



**Alaska State Early Learning Standards  
Alignment to Starfall**

**Domain One - Physical Well-Being, Health, and Motor Development**

**Motor Development: Gross Motor Skills**

**Goal 1: Children Demonstrate Strength and Coordination of Large Motor Muscles**

Alaska Standards	Starfall Pre K 4 Alignment
Runs with an even gait and with few falls	<b>Teacher's Guide p. 175</b> - Hens and Chickens <b>Teacher's Guide p. 251</b> - Outside Activity <b>Teacher's Guide p. 365</b> - "Run, Hop, and Slither"
Hops on each foot separately without support	<b>Teacher's Guide p. 73</b> - Outside Activity <b>Teacher's Guide p. 260</b> - Warm Up Your Brain <b>Teacher's Guide p. 365</b> - "Run, Hop and Slither"
Maintains balance while bending, twisting, or stretching	<b>Teacher's Guide p. 57</b> - Warm Up Your Brain <b>Teacher's Guide p. 65</b> - Warm Up Your Brain <b>Teacher's Guide p. 69</b> - Warm Up Your Brain
Walks up and down stairs while holding an object in one or both hands	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Harvest Obstacle Course <b>Teacher's Guide p. 263</b> - Warm Up Your Brain <b>Teacher's Guide p. 282</b> - Warm Up Your Brain
Moves body into position to catch a ball, then throws the ball in the right direction	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 273</b> - Outside Activity <b>Teacher's Guide p. 509</b> - Ball Toss /g/
Kicks large ball to a given point with some accuracy	<b>Teacher's Guide Seasonal Holidays</b> - Games (throughout Seasonal Holidays Activities) <b>Teacher's Guide</b> - Outside Activities (daily)
Able to alternate weight and feet while skipping or using stairs	<b>Teacher's Guide p. 282</b> - Warm Up Your Brain <b>Starfall.com</b> - Songs and Rhymes: Aiken Drum (alternates feet as in climbing stairs) <b>Starfall.com</b> - Songs and Rhymes: Volume 1 - "Hens Are Marching"

Throws a medium-size ball with some accuracy	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 147</b> - "Name It" <b>Teacher's Guide p. 509</b> - Alphabet Toss
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**Motor Development : Fine Motor Skills**

**Goal 2: Children Demonstrate Strength and Coordination of Small Motor Muscles**

Alaska Standards	Starfall Pre K 4 Alignment
Removes and replaces easy-to-open container lids	<b>Teacher's Guide</b> - Lunch (daily) <b>Teacher's Guide</b> - Snack (daily) <b>Teacher's Guide</b> - Learning Centers (lids on manipulative containers)
Folds paper and makes paper objects (e.g., airplanes, origami), with assistance	<b>Teacher's Guide Seasonal Holidays p. 49</b> - Mexican Flag <b>Teacher's Guide p. 226</b> - Art Center <b>Teacher's Guide p. 570</b> - Create Butterflies
Cuts, draws, glues with materials provided	<b>Teacher's Guide p. 226</b> - Art Center <b>Teacher's Guide p. 498</b> - Make Name Trains <b>Teacher's Guide p. 512</b> - Art Center
Ties knots and shoe laces, with assistance	<b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Small Group & Exploration (daily) <b>Teacher's Guide</b> - Outside Activities (daily)
Prints some letters in own name	<b>Teacher's Guide p. 17</b> - Create Photo Pages <b>Teacher's Guide p. 77</b> - Writing Center <b>Teacher's Guide p. 498</b> - Make Name Trains
Buttons large buttons on clothing	<b>Teacher's Guide Seasonal Holidays p. 7</b> - Season Dress Up <b>Teacher's Guide p. 255</b> - Dramatic Play Center <b>Teacher's Guide p. 277</b> - Dramatic Play Center
Tears tape off a dispenser without letting the tape get stuck to itself, most of the time	<b>Teacher's Guide</b> - Art Center (as needed) <b>Teacher's Guide</b> - Small Group & Exploration (as needed) <b>Teacher's Guide</b> - Writing Center (as needed)
Puts together and pulls apart manipulatives (e.g., Legos, beads for stringing and sewing, Lincoln Logs) appropriately	<b>Teacher's Guide Seasonal Holidays p. 27</b> - Chinese Abacus <b>Teacher's Guide Seasonal Holidays p. 31</b> - Heart Lacing <b>Teacher's Guide Seasonal Holidays p. 52</b> - Special Person Puzzle

**Motor Development : Sensorimotor Skills**

**Goal 3: Children Use Their Senses: Sight, Hearing, Smell, Taste, and Touch, to Guide and Integrate Their Interactions**

