

Domain 1: All About Me

Activity Name	Type	Purpose	Format	When?	Skill
Learning Center: Doctor's Office	Portfolio: Collection of writing samples	Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of the ongoing assessment	Individual Student Work	Throughout the domain	Writing Strokes; Letter Writing; Name Writing
Learning Center: Doctor's Office	Observation / Anecdotal Notes	Language Arts Objectives: <ul style="list-style-type: none"> Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments Recognize and call classmates and teacher by name (SL.P.1c) Acknowledge and return greetings and farewells (SL.P.1c) 			
Transition Cards: Body Parts	Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of body parts	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Five Senses	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of five senses	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Student Name Cards	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' name recognition	Whole Group or Small Group Setting	Throughout the domain	Name Recognition
Starting the Day: Nursery Rhyme Recitation: Head and Shoulders, Knees & Toes and Open, Shut Them	Task Assessment	Assess which students have learned to recite the nursery rhymes	Whole Group or Small Group Setting	Days 6-8	Recite Nursery Rhyme(s)
Listening & Learning: Body Parts Identification	Task Assessment	Assess which body parts students have learned	Whole Group or Small Group Setting	Days 6-8	Language & Content: Point to body parts

Activity Name	Type	Purpose	Format	When?	Skill
Small Group 2: Self-Portrait	Portfolio: Collection of self-portraits	Document students' increasing sense of body image and development of fine motor skills	Whole Group or Small Group Setting	Day 13	Language & Content; Fine Motor Skills
Art Center (optional)					
Pausing Point 2: First Name Recognition	Task Assessment	Assess student's ability to recognize the first letter of their name when given a choice between four capital letters	Small Group	Days 17-19	Name Recognition
Pausing Point 2: Five Senses Identification	Task Assessment	Assess whether students know the five senses that correspond to their body parts	Individual	Days 17-19	Language & Content
Domain Assessment: Recognize Your Name and Letter	Task Assessment	Assess improvement of writing skills ; Assess student's ability to recognize own name; Assess student's ability to recognize capital letter for their own name	Small Group	Day 20	Name Recognition; Alphabet Knowledge
Domain Assessment: Body Parts Identification; Five Senses Identification	Task Assessment	Assess student's ability to point to and name body parts; Assess student's ability to name 5 senses and to identify body parts associated with each sense	Small Group	Day 20	Language & Content

Domain 2: Families & Communities

Activity Name	Type	Purpose	Format	When?	Skill
Learning Center: House	Portfolio: Collection of writing samples	Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of the ongoing assessment.	Individual Student Work	Throughout the domain	Writing Strokes; Letter Writing; Name Writing
Learning Center: House	Observation / Anecdotal Notes	<p>Language Arts Objectives:</p> <ul style="list-style-type: none"> • Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments (SL.P.1b) • Greet adults as "Mr. (name)" and/or "Ms. or Mrs. (name)" (SL.P.1c) • Give simple single-step directions (SL.P.6) • Give simple, multistep directions (SL.P.6) • Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6) • Situate oneself in space or situate objects in relation to one another according to the indications given by spatial terms (there-here; in-on; in front of-behind; at the top of-at the bottom of; under; next to-in the middle of; near-far; around; etc.) (L.P.1e) • Use spatial words (here-there; in-on; in front of-behind; at the top of at the bottom of; under-over; above-below; next to-in the middle of; near-far; inside-outside; around-between; up-down; high-low; left-right; front-back) (L.P.1e) • Combine simple sentences using <i>and</i> (L.P.1f) • Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency (L.P.3) 			

Activity Name	Type	Purpose	Format	When?	Skill
Transition Cards: Routines	Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of chores and routines	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Colors	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of colors	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Book Parts	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of parts of a book	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Capital Letters	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' name recognition	Whole Group or Small Group Setting	Throughout the domain	Name Recognition
Extension Activity: My Family Book	Portfolio: Collection of self-portraits from My Family Book	Document students' increasing sense of body image and development of fine motor skills	Whole Group or Small Group Setting	Day 1	Language & Content; Fine Motor Skills
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace a vertical and horizontal line	Whole Group or Small Group Setting	Day 4	Writing Strokes; Fine Motor Skills
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace a vertical and horizontal line; Document improvements from day 4 Writing Strokes Activity	Whole Group or Small Group Setting	Day 6	Writing Strokes; Fine Motor Skills
Pausing Point 1: First Name Recognition	Task Assessment	Assess student's ability to recognize the first letter of their name when given a choice between four capital letters	Small Group	Days 7-9	Name Recognition
Pausing Point 1: Family Member Identification	Task Assessment	Assess students' ability to point to and name family members by having them talk about their 'My Family Book' with you or another student	Small Group	Days 7-9	Language & Content
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace a diagonal line and a circle	Whole Group or Small Group Setting	Day 13	Writing Strokes; Fine Motor Skills
Extension Activity: Make a Rainbow	Portfolio: Collection of handwriting samples	Assess students' knowledge of colors	Whole Group or Small Group Setting	Day 12	Language & Content

