

Kindergarten, Unit 1

Lesson 1 Why do we follow rules?

Following Rules handout (p. 4T3)

- Row 1: Child should circle the picture on the left.
- Row 2: Child should circle the picture on the right.
- Row 3: Child should circle the picture on the left.

Our Classroom Rules Rubric (p. 4T4)

Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. Child writes some words independently. Child dictates complete thoughts related to the topic.
3	Child participates in the class discussion. Child attempts to write some words independently. Child dictates complete thoughts.
2	Child participates, with encouragement, in the class discussion. Child dictates mostly complete thoughts.
1	Child participates minimally the in class discussion. Child dictates words or phrases that are not always related to the topic.

Lesson 2 Who are good citizens?

I Will! Rubric (p. 8T4)

Use the following rubric to score children’s work:

4	Child actively participates in the class discussion. Child writes some words independently. Child dictates complete thoughts related to the topic.
3	Child participates in the class discussion. Child attempts to write some words independently. Child dictates complete thoughts.
2	Child participates, with encouragement, in the class discussion. Child dictates mostly complete thoughts.
1	Child participates minimally in the class discussion. Child dictates words or phrases that are not always related to the topic.

Kindergarten, Unit 1 (continued)

Lesson 3 What can we learn from stories?

Actions and Consequences handout (p. 12T3)

- Child should draw a line from the top left picture to the middle right picture.
- Child should draw a line from the middle left picture to the bottom right picture.
- Child should draw a line from the bottom left picture to the top right picture.

Stick Puppets Rubric (p. 12T4)

Use the following rubric to score children's work:

4	Child completes the stick puppets and actively and appropriately uses them during the retelling of <i>Goldilocks and the Three Bears</i> .
3	Child completes the stick puppets and uses them during the retelling of <i>Goldilocks and the Three Bears</i> .
2	Child makes an effort to complete the stick puppets and uses them during the retelling of <i>Goldilocks and the Three Bears</i> with encouragement.
1	Child requires assistance to complete the stick puppets and uses them minimally during the retelling of <i>Goldilocks and the Three Bears</i> .

Kindergarten, Unit 2

Lesson 1 What are symbols?

Symbols in Our Lives handout (p.16T3)

Row 1: Child should circle and color the Statue of Liberty.

Row 2: Child should circle and color the Liberty Bell.

Row 3: Child should circle and color the bald eagle.

Row 4: Child should circle and color the United States flag.

National and State Symbols Rubric (p. 16T4)

Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. Child correctly identifies all symbols as national or state symbols.
3	Child participates in most elements of the activity. Child identifies most symbols as national or state symbols.
2	Child participates, with encouragement, in some elements of the activity. Child identifies some symbols as national or state symbols.
1	Child participates minimally in the activity. Child is unable to identify symbols as national or state symbols.

Kindergarten, Unit 3

Lesson 1 What jobs do people do?

Community Workers Past and Present Rubric (p. 20T3)

Students should make the following matches:

Occupation	Past	Present
Teacher	<i>Row 2, Column 3</i>	<i>Row 1, Column 1</i>
Police Officer	<i>Row 2, Column 4</i>	<i>Row 1, Column 2</i>
Delivery Person	<i>Row 3, Column 1</i>	<i>Row 1, Column 3</i>
Fire Person	<i>Row 3, Column 2</i>	<i>Row 1, Column 4</i>
Doctor	<i>Row 3, Column 3</i>	<i>Row 2, Column 1</i>
Farmer	<i>Row 3, Column 4</i>	<i>Row 2, Column 2</i>

Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. Child easily matches all of the “past” and “present” pairs of workers.
3	Child participates in most elements of the activity. Child matches most of the “past” and “present” pairs of workers.
2	Child participates, with encouragement, in some elements of the activity. Child matches some of the “past” and “present” pairs of workers.
1	Child participates minimally in the activity. Child matches few of the “past” and “present” pairs of workers.

What Work Do I Do? handout (p. 20T4)

- Child should draw a line from the first left picture to the second right picture.
- Child should draw a line from the second left picture to the fifth right picture.
- Child should draw a line from the third left picture to the first right picture.
- Child should draw a line from the fourth left picture to the third right picture.
- Child should draw a line from the fifth left picture to the fourth right picture.

Kindergarten, Unit 4

Lesson 1 How can you find things?