Alaska Standards	Starfall Pre K 4 Alignment
Hits a medium-size ball (6" to 8") with a bat with some consistency	<b>Teacher's Guide</b> - Outside Activities <b>Teacher's Guide</b> - (follow policies and procedures of school district regarding use of bats)
Catches a ball thrown from a distance of five to ten feet	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 273</b> - Outside Activity <b>Teacher's Guide p. 509</b> - Alphabet Toss/Ball Toss
Manipulates simple puppets	<b>Teacher's Guide p. 71</b> - Dramatize "Mr. Bunny's Carrot Soup" <b>Teacher's Guide p. 151</b> - Dramatic Play Center <b>Teacher's Guide p. 452</b> - Create Puppets
Carries a glass of water or juice across the room without spilling it	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Pumpkin Juice <b>Teacher's Guide Seasonal Holidays p. 25</b> - Banana Blizzards <b>Teacher's Guide Seasonal Holidays p. 53</b> - Mother's Day Tea
Enjoys vigorous, active play combined with social contact and game rules (e.g., freeze tag, hide and seek, snow play)	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Harvest Obstacle Course <b>Teacher's Guide Seasonal Holidays p. 39</b> - Jump Over the Puddle <b>Teacher's Guide p. 437</b> - Follow the Leader

**Physical Development: Physical Fitness**

**Goal 4: Children Demonstrate the Stamina and Energy to Participate in Daily Activities**

Alaska Standards	Starfall Pre K 4 Alignment
Runs 50 to 75 yards without stopping	<b>Teacher's Guide Seasonal Holidays p. 47</b> - Recycle Relay <b>Teacher's Guide p. 25</b> - "Fox, Fox, Gingerbread Boy" <b>Teacher's Guide p. 365</b> - "Run, Hop, Slither"
Engages in physical activities for at least 60 minutes throughout each day	<b>Teacher's Guide p. 137</b> - Warm Up Your Brain <b>Teacher's Guide p. 411</b> - Move Like a Dinosaur <b>Teacher's Guide</b> - Outside Activities (daily)

Initiates physical activities (e.g., movement games with other children, dancing to music)	<b>Teacher’s Guide p. 47</b> - “Simon Says” <b>Teacher’s Guide p.123</b> - “Red Light, Green Light” <b>Teacher’s Guide p. 175</b> - Outside Activities
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**Physical Development: Physical Fitness**

**Goal 5: Children Engage in a Variety of Physical Activities**

Alaska Standards	Starfall Pre K 4 Alignment
Regularly participates in physical activity (e.g., walks, dances, plays organized or informal sports)	<b>Teacher’s Guide Seasonal Holidays p .26</b> - Chinese Ribbon Dance <b>Teacher’s Guide p. 343</b> - “Horseshoes” <b>Teacher’s Guide p. 419</b> - Dinosaur Dance
Helps with physical chores (e.g., raking leaves, sweeping the floor, carrying laundry, putting away toys)	<b>Teacher’s Guide Seasonal Holidays p. 27</b> - Clean Up! <b>Teacher’s Guide p. 9</b> - Learning Centers Lesson <b>Teacher’s Guide p. 112</b> - Helping Your Family
Participates in cooperative games with peers	<b>Teacher’s Guide Seasonal Holidays p. 12</b> - Apple Toss <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Recycle Relay <b>Teacher’s Guide p. 123</b> - “Red Light, Green Light”

**Health and Personal Care: Daily Living Skills**

**Goal 6: Children Demonstrate Personal Health and Hygiene Skills**

Alaska Standards	Starfall Pre K 4 Alignment
Brushes teeth and attempts flossing with supervision, and then allows assistance to complete process	<b>Teacher’s Guide pp. 205-206</b> - Let’s Stay Healthy <b>Teacher’s Guide p. 217</b> - Healthy Habits <b>Teacher’s Guide p. 218</b> - Warm Up Your Brain *Follow local and district policies and procedures
Washes face, without assistance	<b>Teacher’s Guide pp. 205-206</b> - Let’s Stay Healthy <b>Teacher’s Guide p. 217</b> - Healthy Habits <b>Teacher’s Guide p. 218</b> - Warm Up Your Brain *Follow local and district policies and procedures
Covers mouth and nose when coughing and sneezing with elbow or tissue	<b>Teacher’s Guide pp. 205-206</b> - Let’s Stay Healthy <b>Teacher’s Guide p. 212</b> - Let’s Stay Healthy: Let’s Stay Healthy: Germs <b>Teacher’s Guide p. 217</b> - Healthy Habits

**Health and Personal Care: Daily Living Skills**

**Goal 7: Children Practice Basic Personal Care Routines**

Alaska Standards	Starfall Pre K 4 Alignment
Uses fork, spoon, and (sometimes) a blunt table knife	<b>Teacher's Guide Seasonal Holidays p. 13</b> - Applesauce <b>Teacher's Guide Seasonal Holidays p. 20</b> - Pumpkin Pies <b>Teacher's Guide Seasonal Holidays p. 25</b> - Snowman Face Snack
Pours milk or juice easily and with minimal spills	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Pumpkin Juice <b>Teacher's Guide Seasonal Holidays p. 25</b> - Frozen Juice Igloo Popsicle <b>Teacher's Guide</b> - Snack (daily)
Dresses and undresses in easy pull-on clothes, without assistance	<b>Teacher's Guide Seasonal Holidays p. 7</b> - Season Dress Up <b>Teacher's Guide p. 151</b> - Dramatic Play Center <b>Teacher's Guide p. 325</b> - Dramatic Play Center
Ties single knot in shoelaces, with assistance	<b>Teacher's Guide p. 179</b> - Dramatic Play Center <b>Teacher's Guide p. 255</b> - Dramatic Play Center <b>Teacher's Guide p. 277</b> - Dramatic Play Center
Brushes and combs hair, with assistance	<b>Teacher's Guide pp. 205-206</b> - Let's Stay Healthy <b>Teacher's Guide p. 218</b> - Warm Up Your Brain <b>Teacher's Guide</b> - Morning Routines (daily) *Follow local and district policies and procedures to meet Alaska Early Learning Guidelines
Helps select clothes appropriate for the weather	<b>Teacher's Guide Seasonal Holidays p. 7</b> - Season Dress Up <b>Teacher's Guide p. 257</b> - Introduce Weather <b>Teacher's Guide p. 277</b> - Dramatic Play Center