Activity Name	Type	Purpose	Format	When?	Skill
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace a vertical and horizontal line	Whole Group or Small Group Setting	Day 15	Writing Strokes; Fine Motor Skills
Domain Assessment: Rhyming Word	Task Assessment	Assess students' ability to provide a rhyming word when given a word	Small Group	Day 20	Language & Content
Domain Assessment: Color Identification & Family Interview	Task Assessment	Assess student's ability to classify and sort by color; Assess student's ability to answer 4 questions associated with their family member	Small Group or Individual	Day 20	Language & Content

Domain 3: Animals

Activity Name	Type	Purpose	Format	When?	Skill
Learning Center: Animal Hospital	Portfolio: Collection of writing samples	Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of the ongoing assessment	Individual Student Work	Throughout the domain	Writing Strokes; Letter Writing; Name Writing
Learning Center: Animal Hospital	Observation / Anecdotal Notes	Language Arts Objectives: <ul style="list-style-type: none"> • Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6) • 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 <i>because</i> and <i>so that</i> (L.P.1f) • Give simple, single-step directions (SL.P.6) 			
Transition Cards: Animals	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of different animals and their characteristics	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Capital Letters	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' name recognition	Whole Group or Small Group Setting	Throughout the domain	Name Recognition

Transition Cards: Student Name Cards	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' name recognition	Whole Group or Small Group Setting	Throughout the domain	Name Recognition
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace writing strokes: bridge and cross line	Whole Group or Small Group Setting	Day 2	Writing Strokes; Fine Motor Skills
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace writing strokes: bridge and cross line; Document improvements from day 2 Writing Strokes Activity	Whole Group or Small Group Setting	Day 4	Writing Strokes; Fine Motor Skills
Small Group Skills 1: Count and Color Syllables	Portfolio: Collection of Activity Page 5-1 Animal Syllables	Assess students' ability to count and record the number of syllables in a familiar word and color in boxes according to the number of syllables	Whole Group or Small Group	Day 5	Syllables; Color Identification
Small Group Skills 1: Narrative: Grocery Story	Portfolio: Collection of Grocery Story picture with dictation	Assess students' ability to tell a story using temporal words	Small Group	Days 6-7	Language & Content
Extension Activity: If I Could be an Animal Class Book	Portfolio: Collection of If I Could be an Animal drawings with dictation	Assess students' ability to tell a story about an animal they would like to be using temporal words	Whole Group or Small Group Setting	Day 7	Language & Content
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace a bridge and cross line; Document improvements from day 4 Writing Strokes Activity	Whole Group or Small Group Setting	Day 7	Writing Strokes; Fine Motor Skills
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace a bridge and cross line; Document improvements from day 7 Writing Strokes Activity	Whole Group or Small Group Setting	Day 11	Writing Strokes; Fine Motor Skills
Small Group Skills 2: Connect the Rhyming Words	Portfolio: Collection of Activity Page 15-1 Make a Rhyme	Assess students' ability to match sets of rhyming words with their picture	Small Group	Day 15	Matching Rhyming Words
Discussing the Read-Aloud: From Egg to Caterpillar	Portfolio: Collection of Activity Page 15-2 From Egg to Butterfly	Assess students' ability to sequence the stages of butterfly growth using temporal words (as described in the Read-Aloud)	Whole Group or Small Group Setting	Day 15	Language & Content
Small Group Skills 2: Silly Animal Rhymes	Observation / Anecdotal Notes	Assess students' ability to generate a rhyming word once given a word	Whole Group or Small Group Setting	Day 16	Matching Rhyming Words
Small Group 1: Circle the Sound Picture for /m/	Observation / Anecdotal Notes	Assess students' ability to circle the sound picture for /m/ and mark out symbols that are not 'm'	Small Group	Day 17	Letter-Sound Correspondence

Domain Assessment: Handwriting Strokes & Animal Name Syllables	Task Assessment	Assess students' progress in mastering the writing strokes taught in the <i>Families and Communities</i> domain. These strokes include: vertical line, horizontal line, diagonal lines, and circle; assess students' ability to name an animal and clap the syllables in its name	Small Group	Day 21	Writing Strokes; Syllables
Domain Assessment: Identifying Animals and their Body Parts	Task Assessment	Assess students' ability to both name animal and then name their body parts	Individual	Day 21	Language & Content

