

A FREE RESOURCE PACK FROM EDMENTUM

Space Day

PreK-6th

Grade Range

What Does This Pack Include?

This pack has been created by teachers, for teachers. In it you'll find high quality teaching resources to support your teaching on the wonders of space.

To go directly to the content, simply click on the title in the index below:

CRITICAL THINKING QUESTIONS:			
Pre-K – Grade 2	Grades 3-5	Grades 3-5	Pre-K – Grade 2
Ask your students to consider what they think are the fastest things in the universe.	Other than Earth, what planets can your students name?	Consider the movement of Earth to answer the observations.	If your students were going to be the next space tourist, what would they take and why?

FACT SHEETS:
Pre-K – Grade 2
Discover what the International Space Station is and when the Spacecraft was first launched into space.

LESSON PLANS:
Grades 3-5
Students are to research Mars to answer the question 'Why do some scientists think there could have been life on Mars?'.

POSTERS:
Space Day!

Enjoyed these resources?

Learn more about how Edmentum can support your elementary students!

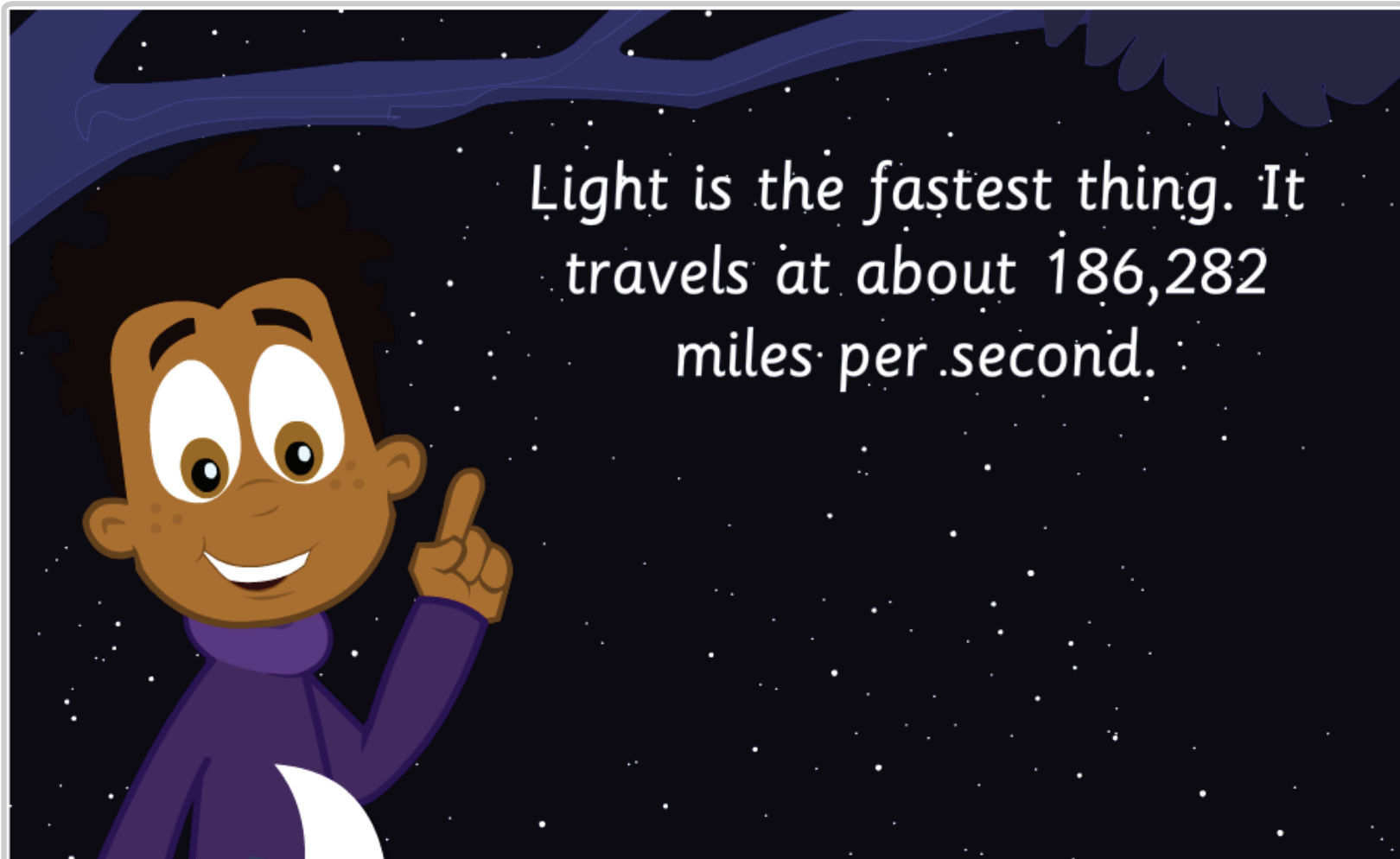
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Critical Thinking Question