**Health and Personal Care: Nutrition**

**Goal 8: Children Eat A Variety of Nutritious Foods**

Alaska Standards	Starfall Pre K 4 Alignment
Explains the primary function of certain foods (e.g., milk helps build strong bones)	<b>Teacher's Guide p. 55</b> - Introduce "Mr. Bunny's Carrot Soup" <b>Teacher's Guide pp. 78-79</b> - Introduce <i>Red</i> and <i>Orange</i> <b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i>

Recognizes foods from different food groups, with assistance	<b>Teacher's Guide pp. 59-60</b> - Make Carrot Soup <b>Teacher's Guide p. 90</b> - Make Fruit Salad <b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i>
Provides simple explanations for own and others' food allergies	<b>Teacher's Guide Seasonal Holidays p. 7</b> - Recipes <b>Teacher's Guide Seasonal Holidays p. 9</b> - Recipes <b>Teacher's Guide Seasonal Holidays p. 45</b> - Recipes

**Safety: Safe Practices**

**Goal 9: Children Make Safe Choices, Avoiding Harmful Objects and Situations**

Alaska Standards	Starfall Pre K 4 Alignment
Does not accept rides, food, or money from strangers	<b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i> <b>Teacher's Guide p. 243</b> - Teacher's Literature Choice: Safety <b>Teacher's Guide p. 244</b> - Review Safety
Understands that some practices may be personally dangerous (e.g., smoking, drinking alcohol, playing with matches, contact with germs and blood)	<b>Teacher's Guide pp. 212-213</b> - Let's Stay Healthy: Germs <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i> <b>Teacher's Guide p. 243</b> - Teacher's Literature Choice: Safety
Identifies local hazards (e.g., thin ice, wildlife, dogs, moving water, guns)	<b>Teacher's Guide p. 371</b> - Wild Animals <b>Teacher's Guide p. 243</b> - Teacher's Literature Choice: Safety <b>Teacher's Guide p. 244</b> - Review Safety
Identifies adults who can assist in dangerous situations (e.g., parent, teacher, police officer)	<b>Teacher's Guide pp. 157-158</b> - Dialing 911 <b>Teacher's Guide p. 199</b> - Outside Activity - Discuss Safety Rules <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i>

**Safety: Rules and Regulations**

**Goal 10: Children Demonstrate Awareness and understanding of Safety Rules**

Alaska Standards	Starfall Pre K 4 Alignment
Consistently follows safety rules	<b>Teacher's Guide p. 5</b> - Outside Activity - Safety Rules <b>Teacher's Guide p. 25</b> - Outside Activity - Review

	Safety Rules <b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i>
Understands why emergency drills are important	<b>Teacher's Guide p. 151</b> - Dramatic Play Center <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i> <b>Teacher's Guide p. 244</b> - Review Safety
Explains how to get help in emergency situations (e.g., calling 911, finding a police officer or responsible adult)	<b>Teacher's Guide pp. 157-158</b> - Dialing 911 <b>Teacher's Guide p. 160</b> - Get Low and Go <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i>
Demonstrates safety rules as engages in dramatic play (e.g., "Tell your doll to keep his fingers away from the hot stove so he does not get hurt.")	<b>Teacher's Guide p. 76</b> - Dramatic Play Center <b>Teacher's Guide p. 151</b> - Dramatic Play Center <b>Teacher's Guide p. 255</b> - Dramatic Play Center

## Domain Two: Social and Emotional Development

### Social Development: Interactions with Adults

#### Goal 11: Children Trust and Interact Comfortably with Familiar Adults

Alaska Standards	Starfall Pre K 4 Alignment
Interacts easily with familiar adults in the community (e.g., custodian, next-door neighbor, doctor, bus driver)	<b>Teacher's Guide Seasonal Holidays p. 15</b> - Treat a Nursing Home <b>Teacher's Guide pp. 129-130</b> - Introduce <i>Neighbors and Community</i> <b>Teacher's Guide p. 179</b> - Dramatic Play Center
Shows confidence and positive feelings about relationships with significant adults in addition to primary caregivers (e.g., teachers)	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day <b>Teacher's Guide p. 119</b> - Sharing Family Pictures
Confides in at least one adult	<b>Teacher's Guide</b> - Outside Activity (daily) <b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Exploration (daily) (Opportunities to confide in familiar adults should be available on a daily basis)
Interacts with adults respectfully and appropriately (e.g., does not interrupt when adult is speaking)	<b>Teacher's Guide p. 58</b> - "Please" and "Thank you" <b>Teacher's Guide p. 214</b> - Say "Thank You" <b>Teacher's Guide</b> - Gathering (daily)
Demonstrates knowledge of culturally specific	<b>Teacher's Guide p. 53</b> - The Friendship Ball

communication styles and their appropriate uses	<b>Teacher's Guide p. 58</b> - "Please" and "Thank you" <b>Teacher's Guide p. 214</b> - Say "Thank You"
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**Social Development: Interactions with Adults**