Domain 4: Plants

Activity Name	Type	Purpose	Format	When?	Skill
Learning Center: Farm Stand	Portfolio: Collection of writing samples	Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of the ongoing assessment	Individual Student Work	Throughout the domain	Writing Strokes; Letter Writing; Name Writing
Learning Center: Farm Stand	Observation / Anecdotal Notes	Language Arts Objectives: <ul style="list-style-type: none"> • Describe an event or task that one is in the process of completing (SL.P.4) • Describe an event or task that one has just experienced in the immediate past (SL.P.4) • Use future verb tense (L.P.1b) • Given sample objects/pictures and a verbal description of the selection criteria, sort objects/pictures according to a single criterion: sort by function (L.P.5a) • Classify by function (L.P.5a) • With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding ng to texts (L.P.6) • Understand and use precise nouns and verbs related to plants (L.P.1b) • Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6) 			
Transition Cards: Fruits & Vegetables	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of various edible plants	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Sound Pictures	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of sound pictures associated with various letters	Whole Group or Small Group Setting	Throughout the domain	Name Recognition
Transition Cards: Initial Sounds	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of sound pictures associated with various letters	Whole Group or Small Group Setting	Throughout the domain	Name Recognition

Activity Name	Type	Purpose	Format	When?	Skill
Extension Activity: Watching Seeds Grow	Portfolio: Collection of handwriting samples	Assess students' ability to observe and record the growth of a plant	Whole Group or Small Group Setting	Day 1	Language & Content
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of Activity Page 1-2: Watching Seeds Grow	Assess students' ability to observe and record the growth of a plant	Whole Group or Small Group Setting	Day 2	Writing Strokes & Fine Motor Skills
Extension Activity: Make Your Own Sunflower	Portfolio: Collection of student drawing. Observation / Anecdotal Notes over the course of the four days	Assess students' ability to make their own sunflower that shows all the parts of a plant	Small Group	Days 4-7	Language & Content
Small Group 1: Draw the Sound Picture for /a/	Observation / Anecdotal Notes	Assess students' ability to draw the sound picture for /a/	Small Group	Day 4	Letter-Sound Correspondence
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace handwriting strokes: moon and wave	Whole Group or Small Group Setting	Day 4	Writing Strokes & Fine Motor Skills
Small Group Skills 1: Circle the Sound Picture	Portfolio: Collection of Activity Page 5-1 Circle the Sound Picture	Assess students' ability to identify initial sounds and circle the corresponding sound picture	Whole Group or Small Group	Day 5	Letter-Sound Correspondence
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace handwriting strokes: hook and cane	Whole Group or Small Group Setting	Day 6	Writing Strokes & Fine Motor Skills
Small Group Skills 2: My First Strokes Book	Portfolio: Collection of handwriting samples	Assess students' ability to trace handwriting strokes moon and wave; Document improvements from day 6 Writing Strokes Activity	Whole Group or Small Group Setting	Day 7	Writing Strokes & Fine Motor Skills
Pausing Point 1: Adding Initial Sounds	Task Assessment	Assess which students have learned to blend initial sounds by giving them directions to do different actions, pausing between the first sound and the rest of the word	Whole Group or Small Group Setting	Days 8-10	Letter-Sound Correspondence

Activity Name	Type	Purpose	Format	When?	Skill
Pausing Point 1: How a Plant Grows	Task Assessment	Assess which students are able to describe the growth of a plant by showing them Image Cards 6-2–6-5: Sunflower Life Cycle	Whole Group or Small Group Setting	Days 8-10	Language & Content
Small Group Skills 2: Small Group 1: Circle the Sound Picture /t/	Observation / Anecdotal Notes	Assess students' ability to circle the sound picture for /t/ and mark out the pictures that are not /t/	Small Group	Day 12	Letter-Sound Correspondence
Small Group 2: Writing the Initial Sound Pictures	Portfolio: Collection of Activity Page 17-2	Assess students' ability to identify initial sounds and draw corresponding sound pictures	Small Group	Day 17	Letter-Sound Correspondence
Domain Assessment: Handwriting Strokes & Identifying Initial Sounds	Skills Assessment	Assess students' progress in mastering the writing strokes taught in the <i>Animals</i> domain. These strokes include: zigzag, dot, bridge, cross, X, bowl, moon, wave, cane and hook; Assess students' ability to identify initial sounds	Individually	Day 21	Writing Strokes & Letter-Sound Correspondence
Domain Assessment: Name plant parts & How do Plants Grow?	Task Assessment	Assess students' ability to name the four parts of a plant (i.e., roots, stem, leaves, flower); Assess students' ability to describe how a sunflower grows (i.e., seed in ground, small root grows down, seedling comes up out of the ground, flower grows)	Small Group	Day 21	Language & Content

