

This Domain Assessment evaluates each student's knowledge relative to Core Content and Language Arts Objectives addressed in the *Habitats* 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 *Habitats*). 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*, *Families and Communities*, *Animals*, and *Plants* domains if students scored poorly.

Portfolio Collection

Work Samples

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:

- **Library Dramatic Play Center:** Students' emergent writing samples, such as their handmade books and library cards
- **Days 1, 5, 11, 13, and 16:** Extension Activity Crafts
- **Day 1:** Draw the Sound Picture for /o/
- **Day 2:** Activity Page 2-1: Circle the Sound Picture: 'o'
- **Day 4:** Class Book: In the Woods
- **Day 5:** Draw the Sound Picture for /k/
- **Day 6:** Activity Page 6-1: Circle the Sound Picture: 'c'
- **Day 11:** Draw the Sound Picture for /g/
- **Day 11:** Activity Page 11-1: Color the Balloons

- **Day 12:** Activity Page 12-1: Circle the Sound Picture: ‘g’
- **Day 15:** Activity Page 15-1: Circle the Sound Picture: ‘i’

Assessment Opportunities

Observing Learning Centers

Language Arts Objectives Assessed

Students will:

- ✓ Point to the front cover, title, and back cover of a book; the top, middle, or bottom of a page; the beginning of the book; where to start reading a book; the order that words are read on a page; the end of the book; a word; and a letter (RI.P.5, RF.P.1a)
- ✓ Hold a book correctly, turning the pages, while pretend-reading (RF.P.4)
- ✓ Use cover and illustration cues to locate those books that pertain to a particular topic or might answer a topical question (W.P.8)
- ✓ Recognize, call by name, and indicate the role of school personnel (SL.P.1c)
- ✓ Greet adults as “Mr. (name),” and/or “Ms. or Mrs. (name)” (SL.P.1c)
- ✓ Ask questions about oral directions or verbal explanations (SL.P. 2)
- ✓ Describe an event or task that one has just experienced in the immediate past (SL.P.4)
- ✓ Describe an event or task that will take place in the future (SL.P.4)
- ✓ Understand and use the negative forms of declarative sentences, questions, and imperatives. (L.P.1f)

Materials

Various colored sticky notes

Pen

Library Dramatic Play Center

As you observe the Library Dramatic Play 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

Skills Task Assessment

Language Arts Objectives Assessed

- With prompting and support, give the consonant sounds of at least three written letters (R.F.P.2c, R.F.P.3a)
- With prompting and support, give the vowel sound of at least one letter (R.F.P.3a)

Materials

Transition Cards: Sound Pictures from *Plants* and *Habitats*

Sound Picture Identification

Individually assess whether students are able to produce the sounds that accompany the sound pictures/letters learned up until this point (i.e., 'm', 'a', 't', 'd', 'o', 'c', 'g', and 'i'). Hold up a **Transition Card: Sound Picture** and ask the student, "What sound goes with this sound picture/letter?" If students respond with the correct letter name, confirm their response as correct, and clarify that you are asking for the letter sound. Record students' responses on the **Sound Picture Identification Record Form** that follows the Domain Assessment.

Listening & Learning Task Assessments

Core Content Objectives Assessed

- Identify by name the woodland (woods, forest) habitat when shown a picture of the woodland
- Identify by name the pond habitat when shown a picture of the pond
- Identify by name the ocean habitat when shown a picture of the ocean

- Identify by name the desert habitat when shown a picture of the desert
- Identify by name the farm habitat when shown a picture of the farm
- Name one plant and two animals that live in the woodland
- Name one plant and two animals that live in the pond
- Name three animals that live in the ocean
- Name one plant and two animals that live in the desert
- Name one plant and two animals that live on the farm

Materials

Transition Cards: Habitat Scenes; Transition Cards: Plants and Animals

Habitat Identification

Show students the five **Transition Cards: Habitat Scenes** one at a time and ask them to tell you the name of each habitat. At the end of the assessment, provide the name of any habitats the student was unable to name.

Assigning Plants and Animals to Habitats

Lay out ten **Transition Cards: Plants and Animals**. Include one plant and one animal from each of the five habitats (for ocean, include two animals). Show students the **Transition Cards: Habitat Scenes** one at a time and tell them the name of the habitat and a brief description of that habitat (e.g., “*The ocean habitat is very, very big. There is lots of salty water in the deep ocean. The beach is also part of the ocean habitat.*”). Ask them to name a plant or animal that lives in each habitat. If students are unable to think of a plant or animal on their own, have them look at the **Transition Cards: Plants and Animals** for a clue. Accept any reasonable answer as correct, whether or not it is depicted on the Transition Cards.

