

## ASHA in Space Instructional/Intervention Examples/**RETURN HOME**

Grade Band	Sample Activities by Language Domain	Sample State Standards	Sample Foundational Skills
Preschool (3-5 years old)	<p><b>Listening</b> – <i>Introduce our solar system, using a manipulable solar system/planet kit (<a href="#">see an example here</a>), and describe them, being sure to emphasize basic concepts such as shape, size, color, and number.</i></p>	<p>Maryland Early Learning Standards</p> <ul style="list-style-type: none"> <li>• Demonstrate active listening skills (e.g., ask questions about what has been heard).</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to the speaker</li> <li>• Determine the speaker’s purpose</li> <li>• Identify rhythms and patterns in language</li> <li>• Demonstrate understanding by retelling and relating prior knowledge</li> <li>• Follow two- to three-step directions</li> </ul>
	<p><b>Speaking</b> – <i>Ask the children to describe the solar system and planets. When necessary, prompt children to list applicable basic concepts.</i></p>	<p>Maryland Early Learning Standards</p> <ul style="list-style-type: none"> <li>• Have more meaningful conversations with peers and adults (e.g., offer own information in a group story or discussion about a visit by the firefighters, talk to a friend or caregiver, an imaginary friend, or the dolls and toys that he is playing with).</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly</li> <li>• Speak in a variety of situations to inform and relate experiences</li> <li>• Use props (e.g., a toy shown during show and tell)</li> </ul>
	<p><b>Reading</b> – <i>Read aloud a book about planets in our solar system (e.g., <a href="#">Solar System</a>), being sure to point to each word while reading, especially “planet.” Ask the children “who, what, when, and, where” questions about the book.</i></p>	<p>Maryland Early Learning Standards</p> <ul style="list-style-type: none"> <li>• Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out).</li> </ul>	<ul style="list-style-type: none"> <li>• Recall information from text</li> <li>• Use pictures to demonstrate understanding</li> <li>• Respond orally to questions</li> <li>• Respond to text in a variety of ways (e.g., dramatize, draw)</li> <li>• Review the purpose for reading</li> <li>• Retell a story as though reading a book</li> </ul>
	<p><b>Writing</b>- <i>Help the children make the solar system/planets (<a href="#">see examples here</a>). Create a tracing of the word “planet”</i></p>	<p>Maryland Early Learning Standards</p> <ul style="list-style-type: none"> <li>• Begin to develop writing skills by recognizing that drawings, paintings</li> </ul>	<ul style="list-style-type: none"> <li>• Generate ideas and topics for writing</li> <li>• Dictate, draw, or write to inform or respond</li> <li>• Dictate or write words, phrases, or sentences</li> </ul>

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	<p><i>and help children complete the tracing.</i></p>	<p>and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).</p>	<p>related to ideas or illustrations</p> <ul style="list-style-type: none"><li>• Contribute to shared writing exercises</li></ul>
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