



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *The Five Senses*. The results should guide review and remediation the following day.

There are three parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary and the second assesses academic vocabulary. Parts II and III of the assessment address the core content targeted in *The Five Senses*.

## Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds. First I will say the word and then use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Pupil:** The part of my eye that can be blue, brown, or green is called the pupil. (frowning face)
2. **Scents:** My nose can smell many different kinds of scents. (smiling face)
3. **Texture:** Stuffed animals have a sharp texture. (frowning face)
4. **Iris:** Some people have irises that are lovely shades of green. (smiling face)
5. **Volume:** The volume of a noise can be either hot or cold. (frowning face)
6. **Skin:** One way to protect your skin outside is to apply sunscreen. (smiling face)

7. **Saliva:** The saliva in your mouth helps you swallow food when you eat. (smiling face)
8. **Taste buds:** Taste buds are in your ears and help you hear better. (frowning face)
9. **Blind:** A blind person cannot see anything. (smiling face)
10. **Deaf:** A deaf person cannot taste anything. (frowning face)

Directions: I am going to read more sentences using other words you have heard in the read-alouds. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.

11. **Leap:** A person might leap over a puddle on the sidewalk so his or her shoes do not get wet. (smiling face)
12. **Protect:** My senses protect me in different ways, and help me from getting hurt. (smiling face)
13. **Invisible:** Trees are invisible, and my pencil is invisible, too. (frowning face)
14. **Injury:** When I have an injury on my leg, I feel great and can run and jump around. (frowning face)
15. **Harm:** Not looking before you leap can cause you harm. (smiling face)

## Part II (Instructional Master DA-2)

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Directions: For each row of pictures, I am going to tell you what the object is in the left column, and you are going to circle any of the senses or body parts you could use to discover more about that object. Follow my directions carefully. We will do the first one together.

1. Look at each of the pictures in the first row. The first object is a violin. The next five pictures represent each of our five senses (an eye for sight, an ear for hearing, etc.) Circle the pictures next to the violin that show which senses or body parts you *could* use to discover more about the violin. The first one has been done for you, so let's look at it. Can you use

your sight to discover more about a violin? (yes) The picture of the eye is circled because you can see the violin. Can you use your hearing to discover more about a violin? (yes) The picture of the ear is circled because you can hear the violin. What about smell? (no) Taste? (no) Touch? (yes) [Go through each sense with students and then ask if anyone has any questions about the instructions.]

2. In Row 2, the first object is the snow. Circle the senses or body parts you could use to discover more about that object. (sight, taste, touch)
3. In Row 3, the first object is a plate of chips. Circle the senses or body parts you could use to discover more about that object. (sight, hearing, smell, taste, touch)
4. In Row 4, the first object is a rainbow. Circle the senses or body parts you could use to discover more about that object. (sight)
5. In Row 5, the first object is a bottle of perfume. Circle the senses or body parts you could use to discover more about that object. (sight, smell, touch)

### Part III (Instructional Master DA-3)

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Directions: In this domain, you have learned how your five senses keep you safe. I am going to read different scenarios to you. Circle the one sense that would best keep you safe in each situation. You will need to listen carefully to decide which sense is the best choice.

1. Your mom is making popcorn in the kitchen. She has left the popcorn in the microwave too long, and it is starting to burn. You are in the other room. Which sense or body part helps you to know that the popcorn is burning? (smell)
2. You and your dad are about to walk across the street to bring a pie to your new neighbors. Which sense or body part helps you to know it is safe to cross the street? (sight)
3. You are looking in the refrigerator for a drink and see some milk. You take a drink and realize that it is sour. Which sense or body part helps you to know to stop drinking it? (taste)

4. You are in your classroom and the fire alarm suddenly goes off. Which sense or body part helps you to know that there could be danger and that you need to leave the building? (hearing)
5. You are helping your mom to clean the kitchen. You put your hand down on the stove for a second and realize that the burner is still hot. Which sense or body part helps you to know to pull your hand away? (touch)