### Objectives

(A) **The Arts (Visual, Dramatic, Music)**  
Relate models, pictures and photographs to real places and things

* Preschool Standard: Literacy  
  - Knowledge of Print and Books

Performance: 1.5, 2.4  
Knowledge: (CA) 7 (FA) 3,4  
GLE: N/A  
NETS: 2,4  
DOK: 3

### Assessment/Evaluation

- Teacher observation during:  
  - work time  
  - large group time  
  - small group time  
- Portfolio  
- Anecdotal notes

### Instructional Activities

Students will:  
- recall their own real life school experiences while making their own portfolios  
- relate:  
  - pictures  
  - models  
  - photos in books read during:  
  - small group time  
  - large group time  
  - work time to real life activities  
- role play real life activities in:  
  - work time  
  - small group time
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| **(B) The Arts (Visual, Dramatic, Music)**  
Make representations of known objects using:  
- clay  
- blocks  
- other materials  
  * Preschool Standard: Literacy  
  - Symbolic Development  
  * Performance: 2.1, 2.5, 3.5  
  * Knowledge: (FA) 1  
  * GLE: N/A  
  * NETS: 2,4  
  * DOK: 4  | • Teacher observation during:  
- work time  
- large group time  
- small group time  
- Anecdotal notes | Students will make model representations of known objects by using:  
- Legos  
- multiple types of blocks  
- Play Doh  
- clay  
  * Teacher observation during:  
- small group time  
- work time |
| **(C) The Arts (Visual, Dramatic, Music)**  
Identify objects and apply skills through the use of media applications  
  * Preschool Standard: Literacy  
  - Symbolic Development  
  - Written Language  
  * Performance: 2.1, 2.5  
  * Knowledge: (FA) 1  
  * GLE: N/A  
  * NETS: 2,4  
  * DOK: 4  | • Teacher observation during:  
- work time  
- small group time  
- Portfolio  
- Anecdotal notes | • After introducing all materials, such as:  
- crayons  
- markers  
- pencils  
- colored pencils  
- tempera paint  
- finger paint  
- brushes and sponges  
- Q-tips  
- feathers  
  * Over time at small group time, students will use these materials to draw and paint during work time  
  * Students will add pictures they have drawn or painted to their portfolios throughout the year |
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<td><strong>(D) The Arts (Visual, Dramatic, Music)</strong>&lt;br&gt;Apply skills to imitate actions and sounds during structured classroom activities&lt;br&gt;&lt;br&gt;<em>Preschool Standard: Literacy</em>&lt;br&gt;• Sounds of Language (Phonological Awareness)*&lt;br&gt;&lt;br&gt;<em>Performance:</em> 2.2, 2.3, 2.5&lt;br&gt;<em>Knowledge:</em> (CA) 5, 6&lt;br&gt;<em>GLE:</em> N/A&lt;br&gt;<em>NETS:</em> 2, 4&lt;br&gt;<em>DOK:</em> 2</td>
<td>• Teacher observation during:&lt;br&gt;• work time&lt;br&gt;• small group time&lt;br&gt;• Anecdotal notes&lt;br&gt;• Large group time</td>
<td>Students will:&lt;br&gt;• echo words and imitate actions of the teacher during interactive read alouds&lt;br&gt;• echo words and sounds of the teacher and other students during large group activities and songs&lt;br&gt;• imitate actions of the teacher and other students during large group activities and songs</td>
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<tr>
<td><strong>(E) The Arts (Visual, Dramatic, Music)</strong>&lt;br&gt;Apply language skills to real life situations through the use of:&lt;br&gt;• role play&lt;br&gt;• dramatization&lt;br&gt;&lt;br&gt;<em>Preschool Standard: Literacy</em>&lt;br&gt;• Symbolic Development&lt;br&gt;• Spoken/Expressive Language*&lt;br&gt;&lt;br&gt;<em>Performance:</em> 2.1, 2.3, 2.5&lt;br&gt;<em>Knowledge:</em> (CA) 5 (FA) 1, 5&lt;br&gt;<em>GLE:</em> N/A&lt;br&gt;<em>NETS:</em> 4&lt;br&gt;<em>DOK:</em> 4</td>
<td>• Teacher observation during:&lt;br&gt;• large group time&lt;br&gt;• small group time&lt;br&gt;• work time&lt;br&gt;• Anecdotal records</td>
<td>• Role play real life activities using props and language in the house area during work time&lt;br&gt;• Dramatize:&lt;br&gt;• stories&lt;br&gt;• books&lt;br&gt;• nursery rhymes with props and language during large group time, after having received instruction in how to do so during small group time</td>
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## Objectives

**The Arts (Visual, Dramatic, Music)**

- Apply listening and coordination skills through the use of music.

