9)
Ball

Where is your child along the learning path?

INFANTS

Write the first letter of the child's name on paper and tape it to the floor. Roll a ball across the letter toward the child. Play with the ball and talk about the letter on the floor.



TODDLERS

Set out two matching Planet Word Builders and two strips that don't match. Encourage children to match either the picture or the length of the word strips to find the match. Ask them to point to the letters and talk about the first letter on the word strip.



PRESCHOOL / PRE-K

Cut the letters into individual squares and set them on the table. Match the letters to the planet name strips to build the words. Write the names of the planets on paper and draw a picture, if desired.

YOUNG SCHOOL-AGE

Write each planet name on a piece of paper and cut apart the letters. Put each set of planet letters in an envelope. Hang the Planet Word Strips on the wall or tape them to the table for reference. Two children race. Each select an envelope and on "go," they open it up to see how fast they can figure out which planet the letters spell.





Language & Literacy Development

LLD 4 Alphabetic Knowledge

GROUP ASSESSMENT QUICK REFERENCE

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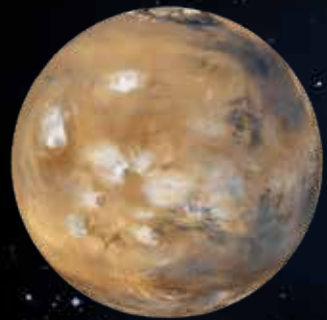
E a r t h

V e n u s

M a r s



E a r t h



M a r s



V e n u s

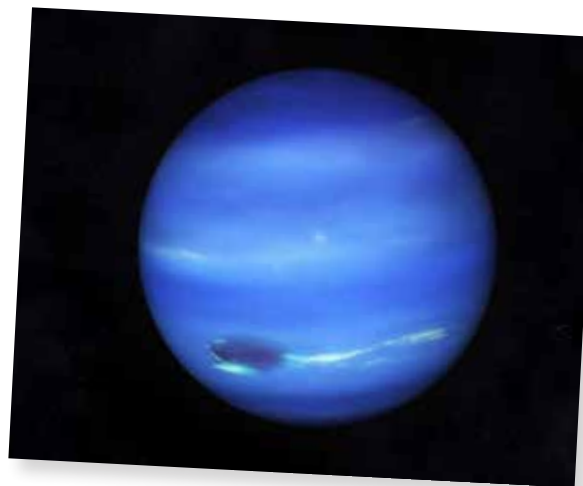
Swirling Neptune

Let's create swirls by rolling a painted ball over paper.



CA 3 Visual Arts

Expresses through 2D and 3D visual art. Develops artistic techniques.



SUPPLIES

Inspiration Photo: Neptune
Wiffle balls
Paper: blue
Paint: white, light blue, purple
Box or baking tray
Cling wrap
Scissors
Tape

Where is your child along the learning path?

INFANTS

Put two colors of paint on any color of construction paper then cover it with cling wrap. Tape down all sides of the plastic wrap so that the paint can't escape. Invite the infant to touch and spread the paint around the paper. When done, remove the cling wrap and reveal the child's artwork. Cut into the shape of a planet.



TODDLERS

Invite children to hold the box or baking tray and roll the ball back and forth through the paint and across the paper to make stripes like those on the photo of Neptune. When dry, help children cut the paper into a planet shape.



PRESCHOOL / PRE-K

Cut the paper into a planet shape and place it into the baking tray. Help children cover the ball in paint then explore rolling it back and forth over the planet shape on the tray.

YOUNG SCHOOL-AGE

Invite the student to cut out a planet however desired. Then set out a variety of colors for children to choose to squirt on their planet. Put the paper planet in a baking tray and roll a ball back and forth to create a stripe pattern.





Creative Arts

CA 3 Visual Arts

GROUP ASSESSMENT QUICK REFERENCE

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Rocket Ship to Saturn

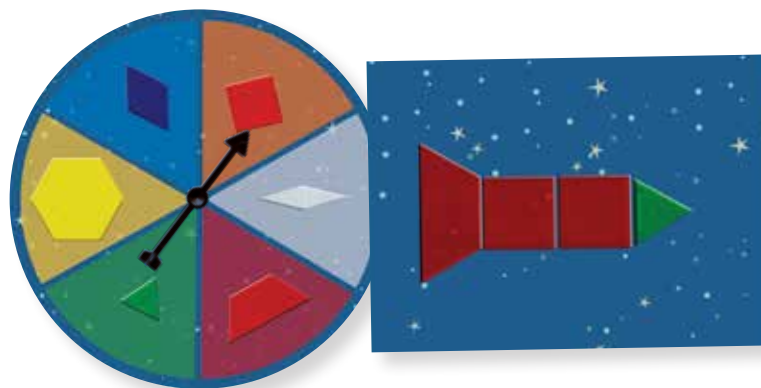


Let's build large designs out of small shapes.