Key to Domain Assessment Record Form

Skills: Sound Picture Identification

Not Yet

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

- Does not correctly produce any sound when shown sound pictures

Progressing

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

- Sometimes produces the correct sound when shown sound pictures (i.e., knows one to six sound to sound picture correspondences)

Ready

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

- Correctly produces most or all sounds when shown sound pictures (i.e., knows seven to eight sound to sound picture correspondences)

Listening & Learning: Habitat Identification and Assigning Plants and Animals to Habitats

Not Yet

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

- Habitat Identification: Correctly labels one or fewer habitats
- Assigning Plants and Animals to Habitats: Correctly names at least one plant and animal the lives in each of two or fewer habitats

Progressing

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

- Habitat Identification: Correctly labels two to four habitats

- Assigning Plants and Animals to Habitats: Correctly names at least one plant and animal that lives in each of two to four habitats

Ready

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

- Habitat Identification: Correctly labels five habitats
- Assigning Plants and Animals to Habitats: Correctly names at least one plant and animal that lives in each of all five habitats

Sound Picture Identification

Scoring Directions: Using a pencil, mark a check to indicate the student correctly produces the sound when show the sound picture/letter. Mark an X to indicate the student does not correctly produce the sound when show the sound picture/letter. If you have not yet assessed a sound picture/letter, leave the box blank.

Date	Student	m /m/	a /a/	t /t/	d /d/	o /o/	c /k/	g /g/	i /i/

Date	Student	Habitat Identification			Plants and Animals		
		Not Yet	Progressing	Ready	Not Yet	Progressing	Ready

APPENDIX A

What Teachers Need to Know About Habitats

Plants and Animals Live in Many Kinds of Habitats

Plants and animals live together all over the earth. The place where an animal or plant lives is called its habitat. Many plants and animals share the same habitat. In their habitats, plants and animals can usually find everything they need to survive (i.e., their basic needs). Animals can find food, water, and shelter in their habitats. Plants can find water, sunlight, air, and nutrients in their habitat. The animals and plants that live in a habitat have adapted over time to their particular habitat, so their habitat is where they grow best.

Woodland Habitat

The woodland habitat (also called the woods or forest) has many trees that form a canopy, or a layer of leaves and branches that provide shade to the woodland floor. Woodlands can be very large and are found in many climates. Ponds and streams are found in woodland and provide water for the animals that live there. Woodland animals include deer, bears, skunks, raccoons, rabbits, birds, and insects. Plants that thrive in the woodland habitat include trees, shrubs, ferns, grasses, and moss. When these plants die, they decay on the floor of the woodland and provide food and homes for the animals living there.

Pond Habitat

The pond is a freshwater habitat. A pond is smaller than an ocean, lake, or river and it is surrounded by land on all sides. Ponds can be found in many climates and can be located in woodland or fields. Animals that live in ponds include turtles, fish, and crayfish. Some pond animals do not live in the water, but they use the pond to find food, drink, and bathe. Animals that live on land and use the water of the pond are raccoons, herons, ducks, and beavers. Frogs are animals that live in both the water of the pond and on land at different times during their lives. Plants that thrive in the pond habitat include reeds, cattails, and water lilies. Some pond plants live entirely underwater, and other pond plants have roots that reach into the water of the pond.

Ocean Habitat

The ocean is a very large saltwater habitat. There are five oceans that cover about seventy percent of the earth's surface (i.e., Atlantic, Pacific, Indian, Arctic, Antarctic [Southern] Oceans). The water of the ocean is very, very deep in some places. The ocean water gets shallower as it meets the land at the coast. The ocean is home to many animals such as whales, sharks, and a large variety of fish. Fish have special body parts called gills that they use to breathe underwater. There are also mammals living in the ocean (e.g., whales and dolphins) that cannot breathe underwater like fish. Mammals come to the surface of the water to breathe air. Plants that thrive in the ocean include kelp and seaweed. Beaches are the narrow strips of land that are found where the water of the ocean meets the coast. There are many plants and animals that make their homes on sandy or rocky beaches. Tidal pools are filled when the tide comes in. When the tide goes out, water is trapped between the rocks or in low-lying sandy areas on the beach. The plants and animals that live in tidal pools are specially adapted to the changing levels of water in their habitats.

Desert Habitat

The desert is a habitat that gets very little rainfall. Deserts are found all over the world and they can be hot or cold. Even though there is very little rain in the desert, there are still many plants and animals that thrive there. In some deserts, it is very cold at night but very hot during the day. The desert of the southwestern United States is called the Sonoran desert. Animals that live in the Sonoran desert include bobcats, mountain lions, coyotes, jackrabbits, big horn sheep, kit foxes, and roadrunners. There are also rattlesnakes, turtles, spiders, and scorpions. The plants in the Sonoran desert include trees, cactuses, shrubs, and wildflowers. The plants and animals that thrive in the desert have special adaptations that allow them to survive without much water.