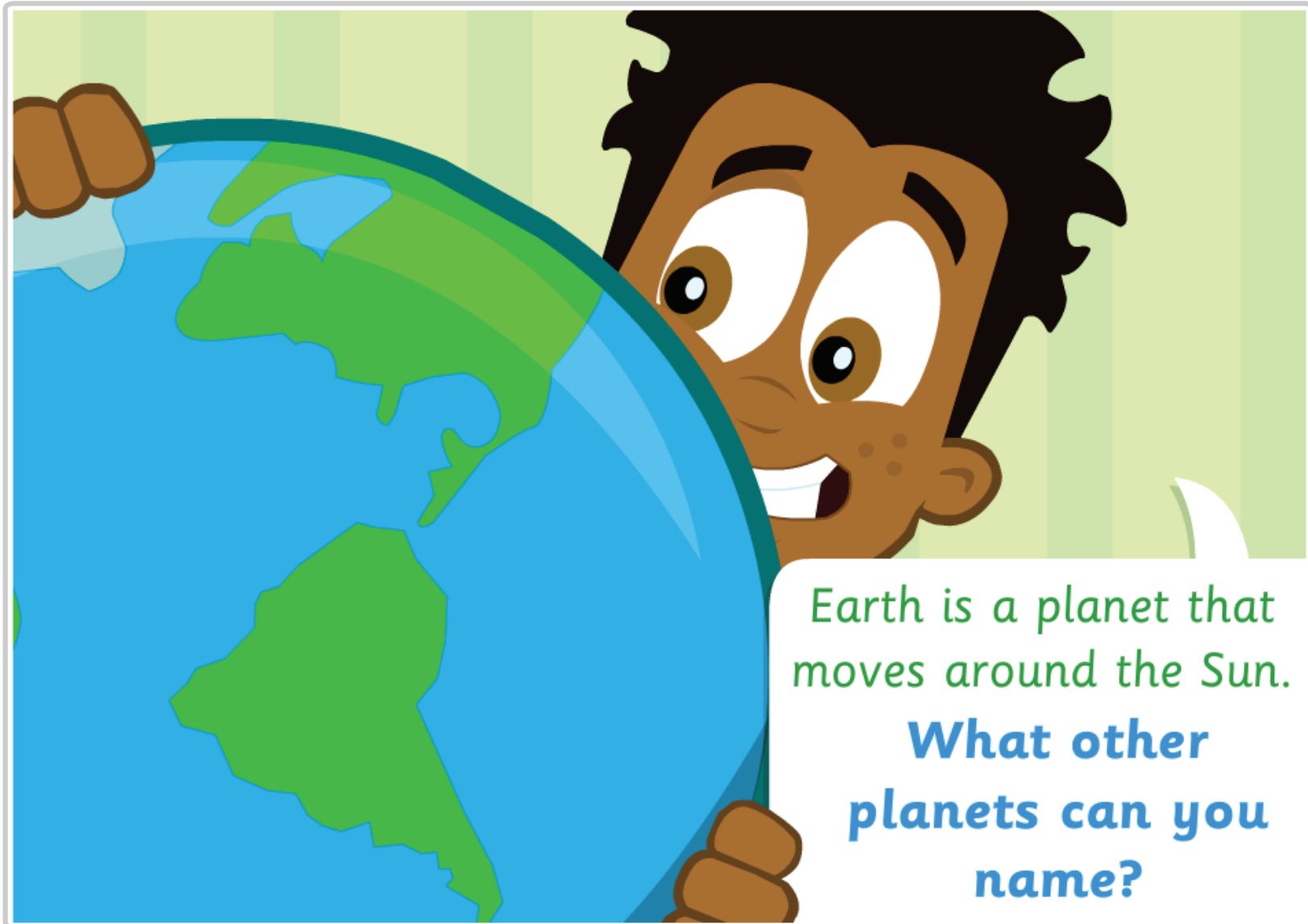
What do you think are the fastest things in the universe?