SED 3 Attention & Persistence

Maintains attention on people, things and projects.
Persists in understanding and mastering activities, even if challenging.



SUPPLIES

Pattern Shapes
Design Cards
Colored paper,
felt or cardboard
Spinner
Scissors
Markers
Tangrams

Where is your child along the learning path?

INFANTS

Cut out a rocketship shape from cardboard and fly it around the child. Observe if the infant pays attention. Add sound effects and make rocket noises. Observe if the child turns her attention to you. Then allow her to reach out and grab it from you. Observe how the child's attention expands with various sensory experiences of sight, sound and touch.



TODDLERS

Cut out large triangle, squares and rectangles from cardboard. Work with the children to make one big spaceship. As you build, name the shapes and count them. Encourage children to keep helping until you have completed the spaceship.



PRESCHOOL / PRE-K

Take turns spinning and placing the matching Pattern Shapes on the Design Cards. Create original designs with matching Pattern Shapes.



YOUNG SCHOOL-AGE

Create an outer space design on paper with tangrams. Trace around the shapes then invite a friend to try to create the design by putting the shapes on the outline.



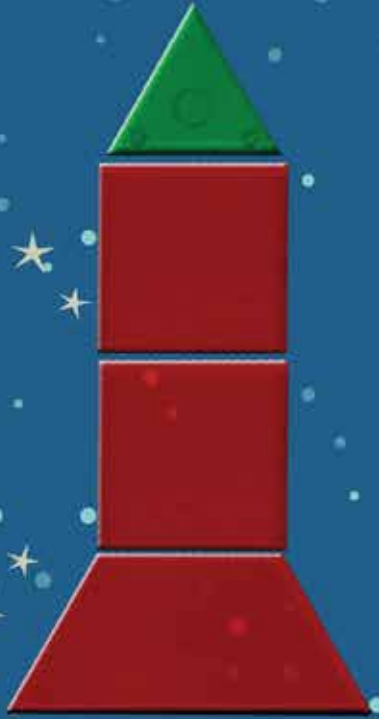


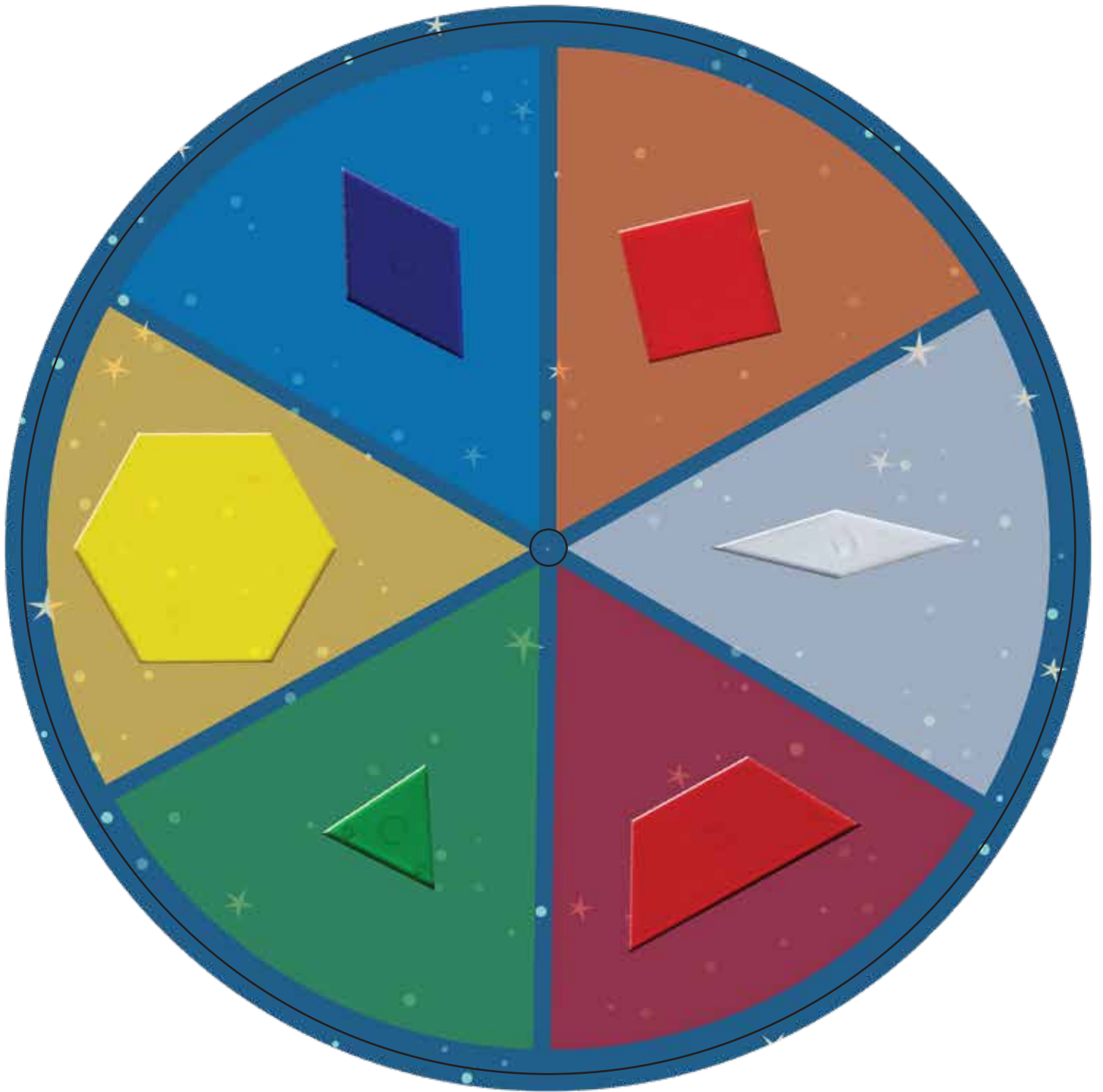
Social & Emotional Development

SED 3 Attention & Persistence

GROUP ASSESSMENT QUICK REFERENCE

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Galaxy of Letters

Let's write letters and create constellations.



LLD 7 Writing

Uses scribbles, drawings, letters, characters or words to represent meaning.



SUPPLIES

- Star Stampers
- Cube Cards: S, R, Z
- Shape links
- Paper
- Colored paper (purple, yellow)
- Crayons/markers
- Pocket Cube or box
- Hole punch

Where is your child along the learning path?

INFANTS

Dangle shape links above the infant and pretend they are stars. Encourage the child to reach out and touch or grab the links to build eye-hand coordination needed for future writing.

TODDLERS

Encourage children to stamp stars on their paper. Then create constellations by using a crayon to draw lines connecting the stars.

PRESCHOOL / PRE-K

Take turns rolling the cube and writing the letter rolled on a paper wherever desired. When the paper is filled with letters, connect the Ss by drawing lines from one to another.

YOUNG SCHOOL-AGE

