

This Domain Assessment evaluates each student's knowledge relative to Core Content and Language Arts Objectives addressed in the *Animals* domain. Portfolio Collection and Assessment Opportunities can occur throughout the domain; the Task Assessment is designed to be administered to each student at the end of the domain (i.e., during Pausing Point 2 and the Domain Assessment day of *Animals*). In order to conduct individual Task Assessments, teachers may find it convenient to pull individual students into a quiet corner of the classroom, perhaps during Learning Center or snack time. Because skills and vocabulary are meant to develop across the entire year, teachers may readminister certain assessments from the *All About Me* and *Families and Communities* domains if students scored poorly at the end of the these domains.

## Portfolio Collection

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### Work Samples

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**Note:** *Be sure to date each piece of student work as it is added to the portfolio.*

In this domain, students' work from the following activities may be included in their portfolios:

- Animal Hospital Learning Center: Students' emergent writing samples, such as their efforts to write prescriptions, schedule appointments, and make animal carrier labels
- Day 5: Count and Color Syllables
- Days 6 and 7: Narrative: Grocery Story
- Days 7–12: "If I Could Be an Animal" Class Book
- Day 15: Connect the Rhyming Words
- Day 15: From Egg to Caterpillar
- Day 16: Silly Animal Rhymes

- Day 17: Circle the Sound Picture for /m/
- Days 2, 4, 6, 7, 11, and 14: Writing strokes Activity Pages and students' attempts at writing their names

## ***Assessment Opportunities***

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### **Observing Learning Centers**

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#### ***Language Arts Objectives Assessed***

Students will:

- ✓ Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b)
- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.P.6)
- ✓ Use regularly formed plurals in spoken language (L.P.1c)
- ✓ Use present and past verb tense (L.P.1b)
- ✓ Understand and use complex sentences with clauses introduced by *because* and *so that* (L.P.1f)
- ✓ Give simple single-step directions (SL.P.6)

#### ***Materials***

Various colored sticky notes

Pen

### **Animal Hospital Learning Center**

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As you observe the Animal Hospital Learning Center, keep the above Language Arts Objectives with you. When you see a student demonstrating a behavior or using language that is related to the objective, write that student's name and a brief description of what occurred on a sticky note. You might use different colored notes for each objective. At the end of the day, reflect on these notes and distribute them to student's portfolios, sticking them inside the manila folder or on a separate piece of paper. At the end of the domain, review notes collected in each student's portfolio, perhaps writing a sentence or two reflecting

on each student's progress across the domain and current performance relative to the Language Arts Objectives.

## Task Assessments

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### Skills Assessment

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#### Language Arts Objectives Assessed

- ✓ Hold a writing instrument correctly between the thumb and index finger, resting against the middle finger (L.P.1a)
- ✓ Draw and use as motifs: vertical line, horizontal line, diagonal lines, and circle (L.P.1a)
- ✓ Segment a spoken word into separate, distinct syllables (RF.P.2a)

#### Materials

Blank paper cut in half

Primary crayons

Stapler

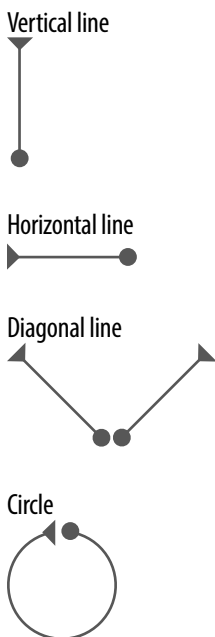
Pen

#### Handwriting Strokes

Individually assess students' progress in mastering the writing strokes taught in the *Families and Communities* domain. These strokes include: vertical line, horizontal line, diagonal lines, and circle. Place a blank piece of paper in front of the student. Tell the student that you will show them one of the writing strokes and you want them to copy exactly what you draw. Demonstrate how to draw the first writing stroke and have the student copy you. Give the student a clean piece of paper and demonstrate the next stroke. Staple all of the pieces together and have the student write his/her name on the back. Label the front of the packet with the student's first and last name. Score students' writing strokes according to the **Writing Strokes Scoring Guide** found in the **Domain Assessment Record Form**.