Light is the fastest thing. It travels at about 186,282 miles per second.

What things did you think of?

Critical Thinking Question





Think of the planets you named. If you made a model of the solar system, **would those planets be closer to the Sun than Earth is, or would they be farther away?**

Critical Thinking Question

Use what you know about Earth's movement to explain the following observations.



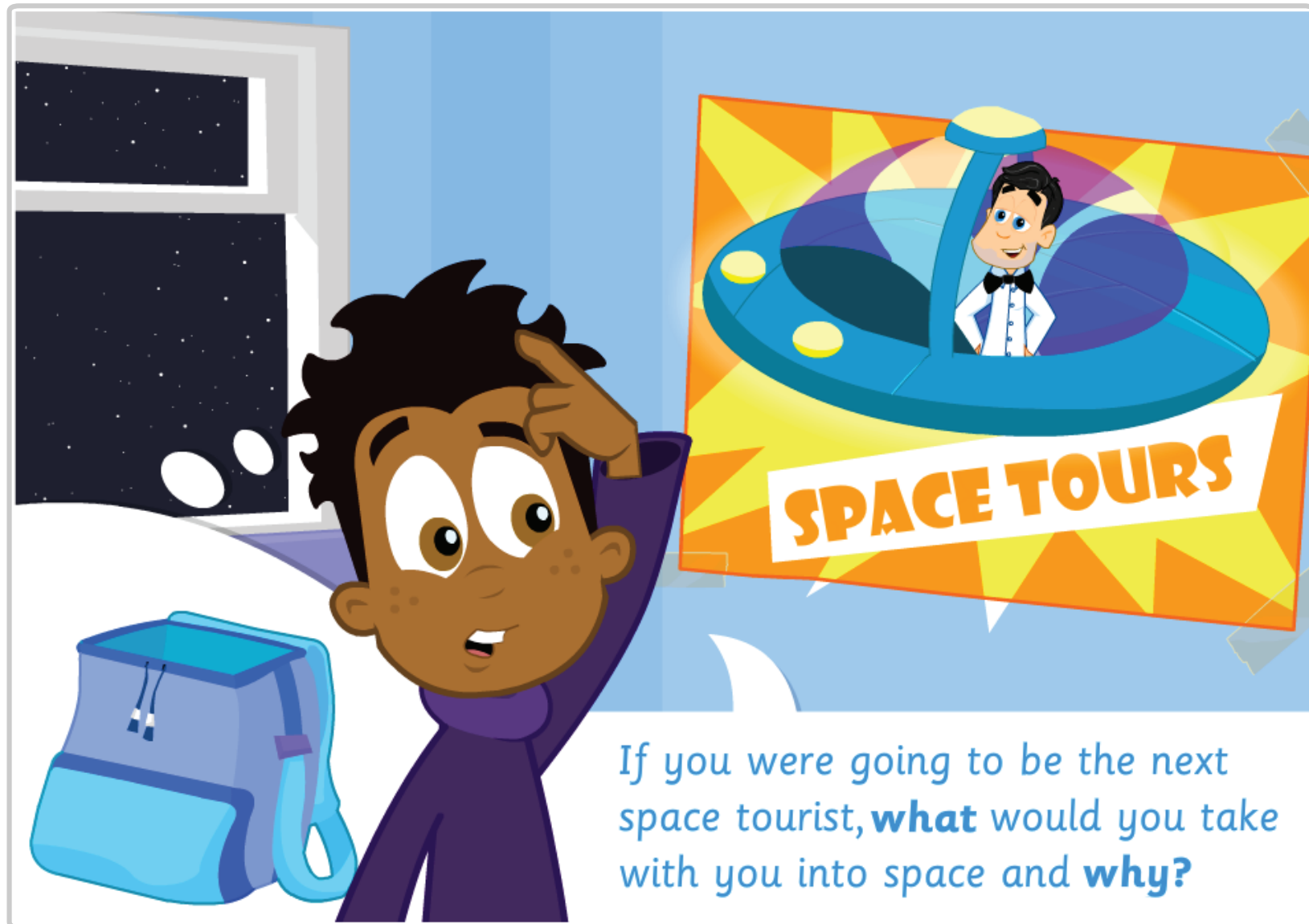
- 1) The Sun looks as if it is moving in the sky.
- 2) Day and night happen in a repeated cycle.

