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| **(A) Science Technology (Classification and Time)** Make qualitative observations using the five senses:  
- sight  
- sound  
- touch  
- taste  
- smell  

*Preschool Standard: Science*  
- Physical Science  
- Life Science  

Performance: 1.2, 2.2  
Knowledge: (SC) 1-3  
GLE: N/A  
NETS: 1-4  
DOK: 2 | Teacher observation during small group time  
- Formal evaluation  
- Anecdotal records from:  
  - small group time  
  - individual conferences during work time | Science experiments that identify objects based on:  
- the sounds made  
- the shape of an object based on its outline  
- distinguishing between rough and smooth textures  
- salty, sweet and sour tastes  
- identifying items based on smell  
- Teacher led small group activities  
- Manipulation of real/natural props in the classroom and outdoors  
- Interactive read alouds that highlight the five senses |
| **(B) Science Technology (Classification and Time)** Identify and describe similarities and differences regarding the attributes of things  

*Preschool Standard: Science*  
- Physical Science  
- Life Science  
- Earth and Space  

Performance: 1.1, 1.3, 2.4  
Knowledge: (SC) 1-3  
GLE: N/A  
NETS: 1,3,4  
DOK: 3 | Teacher observation during:  
- small group time  
- large group time  
- Formal evaluation  
- Anecdotal records from:  
  - small group time  
  - individual conferences during work time | Teacher led small and large group activities that list similarities and differences between two given objects  
- Manipulation of real/natural props in the classroom and outdoors  
- Author study discussions that emphasize the similarities/differences between two books |
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| **(C) Science Technology (Classification and Time)** Identify and describe 2-dimensional shapes:  
- triangle  
- circle  
- square  

*Preschool Standard: Science*  
- Life Science  
- Earth and Space  

*Performance: 1.6, 2.4*  
*Knowledge: (SC) 1,2*  
*GLE: N/A*  
*NETS: 1,3,4*  
*DOK: 2*  

- Teacher observation during:  
  - small group time  
  - large group time  
- Formal evaluation  
- Anecdotal records from individual conferences during work time  

- Large group participation with songs addressing the identification of different shapes  
- Teacher led small group activities where students:  
  - draw  
  - describe  
  - name  
  the three shapes  
- Books that address or illustrate common objects with clearly defined shapes  

| (D) Science Technology (Classification and Time) Sort and match items according to their attributes  

*Preschool Standard: Science*  
- Physical Science  
- Life Science  
- Earth and Space  

*Performance: 1.6*  
*Knowledge: (SC) 1,2*  
*GLE: N/A*  
*NETS: 1,4*  
*DOK: 2*  

- Teacher observation during clean up time  
- Formal evaluation  
- Anecdotal records from:  
  - small group time  
  - large group time  

- Teacher led small and large group activities using a variety of objects that students group or sort based on:  
  - color  
  - size, etc.  
- Clean up time – match an object to the picture provided in the correct location that the item is to be placed
Objectives | Assessment/Evaluation | Instructional Activities
--- | --- | ---
**(E) Science Technology (Classification and Time)**
Apply reasoning skills to use and describe something in various ways

*Preschool Standard: Science*
- Physical Science
- Life Science
- Earth and Space

Performance: 1.2, 1.3, 2.1
Knowledge: (SC) 7
GLE: N/A
NETS: 1-4
DOK: 3

- Teacher observation
- Formal evaluation
- Anecdotal records from:
  - small group time
  - individual conferences during work time

- Small group time – present some materials and ask how they can be used to solve given problems
- Work time – allow objects to be moved and used in the various areas

**(F) Science Technology (Classification and Time)**
Demonstrate the ability to hold more than one attribute in mind at a time

*Preschool Standard: Science*
- Physical Science
- Life Science
- Earth and Space

Performance: 1.6
Knowledge: (SC) 1, 2
GLE: N/A
NETS: 1, 4
DOK: 2

- Teacher observation
- Formal evaluation
- Anecdotal records from large group time

- Classroom discussion during large group time describing all the different characteristics of a common item including how it is used. Students will group items based on them having two similar attributes
- Reading of nonfiction books
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| **(G) Science Technology (Classification and Time)**  
Distinguish between “some” and “all”  
*Preschool Standard: Science*  
• Physical Science  
• Life Science  
• Earth and Space  
  
*Performance: 1.4  
Knowledge: (MA) 1  
GLE: N/A  
NETS: 1,4  
DOK: 2*  
| • Teacher observation during small group time  
• Formal evaluation  
• Anecdotal records from:  
  • small group time  
  • individual conferences during work time  
| • Work time – teacher initiated discussions  
• Small group activities with manipulatives that focus on following directions that contain the words:  
  • ‘some’  
  • ‘all’  
| **(H) Science Technology (Classification and Time)**  
Describe something by the:  
• characteristics it does not possess  
• class in which it does not belong  
*Preschool Standard: Science*  
• Physical Science  
• Life Science  
  
*Performance: 1.6, 2.1  
Knowledge: (SC) 7  
GLE: N/A  
NETS: 1-4  
DOK: 3*  
| • Teacher observation  
• Formal evaluation  
• Anecdotal records from small group time  
| • Small group activities involving the grouping of objects with emphasis on the characteristics the item does not possess  
• Nonfiction books  

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Board Approved: 7-14-11*
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| **I** Science Technology (Classification and Time)  
Demonstrate motor and listening skills by starting and stopping an action on signal  
*Preschool Standard: Science*  
• Physical Science  
• Life Science  
• Performance: 2.5  
• Knowledge: (SC) 6  
• GLE: N/A  
• NETS: 1-4  
• DOK: 2  
  | Teacher observation  
• Formal evaluation  
• Anecdotal records from large group time  
  | Transitional times  
• Movement and music activities in large group time where students are expected to ‘freeze’ at designated stopping points |
| **J** Science Technology (Classification and Time)  
Describe and demonstrate rates of movement  
*Preschool Standard: Science*  
• Physical Science  
• Life Science  
• Earth and Space  
• Performance: 1.3, 2.1  
• Knowledge: (SC) 2,5,6  
• GLE: N/A  
• NETS: 1-4  
• DOK: 3  
  | Teacher observation  
• Formal evaluation  
• Anecdotal records from:  
• large group time  
• individual conferences during work time  
  | Problem solve and predict the rate of movement of a given item (i.e., toy car, ball) down a ramp with various materials covering the surface during large group time  
• Books  
• Work time |
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| **(K)** Science Technology (Classification and Time)**
Develop the skills necessary to anticipate, remember, and describe sequences of events |

*Preschool Standard: Science*
- Physical Science
- Life Science
- Earth and Space

Performance: 1.8, 2.1
Knowledge: (SC) 4,5,7
GLE: N/A
NETS: 1,4
DOK: 3

- Teacher observation
- Formal evaluation
- Anecdotal records taken throughout the day
- Constant use of the daily routine chart throughout the day
- Recall time
- Retelling of books

| **(L)** Science Technology (Classification and Time)**
Demonstrate and compare time intervals during various classroom activities |

*Preschool Standard: Science*
- Physical Science
- Life Science
- Earth and Space

Performance: 1.2, 1.3
Knowledge: (SC) 5,8
GLE: N/A
NETS: 1-4
DOK: 2

- Teacher observation
- Anecdotal records taken throughout the day
- Daily routine chart
- Transitional warnings – use of a stop watch at clean up time to compare to the day before and with the length of other activities throughout the day