**Preschool Standard: Literacy**
- Symbolic Development

**Preschool Standard: Physical Development, Health and Safety**
- Physical Development and Coordination

- Performance: 2.1, 2.5
- Knowledge: (FA) 2 (H/PE) 4
- GLE: N/A
- NETS: 2, 4
- DOK: 4

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## Assessment/Evaluation

- Teacher observation during:
  - large group time
  - small group time
  - work time
  - Anecdotal records

## Instructional Activities

- Students will move:
  - freely to music during:
    - large group time
    - work time
  - to predetermined moves during:
    - large group time
    - small group time
    - work time
  - with various objects, such as:
    - scarves
    - beanbags, etc.
  - quickly and slowly, matching tempo of the music, and stop when the music stops

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**The Arts (Visual, Dramatic, Music)**

- Identify sounds through the use of environmental examples, such as:
  - fire trucks
  - birds chirping
  - thunder
  - phonetics

**Preschool Standard: Physical Development, Health and Safety**
- Physical Development and Coordination

- Performance: 1.6, 2.4, 2.5
- Knowledge: (FA) 2 (H/PE) 4
- GLE: N/A
- NETS: 2, 4
- DOK: 3

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- Teacher observation during:
  - large group time
  - small group time
  - outside time
  - work time
  - Anecdotal records

- At large group time, students will find the letters in their names on the alphabet chart. They will also find their friends' letters.
- At small group time, students will explore sounds letters make in their friends' names. They will look for similar and different sounds within their names.
- Students will listen for sounds when they are at outside time vs. inside at work time, and imitate each type of sound they hear. This may also be done during small group time.
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<td><strong>The Arts (Visual, Dramatic, Music)</strong> Develop phonological awareness through the use of: • melody • movement • singing voice</td>
<td>• Teacher observation during the following times and transitions to and from: • large group time • small group time • lunch • recess • work time • end of day • Anecdotal records</td>
<td>• Students will: • sing: • during transitions between: • large group • lining up • clean up • lunch • plan and recall time • goodbye time • the ABC chart daily • letter and color songs • nursery rhymes during greeting time • helper song as helpers are chosen • pick songs from the song book and sing at will during work time • At large group time, “Helping Hands” get to choose a song for the entire class to sing</td>
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_Preschool Standard: Literacy_
• Symbolic Development
• Spoken/Expressive Language
• Sounds of Language (Phonological Awareness) Performance: 2.1, 2.5 Knowledge: (FA) 1 GLE: N/A NETS: 2 DOK: 2
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| **The Arts (Visual, Dramatic, Music)**  
Apply motor skills to manipulate simple musical instruments  

*Preschool Standard: Literacy*  
• Symbolic Development  
• Spoken/Expressive Language  

Performance: 2.1, 2.5  
Knowledge: (CA) 6  
(GA) 1  
GLE: N/A  
NETS: 2  
DOK: 4  

- Teacher observation during the following times and transitions to and from:  
  • large group time  
  • small group time  
  • lunch  
  • recess  
  • work time  
  • end of day  
  • Anecdotal records  

- Students will:  
  • sing:  
    • during transitions between:  
      • large group  
      • lining up  
      • clean up  
      • lunch  
      • plan and recall time  
      • goodbye time  
      • the ABC chart daily  
      • letter and color songs  
      • nursery rhymes during greeting time  
      • helper song as helpers are chosen  
      • pick songs from the song book and sing at will during work time  
  • At large group time, “Helping Hands” get to choose a song for the entire class to sing
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| **The Arts (Visual, Dramatic, Music)**  
Develop skills to sing songs  
*Preschool Standard: Literacy*  
- Symbolic Development  
- Spoken/Expressive Language  
- Sounds of Language (Phonological Awareness)  
Performance: 2.1, 2.5, 4.6  
Knowledge: (FA) 1  
GLE: N/A  
NETS: 2,4  
DOK: 2  
- Teacher observation during the following times and transitions to and from:  
  - large group time  
  - small group time  
  - lunch  
  - recess  
  - work time  
  - end of day  
  - Anecdotal records  
- Students will:  
  - sing:  
    - during transitions between:  
      - large group  
      - lining up  
      - clean up  
      - lunch  
      - plan and recall time  
      - goodbye time  
      - the ABC chart daily  
      - letter and color songs  
      - nursery rhymes during greeting time  
      - helper song as helpers are chosen  
      - pick songs from the song book and sing at will during work time  
      - At large group time, “Helping Hands” get to choose a song for the entire class to sing |
| **The Arts (Visual, Dramatic, Music)**  
Apply motor skills to manipulate simple musical instruments  
*Preschool Standard: Physical Development, Health and Safety*  
- Physical Development and Coordination  
Performance: 1.9, 2.5, 4.6  
Knowledge: (FA) 1,2  
GLE: N/A  
NETS: 2  
DOK: 4  
- Teacher observation during:  
  - large group time  
  - small group time  
  - work time  
  - Anecdotal records  
- Students will:  
  - explore different sounds of different percussive instruments, such as:  
    - bells  
    - rhythm sticks  
    - maracas, etc. at small group time  
    - keep a steady beat to music during:  
      - large group activities  
      - songs |