#### Animal Name Syllables

In a small group, show students a card from the set **Transition Cards: Animals**. Have them say the name of the animal, and then clap the syllables in its name while saying the name of the animal using robot talk.



Be sure to give each student at least three opportunities to clap animal names of various syllable lengths (one to four syllables).

## Listening & Learning Task Assessments

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### *Language Arts Objectives Assessed*

- ✓ With prompting and support, use words and phrases acquired through conversations, reading, and responding to texts (L.P.6)
- ✓ With prompting and support, retell important facts and information from read-alouds (RI.P.2)
- ✓ Understand and use increasingly precise verbs related to eating, movement, and the five senses (L.P.5d)
- ✓ Understand and use precise nouns and verbs related to animals (L.P.1b)

### *Core Content Objectives Assessed*

- Identify at least ten animals by name
- Name various animal body parts (e.g., nose, ears, tail, eyes, mouth, feet)

### *Materials*

**Transition Cards: Animals** (elephant, bald eagle (or bird), duck, turtle, goldfish, dog, butterfly, cow, cat, human)

### *Identifying Animals and their Body Parts*

**Note:** *It may be helpful to number and label the back of the Transition Cards with the following numbers and cues:*

1. Elephant—trunk
2. Eagle (or bird)—wings
3. Duck—beak, feathers
4. Turtle—shell
5. Goldfish—fins
6. Dog—fur (or hair)
7. Butterfly—wings
8. Cow—tail
9. Cat—eyes, ears, nose
10. Human—hands


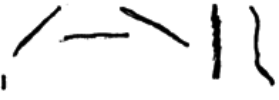
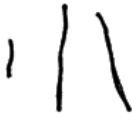

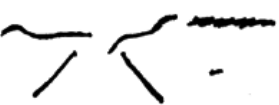

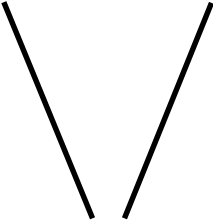



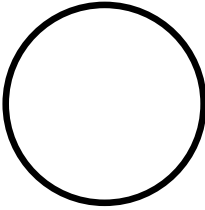


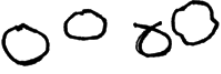
**Identifying Animals:** Show the student the following Animals Transition Cards one at a time and have him or her name the following animals: elephant, bald eagle (or bird), duck, turtle, goldfish, dog, butterfly, cow, cat, human. Put the animals that the student names correctly in one pile and the animals that the student cannot name or names incorrectly in another pile. Be sure to count and record how many animals the student named correctly before proceeding.

**Animal Body Parts:** Show the cards again. Point to the body parts listed below and ask the student, “What is this part of the animal called?” If the student is unable to answer, you may prompt him or her by stating the function of the body part (e.g., “The elephant uses it to squirt water into his mouth.”).

1. Elephant—trunk
2. Eagle (or bird)—wings
3. Duck—beak
4. Turtle—shell
5. Goldfish—fins
6. Dog—fur or hair
7. Butterfly—wings
8. Cow—tail
9. Cat—eyes
10. Human—hands

Put the animal body parts that the student names correctly in one pile and the animal body parts that the student cannot name or names incorrectly in another pile. Be sure to count and record how many animals the student named correctly before proceeding.

**Key to Domain Assessment Record Form****Skills: Handwriting Strokes**

	<p>P: </p> <hr/> <p>R: </p>
	<p>P: </p> <hr/> <p>R: </p>
	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>
	<p>NY: </p> <hr/> <p>P: </p> <hr/> <p>R: </p>

## Skills: Animal Name Syllables

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### *Not Yet Ready*

Student does not yet demonstrate this skill, knowledge, or behavior

- Student does not orally segment any words of any syllable length correctly.

### *Progressing*

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis

- Student orally segments some words of varying syllable length correctly.

### *Ready*

Student consistently and independently demonstrates this skill, knowledge or behavior.

- Student orally segments words of varying syllable length correctly.