In a large group, give everyone a purple paper. Write names on the back. Then take turns rolling the letter cube and the child who rolls writes that letter on everyone's paper. After everyone in the group has rolled multiple times, each child takes their own paper, picks one letter and punches a hole under all of those same letters on their page. Put a yellow paper under the purple paper to reveal the star constellation. Write a legend about that new constellation.





Language & Literacy Development

LLD 7 Writing

GROUP ASSESSMENT QUICK REFERENCE

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Astronaut Voting

Let's look at photos and vote for our favorite.



SS 2 Civics & Economics

Follows familiar rules, routines and helps make group decisions. Explores the concept of trade. Identifies ownership of items.

Would you rather
walk on Earth
or the moon?



SUPPLIES

Would You Rather Cards
Shape links
Scissors
Tape
Pompom or stick
Star counters

Where is your child along the learning path?

INFANTS

Tape the photos low on the wall where the child can reach them. Observe which picture he reaches for and enjoys the most.



TODDLERS

Put two photos on the floor and ask simple questions such as "Would you want to fly on a spaceship or on a star?" Invite children to put a link on the picture of their choice.



PRESCHOOL / PRE-K

Choose a Would You Rather card and read it to the children. Set out the corresponding photos. Encourage children to place a star counter on their preferred photo. Which got the most votes?



YOUNG SCHOOL-AGE

Look at one of the Would You Rather questions and rephrase it to be open-ended. For example: Would you rather ride in a rocket ship or boat to space? Rewording: "What would you want to ride in to space?" Invite each child to draw a picture or write a word for a possible answer. Put all pictures and words on the floor and invite children to put a pompom (or stick) on their favorite option.





Social Studies

SS 2 Civics & Economics

GROUP ASSESSMENT QUICK REFERENCE

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Would you rather
walk on Earth
or the moon?

Would you rather
fly to the moon
in a rocket ship
or a hot air balloon?

Would you rather
fly around Earth
or the sun?

Would you rather
land on Neptune,
Earth or the sun?

Would you rather
build a rocket ship
or a hot air balloon?

Would you rather
live on the moon,
in a rocket ship
or on Neptune?

Gravity Drop

Let's experiment with gravity by dropping items.



SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.



SUPPLIES

Pompom
Variety of light and heavy objects or toys
Step stool
Tray
Buckets

Where is your child along the learning path?

INFANTS

Hold a pompom above the baby and drop it in her lap or on her belly. Repeat multiple times. Does the child start to anticipate the falling toy when you hold it up?