**Goal 12: Children Seek Assistance from Adults when Needed**

Alaska Standards	Starfall Pre K 4 Alignment
Seeks assistance from adults in the community (e.g., neighbor, bus driver, librarian)	<b>Teacher's Guide pp. 153-154</b> - Firefighters <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i> <b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1
Demonstrates understanding of when to bring issues to adult attention	<b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1 <b>Teacher's Guide pp. 241-242</b> - Safety: Review Fire Safety, and Introduce Strangers <b>Teacher's Guide p. 244</b> - Review Safety
Asks questions and checks with an adult before deviating from rules and routines	<b>Teacher's Guide pp. 222-245</b> - Week 10: Being Safe <b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Exploration (daily)

**Social Development: Interactions with Peers**

**Goal 13: Children Develop Friendships with Peers**

Alaska Standards	Starfall Pre K 4 Alignment
Gives social support to others (e.g., offers to help a peer who cannot find his/her toy)	<b>Teacher's Guide p. 22</b> - Share Photo Pages <b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 126</b> - Computer Center
Shows loyalty to friends	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 56</b> - Friendship Quilt <b>Teacher's Guide p. 127</b> - Dramatic Play Center
Follows suggestions given by a friend about how to proceed in their play	<b>Teacher's Guide p. 214</b> - Play "Concentration" <b>Teacher's Guide p. 396</b> - Play "High or Low" <b>Teacher's Guide p. 491</b> - Train Game
Has friends in different settings (e.g., neighborhood, school, extended family)	<b>Teacher's Guide p. 63</b> - A-Ticket, A-Tasket" <b>Teacher's Guide p. 105</b> - Introduce Grandmother <b>Teacher's Guide p. 111</b> - My Family
Maintains friendships with two or more peers	<b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World <b>Teacher's Guide p. 56</b> - Friendship Quilt <b>Teacher's Guide p. 57</b> - Warm Up Your Brain



Carries on conversations with peers	<b>Teacher's Guide p. 114</b> - Little Red Hen Makes Pancakes <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher's Guide p. 203</b> - Dramatic Play Center
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**Social Development: Interactions with Peers**

**Goal 14: Children Cooperate with Peers**

Alaska Standards	Starfall Pre K 4 Alignment
Shares materials and toys with other children	<b>Teacher's Guide p. 135</b> - The "Talking Stone" <b>Teacher's Guide p. 178</b> - Art Center <b>Teacher's Guide p. 488</b> - Math Center
Sustains interactions by cooperating, helping, sharing, and suggesting new ideas for play	<b>Teacher's Guide p. 396</b> - Play "High or Low" <b>Teacher's Guide p. 488</b> - Discovery Center <b>Teacher's Guide p. 491</b> - Train Game
Completes simple projects with other children	<b>Teacher's Guide p. 56</b> - Friendship Quilt <b>Teacher's Guide p. 144</b> - Review /t/ <b>Teacher's Guide p. 424</b> - Fossils
Plays different roles with children (e.g., leader, follower)	<b>Teacher's Guide p. 488</b> - Discovery Center <b>Teacher's Guide p. 489</b> - Warm Up Your Brain <b>Teacher's Guide pp. 492-493</b> - "I've Been Working on the Railroad"
Works with other children to overcome challenges	<b>Teacher's Guide p. 441</b> - Dramatic Play <b>Teacher's Guide p. 473</b> - Big Machines <b>Teacher's Guide p. 476</b> - Estimate Rolling Speed

**Social Development: Interactions with Peers**

**Goal 15: Children Demonstrate Positive Negotiation Skills**

Alaska Standards	Starfall Pre K 4 Alignment
Uses multiple strategies to resolve conflicts (e.g., attempts to communicate and then seeks assistance)	<b>Teacher's Guide p. 109</b> - "Did the Little Red Hen Do the Right Thing?" <b>Teacher's Guide p. 299</b> - Dramatic Play Center <b>Teacher's Guide p. 488</b> - Discovery Center
Attempts to settle disputes or solve problems with another child through negotiation, addressing own rights as well as the other child's needs, with	<b>Teacher's Guide p. 396</b> - Play "High or Low" <b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn"

assistance	<b>Teacher's Guide p. 491</b> - Train Game
Uses and accepts compromise with assistance	<b>Teacher's Guide p. 144</b> - Review /t/ <b>Teacher's Guide p. 369</b> - Dramatic Play Center <b>Teacher's Guide p. 415</b> - Dramatic Play Center
Demonstrates beginning understanding of others' intentions or motives	<b>Teacher's Guide p. 107</b> - How Does the Little Red Hen Feel? <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide pp. 397-398</b> - Ways People Feel