Earth rotates on its axis once every **twenty four hours**, which causes **day and night**.



The way Earth rotates makes it look as if the Sun is moving. **However**, the Sun stays still and Earth orbits around it. **What else do you know about the movement of Earth?**

Critical Thinking Question

An illustration of a young boy with dark skin and curly hair, wearing a purple shirt, looking thoughtful with his hand on his forehead. He is standing next to a blue backpack. In the background, there is a window showing a night sky with stars and a crescent moon. To the right, a colorful poster for 'SPACE TOURS' is pinned to the wall. The poster features a cartoon man in a white tuxedo and a blue space helmet, standing on a blue space station. The text 'SPACE TOURS' is written in large, bold, orange letters on a white banner at the bottom of the poster.

If you were going to be the next space tourist, **what** would you take with you into space and **why**?

I would definitely pack my camera.
Imagine all the pictures I could take!

It would be amazing!



What did you think of?

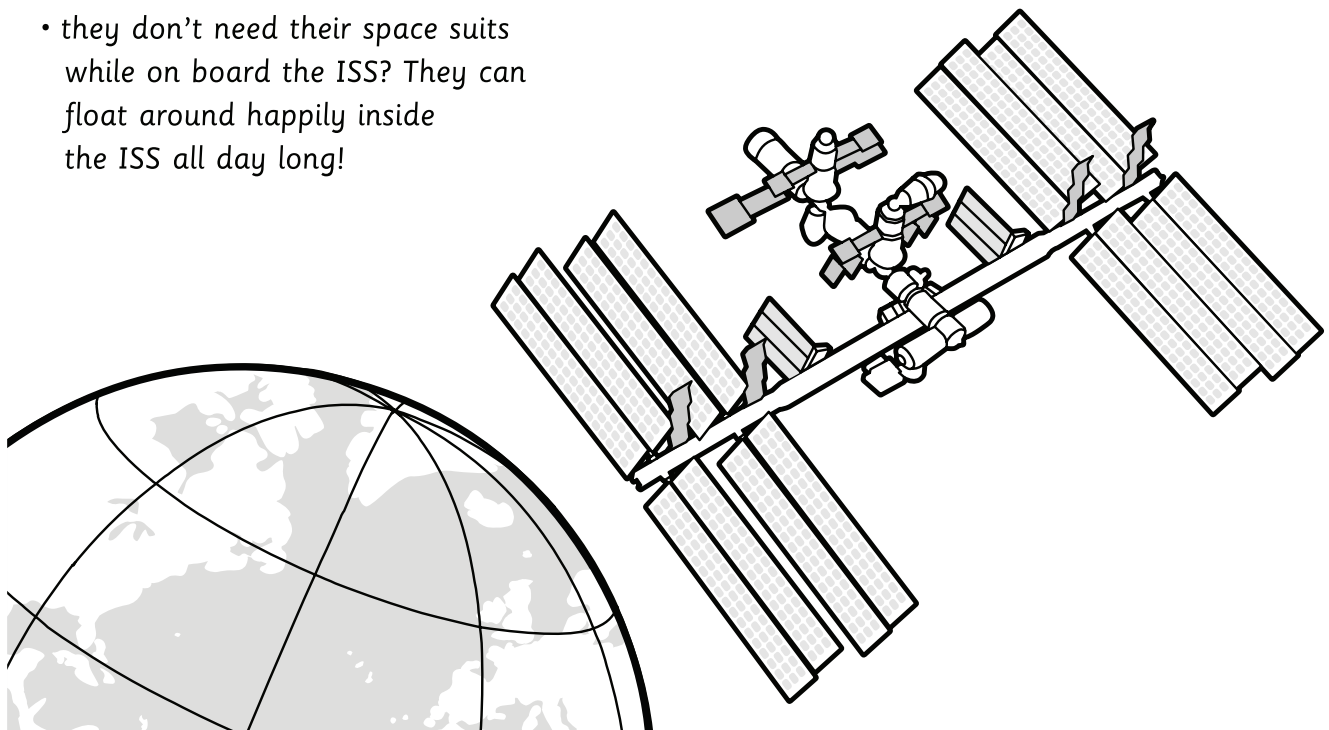




- The International Space Station (ISS) is one of the largest ever space crafts. It is used for experiments in space. People on the ISS can observe Earth from space.
- Up to six astronauts live and work on board the ISS at any one time.
- It travels at a speed of 17,000 miles per hour. It orbits Earth once every 90 minutes and communicates with Earth using satellites.
- Construction began in 1988. Parts of the space station were flown out into space where they were built.
- The ISS is powered by solar panels that use the Sun's energy to make electricity.
- It has a docking station and a living area where astronauts eat and sleep. There are some onboard labs where experiments are done.