TODDLERS

Set the objects on a table. Invite children to take two items then carry them to the stool. Stand on the stool and drop the two items. Which fell faster?

PRESCHOOL / PRE-K

Set out two buckets on the floor. Place items of different weights on a tray. Encourage children to experiment with dropping two items at the same time into the buckets.

YOUNG SCHOOL-AGE

Invite children to find an object that they think will fall quickly to the ground. Children guess which one will fall faster and explain why. Test the guesses. Repeat.





Science

SCI 1 Investigation & Inquiry

GROUP ASSESSMENT QUICK REFERENCE

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Space Smoothie

Let's pretend we are astronauts and eat space food.



PD 5 Nutrition

Demonstrates knowledge about nutrition and healthy food choices.



SUPPLIES

Soft fruit
Clear zip bags
Scissors

Where is your child along the learning path?

INFANTS

Explore a banana and eat it. While the child eats, talk about fruits and how they are healthy for our bodies.

TODDLERS

Put a strawberry and a chunk of banana or other soft food in clear zip bags. Explore squeezing and smashing them. Cut a hole in the corner of the bags and invite children to sip out the space food.

PRESCHOOL / PRE-K

Put a strawberry and a chunk of banana or other soft food in clear zip bags. Explore squeezing and smashing them. Cut a hole in the corner of the bags and invite children to sip out the space food.

YOUNG SCHOOL-AGE

Put a strawberry and a chunk of banana or other soft food in clear zip bags. Explore squeezing and smashing them. Cut a hole in the corner of the bags and invite children to sip out the space food. Talk about gravity and what would happen to the food if they were in space.





Physical Development

PD 5 Nutrition

GROUP ASSESSMENT QUICK REFERENCE

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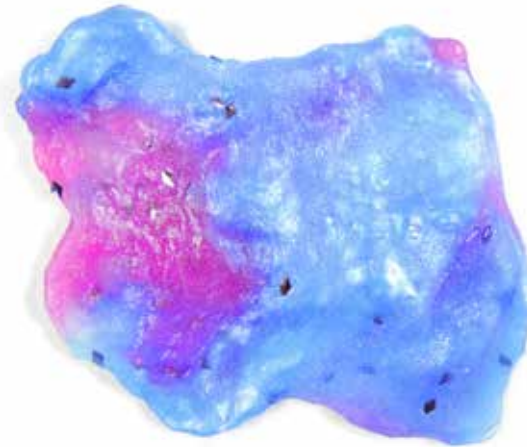
Galaxy Goo

Let's explore "goo" made of liquid starch and glue.



SCI 1 Investigation & Inquiry

Observes, inquires and investigates objects and events to gain understanding.



SUPPLIES

- Shape links
- Liquid glue
- Liquid starch
- Food coloring or paint
- Spoon
- Clear zip bag
- Bowl
- Craft stick
- Foam stars (optional)

Where is your child along the learning path?

INFANTS

Place some premade "goo" into a zip bag and encourage the infant to explore squeezing, pressing and patting the sensory bag.

TODDLERS

Roll shape links into the goo and encourage children to explore ways of digging them out, e.g., pulling or using craft sticks. Be sure to add enough liquid starch to the goo mixture so that it does not stick too much to the links. Use foam stars instead of links, if preferred.

PRESCHOOL / PRE-K

Set out all of the ingredients and ask the children to help you measure, pour and stir the mixture to make goo. Investigate it.

YOUNG SCHOOL-AGE

Set out all of the ingredients and a recipe. Encourage the children to follow the recipe on their own and make the goo. Ask them to describe what is happening as they make it.





Science

SCI 1 Investigation & Inquiry

GROUP ASSESSMENT QUICK REFERENCE

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Swinging Planets



Let's explore the movement of objects hanging from a string.



SCI 3 Physical Science

Explores forces, motion and materials and how they change.



SUPPLIES

Paper star
Wiffle balls or pompom
Tape
Yarn

Where is your child along the learning path?

INFANTS

Dangle a paper star on yarn above the child. Explore moving it gently to encourage the child to reach for it.

TODDLERS

Invite children to lie under the table and bat at the ball or pompom while listening to the story. After the story, talk about how the planet swings back and forth and round and round following the same path in the same way planets follow an orbit.

PRESCHOOL / PRE-K

Hang 3-5 wiffle balls or pompoms from the ceiling with yarn. Hang them low enough that children can touch them as they listen to the read-aloud. Encourage children to push the "planets" and watch how they circle, swing and "orbit."

YOUNG SCHOOL-AGE

Set out yarn, wiffle balls or pompoms, tape, markers and paper. Encourage the children to figure out how to attach the marker to the ball then swing the ball to draw an orbit on the paper.





Science

SCI 3 Physical Science

GROUP ASSESSMENT QUICK REFERENCE

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