**Social Development: Adaptive Social Behavior**

**Goal 16: Children Demonstrate Awareness of Behavior and Its Effects**

Alaska Standards	Starfall Pre K 4 Alignment
Describes how own actions make others feel and behave	<b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher's Guide pp. 397-398</b> - Ways People Feel <b>Teacher's Guide p. 400</b> - Sequence the Ugly Duckling
Cooperates with peers to complete a project with little conflict	<b>Teacher's Guide p. 361</b> - Compare Small, Medium, and Large <b>Teacher's Guide p. 369</b> - Dramatic Play Center <b>Teacher's Guide p. 488</b> - Discovery Center
Engages in empathetic, caring behavior so others respond positively	<b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World <b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends <b>Teacher's Guide p. 102</b> - Computer Center
Explains his/her response to others' actions and feelings (e.g., "I gave her a hug because she was sad.")	<b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 192</b> - Gathering <b>Teacher's Guide pp. 397-398</b> - Ways People Feel
Guesses how own and others' behavior will influence responses	<b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher's Guide pp. 397-398</b> - Ways People Feel <b>Teacher's Guide p. 400</b> - Sequence the Ugly Duckling

**Social Development: Adaptive Social Behavior**

**Goal 17: Children Participate Positively in Group Activities**

Alaska Standards	Starfall Pre K 4 Alignment
Follows simple rules of participation in group activities	<b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide p. 135</b> - The "Talking Stone" <b>Teacher's Guide p. 313</b> - Pre-K Book Club
Participates cooperatively in large and small group activities (e.g., is sometimes a leader and sometimes a follower)	<b>Teacher's Guide p. 313</b> - Pre-K Book Club <b>Teacher's Guide p. 400</b> - Sequence the Ugly Duckling <b>Teacher's Guide</b> - Gathering (daily)
Participates in classroom and group routines (e.g., joins other children feeding the fish or building a structure)	<b>Teacher's Guide p. 127</b> - Construction Center <b>Teacher's Guide p. 127</b> - Discovery Center <b>Teacher's Guide p. 488</b> - Discovery Center
Willingly joins in the middle of an on-going group activity with friends	<b>Teacher's Guide p. 313</b> - Pre-K Book Club <b>Teacher's Guide</b> - Learning Centers - (daily) <b>Teacher's Guide</b> - Small Group & Exploration - (daily)
Invents and sets up activities that include more than one child	<b>Teacher's Guide p. 391</b> - Dramatic Play Center <b>Teacher's Guide p. 415</b> - Dramatic Play Center <b>Teacher's Guide p. 499</b> - A Plane Ride
Participates as a member of the audience, as well as an active participant in group activities	<b>Teacher's Guide p. 93</b> - Dramatize <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide p. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i> <b>Teacher's Guide p. 391</b> - Dramatic Play Center
Assigns roles to other children during group play	<b>Teacher's Guide p. 347</b> - Dramatic Play Center <b>Teacher's Guide p. 347</b> - Construction Center <b>Teacher's Guide p. 441</b> - Dramatic Play Center

**Social Development: Adaptive Social Behavior**

**Goal 18: Children Adapt to Diverse Settings**

Alaska Standards	Starfall Pre K 4 Alignment
Expresses anticipation of special events in different settings	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day <b>Teacher's Guide</b> - Gathering (daily)
Accommodates a variety of settings throughout the day	<b>Teacher's Guide p. 359</b> - Milk a Cow! <b>Teacher's Guide p. 543</b> - Carrot Experiment <b>Teacher's Guide p. 549</b> - Warm Up Your Brain

Anticipates diverse settings and what will be needed in them, with assistance (e.g., “We’re going to the park, so I’ll bring a ball.” “We’re going to the lake, so I’ll need my swimsuit.”)	<b>Teacher’s Guide p. 70</b> - Share Chair <b>Teacher’s Guide p. 111</b> - My Family <b>Teacher’s Guide p. 185</b> - Senses Walk
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**Social Development: Adaptive Social Behavior**

