<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Sample Activities by Language Domain</th>
<th>Sample State Standards</th>
<th>Sample Foundational Skills</th>
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</table>
| Preschool (3-5 years old) | **Listening** — Introduce our solar system, using a manipulable solar system/planet kit ([see an example here](#)), and describe them, being sure to emphasize basic concepts such as shape, size, color, and number. | Maryland Early Learning Standards  
• Demonstrate active listening skills (e.g., ask questions about what has been heard). | • Attend to the speaker  
• Determine the speaker’s purpose  
• Identify rhythms and patterns in language  
• Demonstrate understanding by retelling and relating prior knowledge  
• Follow two- to three-step directions |
|                   | **Speaking** — Ask the children to describe the solar system and planets. When necessary, prompt children to list applicable basic concepts. | Maryland Early Learning Standards  
• 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). | • Speak clearly  
• Speak in a variety of situations to inform and relate experiences  
• Use props (e.g., a toy shown during show and tell) |
|                   | **Reading** — Read aloud a book about planets in our solar system (e.g., [Solar System](#)), being sure to point to each word while reading, especially “planet.” Ask the children “who, what, when, and, where” questions about the book. | Maryland Early Learning Standards  
• Develop comprehension by demonstrating understanding of text during and after reading (e.g., begin to understand that stories can be acted out). | • Recall information from text  
• Use pictures to demonstrate understanding  
• Respond orally to questions  
• Respond to text in a variety of ways (e.g., dramatize, draw)  
• Review the purpose for reading  
• Retell a story as though reading a book |
|                   | **Writing**— Help the children make the solar system/planets ([see examples here](#)). Create a tracing of the word “planet” | Maryland Early Learning Standards  
• Begin to develop writing skills by recognizing that drawings, paintings | • Generate ideas and topics for writing  
• Dictate, draw, or write to inform or respond  
• Dictate or write words, phrases, or sentences |
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<th>ASHA in Space Instructional/Intervention Examples: RETURN HOME</th>
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<tbody>
<tr>
<td>and help children complete the tracing.</td>
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<td>and writing are meaningful representations (e.g., begin to control scribbles, perhaps telling caregiver what they say).</td>
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<td>related to ideas or illustrations</td>
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<td>• Contribute to shared writing exercises</td>
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