Did you know...

- that when the astronauts go to bed they have to strap themselves in? This is so that they don't end up floating around all night!
- they also have to wear special space suits when they leave the station to go on a spacewalk? Without these suits they wouldn't survive!
- they don't need their space suits while on board the ISS? They can float around happily inside the ISS all day long!





Overview

In this 60-minute activity, students will research Mars to answer the question, **Why do some scientists think there could have been life on Mars?**

Materials

- reference books about Mars
- access to websites that have reliable information about Mars
- paper and pencils

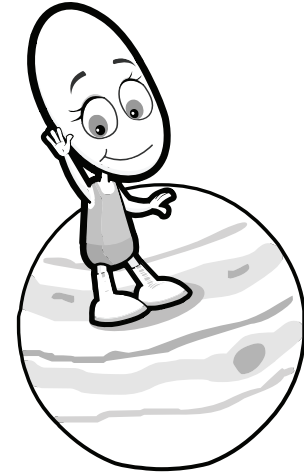
Lesson Preparation (5 minutes)

Gather the materials. Organize students into pairs.

Lesson (45 minutes)

Introduction

Explain to students that they will be researching why some scientists believe that there may be, or may have been, life on Mars. Tell the students that they will be using reference books and/or the Internet to research the question, **Why do some scientists think there could have been life on Mars?**



Procedure

Part I

- Assign roles to each student in all pairs; for example, one student could research while the other records key facts.
- Allow students time to perform their research, then bring the class back together.

Part II

- Put students into groups of four, and have the students share their findings within their groups.
- Have the students write five key facts that they learned during their research.

Part III

Bring the class together again, and have a spokesperson from each group to relay their findings to the rest of the class.