**Goal 19: Children Demonstrate Empathy for Others and the Natural World**

Alaska Standards	Starfall Pre K 4 Alignment
Communicates others’ feelings	<b>Teacher’s Guide pp. 46-71</b> - Week 3: Be a Good Friend <b>Teacher’s Guide</b> - Learning Centers - (daily) <b>Teacher’s Guide</b> - Outside Activities - (daily)
Comforts family members or friends who are not feeling well or are upset	<b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day <b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day <b>Teacher’s Guide</b> - Learning Centers - (daily)
Expresses excitement about special events and accomplishments of others within cultural context and expectations	<b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day <b>Teacher’s Guide p. 13</b> - <i>If You’re Happy and You Know It</i> <b>Teacher’s Guide p. 414</b> - Art Center
Volunteers to assist and comfort peers by using words and actions	<b>Teacher’s Guide Seasonal Holidays p. 33</b> - Different Eggs <b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World <b>Teacher’s Guide p. 70</b> - Share Chair
Adjusts plans in consideration of others’ wants and needs, at times	<b>Teacher’s Guide p. 102</b> - Computer Center <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher’s Guide pp. 187-188</b> - What Would You Do?
Expresses emotion in response to hurt person or animal	<b>Teacher’s Guide p. 229</b> - Safety: Inside School and on the Playground <b>Teacher’s Guide pp. 320-340</b> - Week 14: Pets <b>Teacher’s Guide pp. 397-398</b> - Ways People Feel
Treats the earth and living things with respect	<b>Teacher’s Guide Seasonal Holidays pp. 46-47</b> - Earth Day <b>Teacher’s Guide pp. 320-409</b> -Unit 5, Weeks 14-17: Animals Everywhere <b>Starfall.com</b> - Holiday Icon: “Every Day is Earth

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**Social Development: Appreciating Diversity**

**Goal 20: Children Recognize, Appreciate, and Respect Similarities and Differences in People**

Alaska Standards	Starfall Pre K 4 Alignment
Shows concern about fairness within peer group (e.g., “Everyone gets a turn.” “That’s not fair.”)	<b>Teacher’s Guide p. 313</b> - Pre-K Book Club <b>Teacher’s Guide p. 359</b> - Milk a Cow <b>Teacher’s Guide p. 582</b> - Play Alphabet Toss
Recognizes others’ abilities in certain areas (e.g., “Jamie sings really well.” “Marie is a fast runner.”)	<b>Teacher’s Guide Seasonal Holidays p. 51</b> - Mexican Hat Dance <b>Teacher’s Guide p. 268</b> - Create Rainy Day Illustrations <b>Teacher’s Guide p. 414</b> - Art Center
Names and accepts differences and similarities in preferences (e.g., food preferences or favorite play activities)	<b>Teacher’s Guide p. 13</b> - Learning Centers Activity <b>Teacher’s Guide p. 268</b> - Create Rainy Day Illustrations <b>Teacher’s Guide p. 313</b> - Pre-K Book Club
Notices that other children might use different words for the same object (e.g., “mother” is said differently in different languages)	<b>Teacher’s Guide Seasonal Holidays p. 8</b> - Grandparent’s Day <b>Teacher’s Guide pp. 105-106</b> - Introduce Grandmother <b>Teacher’s Guide p. 119</b> - Sharing Family Pictures
Examines a situation from another’s perspective	<b>Teacher’s Guide pp. 107-108</b> - How Does the Little Red Hen Feel? <b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher’s Guide p. 399</b> - Ways People Feel
Recognizes stereotypes and culturally or linguistically unfair or biased behavior	<b>Teacher’s Guide Seasonal Holidays p. 33</b> - Different Eggs <b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World <b>Starfall.com</b> - Talking Library, Nonfiction: <i>A Young Hero</i>

**Emotional Development: Self-Concept**

**Goal 21: Children Perceive Themselves as Unique Individuals**

Alaska Standards	Starfall Pre K 4 Alignment
Shares information about self with others	<b>Teacher’s Guide p. 22</b> - Share Photo Pages <b>Teacher’s Guide p. 53</b> - The Friendship Ball

	<b>Teacher's Guide p. 88</b> - Eye Color Graph
Knows some important personal information (e.g., telephone number)	<b>Teacher's Guide pp. 133-134</b> - Where We Live <b>Teacher's Guide p. 22</b> - Teacher's Literature Choice: Houses, Neighborhoods <b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1
Shows self-direction in actions	<b>Teacher's Guide p. 255</b> - Construction Center <b>Teacher's Guide p. 298</b> - Art Center <b>Teacher's Guide p. 369</b> - Writing Center
Works independently and interdependently, and shows pleasure from it	<b>Teacher's Guide p. 150</b> - Computer Center <b>Teacher's Guide p. 203</b> - Construction Center <b>Teacher's Guide p. 255</b> - Dramatic Play Center
Accepts responsibilities and follows through on them (e.g., helps with chores)	<b>Teacher's Guide p. 416</b> - Discovery Center <b>Teacher's Guide p. 539</b> - Plant Seeds <b>Teacher's Guide p. 579</b> - Dramatic Play Center
Requests quiet time and space	<b>Teacher's Guide p. 203</b> - Library Center <b>Teacher's Guide p. 276</b> - Computer Center <b>Teacher's Guide p. 416</b> - Writing Center