Farms

Note: *The farm is a man-made habitat, so it is different from the other habitats detailed above.*

The farm is a man-made habitat where plants and animals are raised for food. People bring the plants or animals to the farm and provide for their basic needs. Some farms have many different kinds of plants and animals, while other farms raise only one crop or animal. Farm animals

include cows, chickens, goats, pigs, and sheep. Plants grown on farms include corn, tomatoes, carrots, pumpkin, and squash. Farms are important to people because they supply food, which is one of humans' basic needs.

The type of farm depicted in the read-aloud is a *small scale* or *family* farm. This type of farm is less common today than it was in the past. Today, *large scale* or *industrial* farms that grow/raise only one or a few types of plants or animals are more common.

APPENDIX B

Representing Phonemes (Sounds) in CKLA Preschool

How are Sounds Represented in CKLA Preschool?

In the *Plants* domain, in addition to giving the spelling of words that students will be blending and segmenting, the Teacher Guide also uses a standard convention for representing the phonemes in words (see chart below). The reason for using this convention is that spellings do not always correspond to pronunciation (e.g., *tough*, *bough*, *cough*, *dough*), and the number of letters in words does not always correspond to the number of sounds (consider the same list). In order to be clear regarding how words are to be segmented, the below conventions are used to represent sounds in words in this domain.

What is a Phoneme?

Linguists refer to single sounds in words as phonemes. Phonemes are the smallest sound parts into which a word can be broken. This is a term we use occasionally in the instructional materials. With students, however, you may prefer to use the word *sound* to refer to sounds in words.

The Core Knowledge Language Arts program uses a 44-phoneme classification scheme (listed below). In these materials, phonemes are written with two slash marks as follows: /a/. /a/ stands for the sound at the beginning of the word *apple*. English phonemes are divided into two categories, vowel sounds and consonant sounds. The /a/ sound in *at* is a vowel sound; the /t/ sound is a consonant sound. Vowel sounds are made with an open mouth and an unobstructed flow of air. By contrast, consonant sounds are made by closing parts of the mouth together, which causes either a partial or a complete blockage of the airflow. Some consonant sounds can be stretched out, but many others are quick sounds that last only a split second and cannot be stretched out.

The charts below list all 44 phonemes used in the Core Knowledge Language Arts classification scheme. In the left-hand column, the phoneme is shown as it is written in the Teacher Guide. Beside the phoneme (in the middle column) is the basic spelling of that sound (i.e., the letter or letters that represent the sound in a given word). In the farthest right column is an example word that contains the phoneme. The chart reads: “The /a/ sound is spelled ‘a’ as in the word *at*.”

These charts are provided for teacher reference only. The example words are simply that; they should not be used as “key words” for students.

Consonant Sounds		
Phoneme	Basic Spelling	Example Word
/b/	‘b’	bib
/ch/	‘ch’	chip
/d/	‘d’	dad
/f/	‘f’	fish
/g/	‘g’	gig
/h/	‘h’	hip
/j/	‘j’	jam
/k/	‘c’ ‘k’ (can be spelled both ways)	cab,kit
/l/	‘l’	lip
/m/	‘m’	mom
/n/	‘n’	nun
/ng/	‘ng’	sing
/p/	‘p’	pop
/qu/	‘qu’	quit
/r/	‘r’	red
/s/	‘s’	sis
/sh/	‘sh’	shush
/t/	‘t’	tot
/th/	‘th’	thin
/th/	‘th’	them
/v/	‘v’	vet
/w/	‘w’	win
/x/	‘x’	box
/y/	‘y’	yes
/z/	‘z’	zip
/zh/	varies	treasure

Vowel Sounds		
Phoneme	Basic Spelling	Example Word
/a/	‘a’	at
/ae/	‘a_e’	ate
/ar/	‘ar’	car
/aw/	‘aw’	paw
/e/	‘e’	bet
/ee/	‘ee’	teen
/er/	‘er’	her
/i/	‘i’	big
/ie/	‘ie’	time
/o/	‘o’	cot
/oe/	‘o_e’	note
/oi/	‘oi’	coin
/oo/	‘oo’	soon
/oo/	‘oo’	book
/or/	‘or’	for
/ou/	‘ou’	out
/u/	‘u’	bun
/ue/	‘ue’	cute

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Domain 5: Habitats

Teacher Guide

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