House and Tree handout (p. 24T4)

- Child should draw a flower near the tree.
- Child should draw a ball far away from the house.
- Child should draw a cat to the right of the tree.
- Child should draw a car to the left of the house.
- Child should draw a boy in front of the house.
- Child should draw a girl behind the tree.

Lesson 2 Is it land or water?

Balloon Globe Rubric (p. 28T2)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child easily identifies which areas of Earth are land and which are water.
3	Child participates in most elements of the activity. Child identifies which areas of Earth are land and which are water.
2	Child participates, with encouragement, in some elements of the activity. With some assistance, child identifies which areas of Earth are land and which are water.
1	Child participates minimally in the activity. Child is not able to identify which areas of Earth are land and which are water without full assistance.

Kindergarten, Unit 4 (continued)

Lesson 3 What symbols do you know?

Traffic Signs Rubric (p. 32T3)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child quickly holds up the appropriate traffic sign as each is reviewed.
3	Child participates in most elements of the activity. Child holds up the appropriate traffic sign as each is reviewed.
2	Child participates, with encouragement, in some elements of the activity. With encouragement, child holds up the appropriate traffic sign as each is reviewed.
1	Child participates minimally in the activity. Child does not hold up the appropriate traffic sign as each is reviewed.

Map Master handout (p. 32T4)

- Child should draw a car on the road.
- Child should draw a fish in the water.
- Child should color the land green.
- Child should color the water blue.
- Child should add a symbol for Big City.

Lesson 4 How can we show a neighborhood?

Neighborhood Model Rubric (p. 36T2)

Use the following rubric to score children's work:

4	Child actively participates in all elements of the activity. Child easily explains the concept of a neighborhood model.
3	Child participates in most elements of the activity. Child is able to talk about the concept of a neighborhood model.
2	Child participates, with encouragement, in some elements of the activity. Child is able to talk about some elements of a neighborhood model.
1	Child participates minimally in the activity. Child is unable to talk about any elements of a neighborhood model.

Kindergarten, Unit 4 (continued)

Lesson 5 What happens at school?

School Worker Interview Rubric (pp. 40T3–T4)

Use the following rubric to score children’s work:

4	Child actively participates in the brainstorming session. Child records most of the information on the interview handout and description sheet.
3	Child participates in the brainstorming session. Child records some of the information on the interview handout and description sheet.
2	Child participates, with encouragement, in the brainstorming session. Child records limited information for the interview handout and description sheet.
1	Child participates minimally in the brainstorming session. Child is unable to record any information for the interview handout and description sheet.

Kindergarten, Unit 5

Lesson 1 How can we show time?

Days and Months Rubric (pp. 44T3–T4)

Children should color and cut out the cars from the *Days of the Week Train* handout (p. 44T3) before placing them in the correct order. Use the following rubric to score children’s work:

4	Child’s work is neat. Child easily places the days of the week and the months of the year in the correct order.
3	Child’s work is mostly neat. Child places the days of the week and the months of the year in the correct order with some prompting.
2	Child’s work is somewhat neat. With assistance, child places the days of the week and the months of the year in the correct order.
1	Child’s work is not neat. Child is unable to place the days of the week and the months of the year in the correct order without full assistance.

Kindergarten, Unit 6

Lesson 1 What is a holiday?

Holiday Calendar Rubric (p. 48T2)

Children should follow teacher instructions on how to properly arrange the months of the year on the construction paper. Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity. Child easily matches the holiday images with the appropriate months of the year. Child’s work is neat.
3	Child participates in most elements of the activity. Child matches most of the holiday images with the appropriate months of the year. Child’s work is generally neat.
2	Child participates, with encouragement, in some elements of the activity. Child matches some of the holiday images with the appropriate months of the year. Child’s work is somewhat neat.
1	Child participates minimally in the activity. Child is unable to match the holiday images with the appropriate months of the year. Child’s work is not neat.

Lesson 2 Who are people in history?

Famous Americans Rubric (p. 52T2)

Use the following rubric to score children’s work:

4	Child actively participates in all elements of the activity and shares many facts about the historical figure.
3	Child participates in most elements of the activity and shares sufficient facts about the historical figure.
2	Child participates, with encouragement, in some elements of the activity and shares minimal facts about the historical figure.
1	Child participates minimally in the activity and is unable to remember any facts about the historical figure.

Kindergarten, Unit 6 (continued)

Lesson 3 How have things changed?

Children should be able to verbally describe the changes they see in the “past” and “present” card pictures.