### Emotional Development: Self-Concept

#### Goal 22: Children Demonstrate Awareness of Their Abilities, Characteristics, and Preferences

Alaska Standards	Starfall Pre K 4 Alignment
Describes self using several physical and behavioral characteristics (e.g., "I am tall and I can reach up high.")	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Harvest Obstacle Course <b>Teacher's Guide p. 88</b> - Eye Color Graph <b>Teacher's Guide p. 217</b> - How Tall Are You?
Describes own skills and abilities in certain areas (e.g., "I like to paint.")	<b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher's Guide p. 255</b> - Writing Center <b>Teacher's Guide p. 488</b> - Discovery Center
Suggests games and activities that demonstrate own preferences and abilities (e.g., sets up a game of catch)	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 298</b> - Computer Center <b>Teacher's Guide</b> - Outside Activities (daily)
Differentiates between preferences for self and others (e.g., "I like to play with dolls and she likes to play with toy animals.")	<b>Teacher's Guide p. 13</b> - Learning Centers Activity <b>Teacher's Guide p. 23</b> - What Animal Would You Bring to School? <b>Teacher's Guide p. 487</b> - Dramatic Play Center

### Emotional Development: Self-Efficacy

**Goal 23: Children Demonstrate Belief in Their Abilities**

Alaska Standards	Starfall Pre K 4 Alignment
Takes on new tasks and improves skills with practice (e.g., wheeling self in wheelchair)	<b>Teacher's Guide Seasonal Holidays p. 40</b> - Ping-Pong Game <b>Teacher's Guide p. 204</b> - Discovery Center <b>Teacher's Guide p. 441</b> - Construction Center
Expresses delight over a successful project and wants others to like it too	<b>Teacher's Guide p. 128</b> - Discovery Center <b>Teacher's Guide p. 281</b> - Create Paper Suns <b>Teacher's Guide p. 488</b> - Discovery Center
Starts a task and works on it until finished	<b>Teacher's Guide p. 498</b> - Make Name Trains <b>Teacher's Guide p. 556</b> - Art Center <b>Teacher's Guide p. 567</b> - Create the Butterfly Life Cycle

**Emotional Development: Self-Control**

**Goal 24: Children Understand and Follow Rules and Routines**

Alaska Standards	Starfall Pre K 4 Alignment
Engages in and completes simple routines without assistance (e.g., puts coat on to go outside to play)	<b>Teacher's Guide</b> - Gathering (daily) <b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Small Group & Exploration (daily)
Child with a special health care need participates in own care routines	<b>Teacher's Guide</b> - Snack (daily) <b>Teacher's Guide pp. 212-213</b> - Let's Stay Healthy: Germs (Refer to Individualized Education Plan for specific expectations)
Follows rules in different settings (e.g., lowers voice when enters library)	<b>Teacher's Guide p. 19</b> - Learning Centers Activity <b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide p. 69</b> - Review Rules
Applies rules in new but similar situations	<b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i> <b>Teacher's Guide pp. 233-234</b> - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i> <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and <i>Introduce Strangers</i>
Explains simple family or classroom rules to others	<b>Teacher's Guide pp. 112-113</b> - Helping Your Family <b>Teacher's Guide pp. 222-243</b> - Week 10: Being Safe <b>Starfall.com</b> - Talking Library: Backpack Bear Learns the Rules

**Emotional Development: Self-Control**

**Goal 25: Children Regulate Their Feelings and Impulses**

Alaska Standards	Starfall Pre K 4 Alignment
Expresses self in safe and appropriate ways (e.g., expresses anger or sadness without fights)	<b>Teacher's Guide p. 5</b> - Outside Activity - Safety Rules <b>Teacher's Guide p. 69</b> - Review Rules <b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School</i> and <i>On the Playground</i>
Shows ability to control destructive impulses, with guidance	<b>Teacher's Guide p. 144</b> - Review /t/ <b>Teacher's Guide p. 396</b> - Play "High or Low" <b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn"
Seeks peaceful resolution to conflict	<b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World <b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?" <b>Teacher's Guide pp. 187-188</b> - What Would You Do?
Modifies behavior and expression of emotions for different environments	<b>Teacher's Guide Seasonal Holidays p. 5</b> - The Listening Walk <b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide p. 229</b> - Safety: <i>Inside School</i> and <i>On the Playground</i>
Stops and listens to instructions before jumping into activity, with guidance	<b>Teacher's Guide p. 23</b> - What Animal Would You Bring to School? <b>Teacher's Guide p. 116</b> - "The Farmer in the Dell" <b>Teacher's Guide p. 359</b> - Milk a Cow!

**Emotional Development: Emotional Expression**

**Goal 26: Children Express Appropriately a Range of Emotions**

Alaska Standards	Starfall Pre K 4 Alignment
Expresses feelings through play	<b>Teacher's Guide Seasonal Holidays p. 7</b> - Leaf Dancing <b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 168</b> - Share Chair (compliments others)
Shares own excitement with peers, caregivers, and adults	<b>Teacher's Guide p. 16</b> - Emotions: <i>Excited</i> and <i>Silly</i> <b>Teacher's Guide p. 128</b> - Discovery Center



	<b>Teacher's Guide p. 178</b> - Art Center
Acknowledges sadness about loss (e.g., change in caregiver, divorce, or death)	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i> <b>Teacher's Guide p. 111</b> - My Family
Does not inhibit emotional expression (e.g., cries when feels sad)	<b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day <b>Teacher's Guide p. 111</b> - Teacher's Literature Choice: Families <b>Teacher's Guide p. 277</b> - Dramatic Play Center
Names some levels of emotion (e.g., frustrated, angry)	<b>Teacher's Guide p. 16</b> - Emotions: <i>Excited</i> and <i>Silly</i> <b>Teacher's Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i> <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions