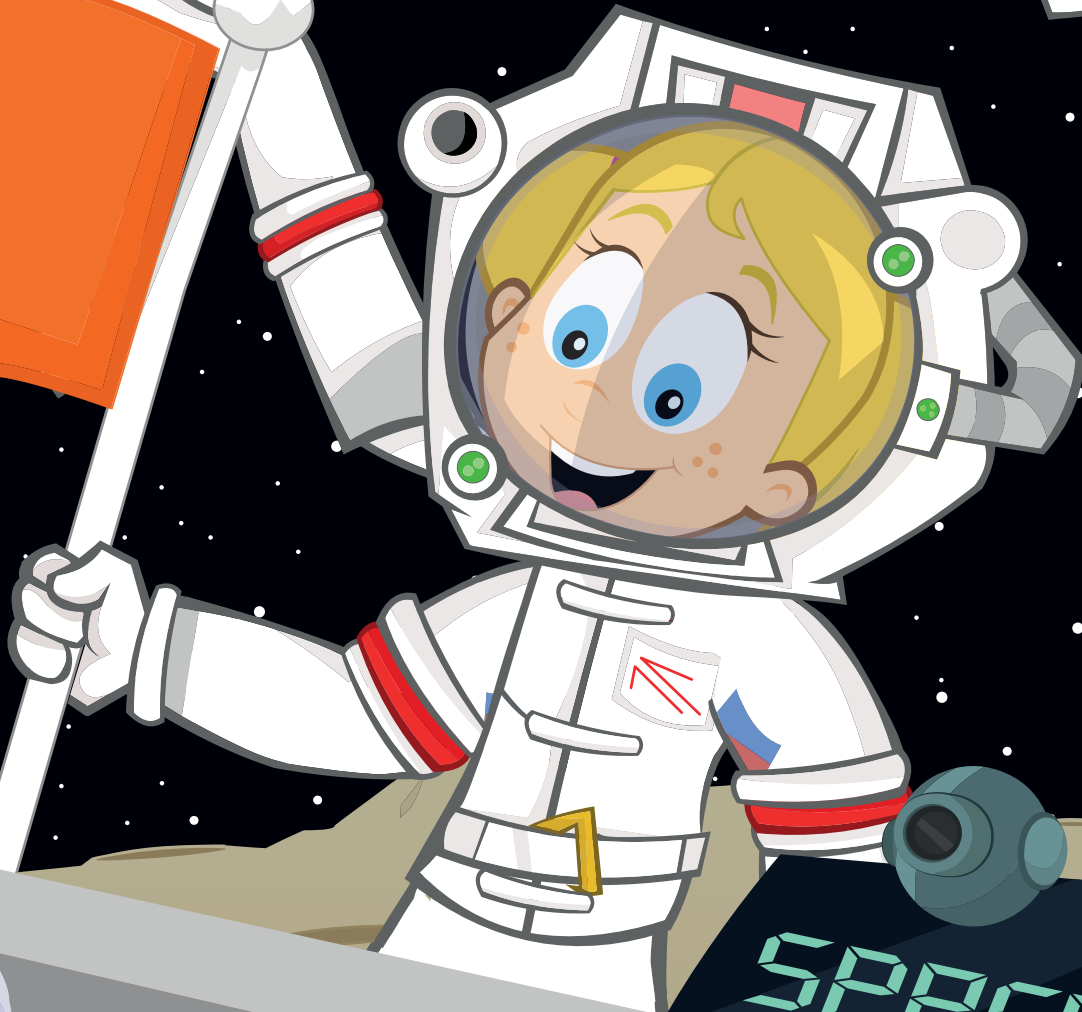
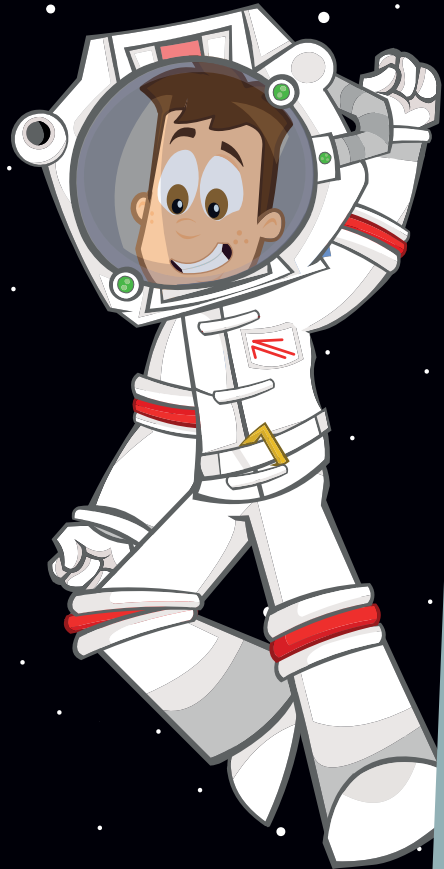
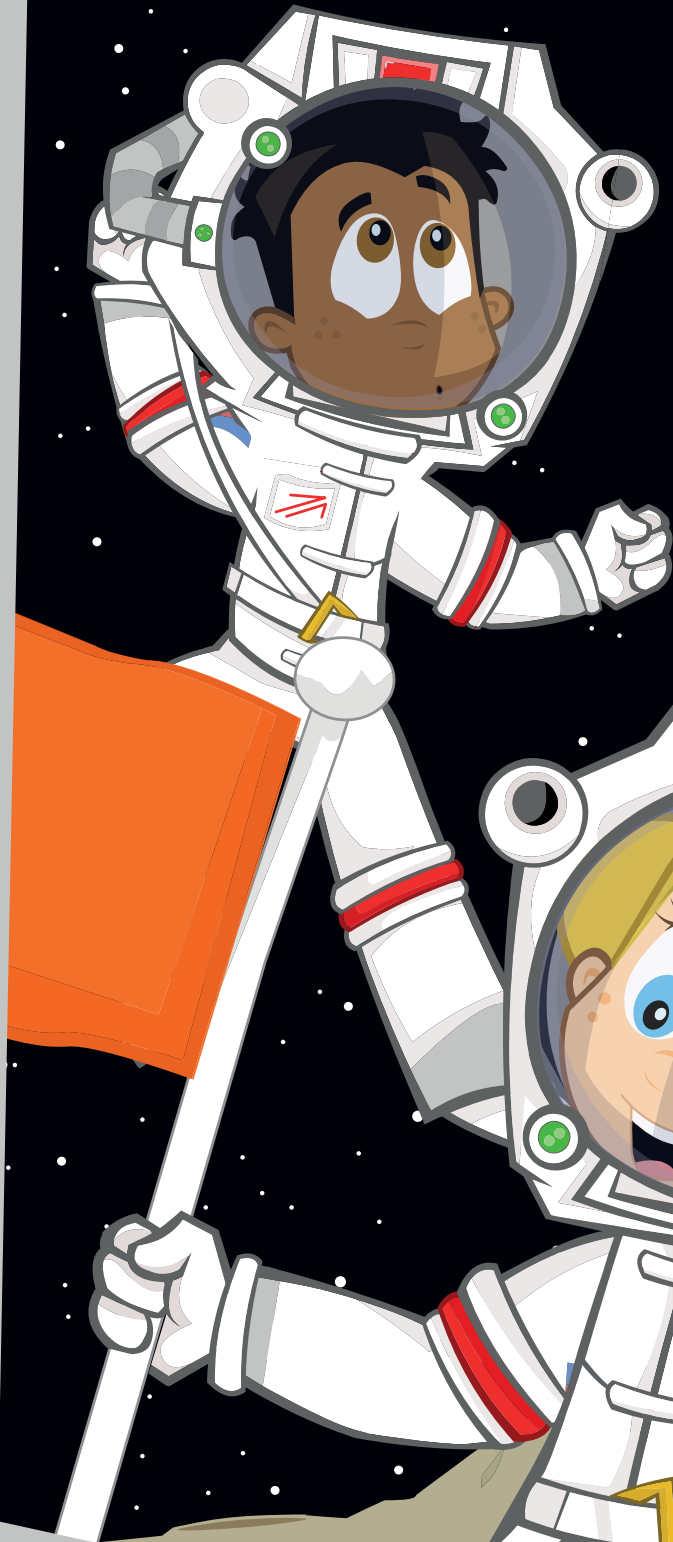
Conclusion

Emphasize to students the importance that research can play in answering a scientific question. Ask the students which resources they found most helpful and why.

Assessment (10 minutes)

Once again, organize students into pairs and have them write a paragraph answering the question, **Why do some scientists think there could have been life on Mars?**, using the information that was reported from the groups.

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