## Listening & Learning: Identifying Animals and Their Body Parts

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### *Not Yet Ready*

Student does not yet demonstrate this skill, knowledge, or behavior

- **Identifying Animals:** Does not identify any animals correctly.
- **Animal Body Parts:** Does not identify any animals correctly.

### *Progressing*

Student sometimes demonstrates this skill, knowledge or behavior, but not on a consistent basis

- **Identifying Animals:** Correctly identifies one to eight animals.
- **Animal Body Parts:** Correctly identifies one to eight animal body parts.

Ready Student consistently and independently demonstrates this skill, knowledge or behavior.

- **Identifying Animals:** Correctly identifies nine or ten animals.
- **Animal Body Parts:** Correctly identifies nine or ten animal body parts.





# APPENDIX A

## What Teachers Need to Know About Animals

### ***Animal Characteristics, Needs, and Development***

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Humans are a special kind of animal. As such, animals and humans share many characteristics. In the Preschool classroom, we can help children to see similarities and differences between humans and animals, and in doing so, we extend their understanding of living things.

#### **Animals Are Living Things**

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Animals are alive. Like people, they grow and change and can have babies of their own. Animals can also move around.

#### **Animals Have Body Parts**

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Just like humans, animals have body parts. With knowledge of human body parts, comparisons can be made between humans and animals. Humans and animals both have legs, but humans have hands and other animals have paws. Humans and animals both use their five senses to learn about their environment.

#### **Animals Move in Different Ways**

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Where an animal lives can influence how they move. Animals that live in the water are often swimmers. Animals that live on land may run, walk, or hop, depending on their environment. Wide open grasslands and plains, like those found in Africa, are conducive to running. Some of the fastest animals in the world, such as cheetahs, antelopes, and lions, live in habitats with large, open spaces. Animals that live in tree-filled habitats are often good at climbing and swinging from limb to limb. Squirrels, monkeys, and bears are good climbers. Some animals, like kangaroos and rabbits, hop rather than run. Birds are animals that fly. They have wings instead of arms. Some birds that live near water also swim. Ducks and geese can both swim and fly.

#### **Animals Eat Plants or Other Animals for Food**

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Just like people, animals eat many different things. Some animals, called herbivores, eat only plants. Rabbits, cows, giraffes, deer, camels, and antelopes are herbivores. Animals that eat other animals are called carnivores. Lions, hawks, and wolves are carnivores. Some animals, like

raccoons and chickens, eat both plants and animals. They are called omnivores.

### **Animals Live in Many Kinds of Homes**

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Each animal has a home in its habitat. Some animals, like bears and bats, live in caves. Other animals, like squirrels and birds, build nests high in a tree. Rabbits sometimes build a nest on the ground hidden under a thicket or bush. Groundhogs, chipmunks, and ants dig holes in the ground to build their home. The farmer provides a barn for horses and cows. Dogs and cats may live in our homes with us.

### **There Are Many Different Kinds of Animals**

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Insects and spiders are small animals. We sometimes call them bugs. There are millions of different kinds of insects and bugs. Insects have six legs and spiders have eight legs. Spiders are *not* insects; they are arachnids. Some insects have wings and fly. Some insects have antennae.

Birds are animals, too. Birds have wings and feathers. Most birds can fly and walk. Some birds, like the ostrich and the penguin, have wings, but cannot typically fly.

Fish are animals that live in the water. Fish have fins and tails to help them move in the water. Instead of walking, fish swim. Fish have gills on the sides of their bodies that they use to take in oxygen. They find their food in the water and live in saltwater and freshwater environments.

Reptiles and amphibians are also animals. Reptiles are animals that live in dry places. Snakes and lizards are reptiles. Amphibians are animals that must live near water. Frogs are amphibians. They spend some time in the water and some time on land.

Mammals are animals with warm bodies. Mammals also have hair or fur on their bodies. Hair and fur help keep mammals warm. Humans are a special kind of mammal. Mother mammals make milk with their bodies to feed their babies.

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# Animals

## Teacher Guide

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