Domain 5: Habitats

Activity Name	Type	Purpose	Format	When?	Skill
Learning Center: Library	Portfolio: Collection of writing samples	Students' emergent writing from this Learning Center might be included in their portfolio and examined as part of the ongoing assessment	Individual Student Work	Throughout the domain	Writing Strokes; Letter Writing; Name Writing
Learning Center: Library	Observation / Anecdotal Notes	<p>Language Arts Objectives:</p> <ul style="list-style-type: none"> 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 			
Transition Cards: Habitats	Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of habitats	Whole Group or Small Group Setting	Throughout the domain	Language & Content
Transition Cards: Sound Pictures & Initial Sounds	Ongoing Observation / Anecdotal Notes	Transitions provide opportunities to reinforce and informally assess students' knowledge of sounds and letters	Whole Group or Small Group Setting	Throughout the domain	Language & Content

Activity Name	Type	Purpose	Format	When?	Skill
Extension Activity: Mural Crafts	Portfolio: Collection	Assess students' ability to create a familiar animal or plant and assign it to its habitat	Whole Group or Small Group Setting	Day 1, 5, 11, 13, 16	Language & Content
Small Group 1: Draw the Sound Picture for /o/	Portfolio: Collection of student drawing	Assess students' ability to draw the sound picture for /o/ and draw a picture of something that starts with /o/	Whole Group or Small Group Setting	Day 1	Writing Strokes; Letter-Sound Correspondence
Small Group 2: Circle the Sound Picture for /o/	Portfolio: Collection of Activity Page 2-1: Circle the Sound Picture /o/	Assess students' ability to circle the sound picture for /o/ and draw a picture of something that starts with /o/	Whole Group or Small Group Setting	Day 2	Writing Strokes; Letter-Sound Correspondence
Small Group 2: Class Book: In the Woods	Ongoing Observation / Anecdotal Notes	Assess students' ability to create a familiar animal or plant and assign it to its habitat	Whole Group or Small Group Setting	Days 4-5	Language & Content
Small Group 1: Draw the Sound Picture for /k/	Portfolio: Collection of student drawing	Assess students' ability to draw the sound picture for /k/	Whole Group or Small Group Setting	Day 5	Writing Strokes & Letter-Sound Correspondence
Small Group 1: Circle the Sound Picture for 'c'	Portfolio: Collection of Activity Page 6-1: Circle the Sound Picture 'c'	Assess students' ability to circle the sound picture for 'c'	Small Group	Day 6	Writing Strokes & Letter-Sound Correspondence
Pausing Point 1: Identifying Sound Pictures	Task Assessment	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')	Individually	Days 8-10	Sound-Letter Correspondence
Pausing Point 1: Habitat Identification & Assigning Animals and Plants to Habitats	Task Assessments	Assess students' ability to identify which habitat is shown on the transition card (Woodland and Pond) and to name an animal or plant that lives in that habitat	Individually or Small Group	Days 8-10	Language & Content
Small Group 2: Color the Balloons	Portfolio: Collection of Activity Page 11-1: Color the Balloons	Assess students' ability to identify which sound picture corresponds to the initial sound of familiar words	Small Group	Day 11	Sound-Letter Correspondence

Activity Name	Type	Purpose	Format	When?	Skill
Small Group 1: Draw the Sound Picture for /g/	Observation / Anecdotal Notes	Assess students' ability to draw the sound picture for /g/ and draw a picture of something that starts with /g/	Small Group	Day 11	Sound-Letter Correspondence
Small Group 1: Circle the Sound Picture for /g/	Portfolio: Collection of Activity Page 12-1	Assess students' ability to circle the sound picture for /g/	Small Group	Day 12	Sound-Letter Correspondence
Small Group 1: Draw the Sound Picture for /i/	Observation / Anecdotal Notes	Assess students' ability to draw the sound picture for /i/ and draw a picture of something that starts with /i/	Small Group	Day 14	Sound-Letter Correspondence
Small Group 2: Circle the Sound Picture for /i/	Portfolio: Collection of Activity Page 15-1	Assess students' ability to circle the sound picture for /i/	Small Group	Day 15	Sound-Letter Correspondence
Domain Assessment: Identifying Sound Pictures	Task Assessment	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 'l').	Individually	Day 21	Sound-Letter Correspondence
Domain Assessment: Habitat Identification	Task Assessment	Assess students' ability to name all five habitats (pond, woodland, farm, desert, ocean) when showed the Transition Cards: Habitat Scenes	Individually	Day 21	Language & Content
Domain Assessment: Assigning Animals and Plants to Habitats	Task Assessment	Assess students' ability to name the habitats and give a brief description of that habitat (e.g., " <i>The ocean habitat is very, very big. There is lots of salty water in the deep ocean</i> "); Assess students' ability to name a plant or animal that lives in each habitat.	Individually	Day 21	Language & Content