### Domain Three - Approaches to Learning

#### Learning Approaches: Curiosity and Interest

#### Goal 27: Children are Curious About and Interested in Learning New Things and Having New Experiences

Alaska Standards	Starfall Pre K 4 Alignment
Engages in discussions about new events and occurrences (e.g., "Why did this happen?")	<b>Teacher's Guide p. 128</b> - Discovery Center <b>Teacher's Guide p. 152</b> - Discovery Center <b>Teacher's Guide p. 180</b> - Discovery Center
Asks questions about changes in his/her world	<b>Teacher's Guide p. 260</b> - How Clouds Are Formed <b>Teacher's Guide p. 301</b> - Introduce Earth <b>Teacher's Guide p. 419</b> - Dinosaur Dance
Shows enthusiasm for field trips and other outings to new places	<b>Teacher's Guide Seasonal Holidays p. 5</b> - The Listening Walk <b>Teacher's Guide Seasonal Holidays p. 7</b> - Fall Walk <b>Teacher's Guide pp. 185-186</b> - Senses Walk
Looks for new information and wants to know more about personal interests, with assistance	<b>Teacher's Guide p. 50</b> - Library Center <b>Teacher's Guide p. 255</b> - Dramatic Play Center <b>Teacher's Guide p. 324</b> - Library Center
Develops increasing complexity and persistence	<b>Teacher's Guide p. 325</b> - Construction Center

in using familiar materials	<b>Teacher's Guide p. 347</b> - Dramatic Play Center <b>Teacher's Guide p. 392</b> - Discovery Center
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**Learning Approaches: Initiative**

**Goal 28: Children Demonstrate Initiative**

Alaska Standards	Starfall Pre K 4 Alignment
Chooses to work on a project because the activity is of personal interest	<b>Teacher's Guide p. 406</b> - Sink or Float? <b>Teacher's Guide p. 441</b> - Dramatic Play Center <b>Teacher's Guide p. 452</b> - Create Puppets
Invents projects and works on them with little assistance	<b>Teacher's Guide Seasonal Holidays p. 34</b> - Be an Inventor <b>Teacher's Guide p. 441</b> - Construction Center <b>Teacher's Guide p. 488</b> - Discovery Center
Forms a plan for an activity and acts on it	<b>Teacher's Guide Seasonal Holidays p. 34</b> - Be an Inventor <b>Teacher's Guide p. 487</b> - Dramatic Play Center <b>Teacher's Guide p. 488</b> - Discovery Center
Tells the difference between appropriate and inappropriate (or dangerous) risk-taking, with assistance	<b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i> <b>Teacher's Guide pp. 233-234</b> - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i> <b>Teacher's Guide pp. 237-238</b> - Safety: <i>Tub and Shower and At the Pool</i>
Engages in role play	<b>Teacher's Guide p. 325</b> - Dramatic Play Center <b>Teacher's Guide p. 369</b> - Dramatic Play Center <b>Teacher's Guide p. 465</b> - Dramatic Play Center

**Learning Approaches: Persistence and Attentiveness**

**Goal 29: Children Sustain Attention to Tasks and Persist When Facing Challenges**

Alaska Standards	Starfall Pre K 4 Alignment
Maintains interest in a project or activity until finished	<b>Teacher's Guide p. 81</b> - Make an Art Collage <b>Teacher's Guide p. 139</b> - Create a Neighborhood Scene <b>Teacher's Guide p. 262</b> - Make Weather Plates
Sets goals and follows through on plans, with assistance	<b>Teacher's Guide Seasonal Holidays p. 34</b> - Be an Inventor <b>Teacher's Guide p. 441</b> - Construction Center <b>Teacher's Guide p. 487</b> - Dramatic Play Center
Sustains attention while peers and adults are the	<b>Teacher's Guide p. 119</b> - Sharing Family Pictures

focus of attention (e.g., pays attention during storytelling or “show and tell”)	<b>Teacher’s Guide p. 168</b> - Share Chair <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i>
Works on a task over a period of time, leaving and returning to it (e.g., block structure)	<b>Teacher’s Guide p. 202</b> - Art Center <b>Teacher’s Guide p. 255</b> - Construction Center <b>Teacher’s Guide p. 299</b> - Dramatic Play Center
Shifts attention back to activity at hand after being distracted	<b>Teacher’s Guide p. 53</b> - The Friendship Ball <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher’s Guide p. 188</b> - Form Playdough Letters
Focuses on projects despite distractions	<b>Teacher’s Guide p. 63</b> - “A-Tisket, A-Tasket” <b>Teacher’s Guide p. 396</b> - Play “High or Low” <b>Teacher’s Guide p. 431</b> - Recognizing Letters “My Turn, Your Turn”
Accepts reasonable challenges and continues through frustration	<b>Teacher’s Guide p. 144</b> - Review /t/ <b>Teacher’s Guide p. 281</b> - Create Paper Suns <b>Teacher’s Guide p. 498</b> - Make Name Trains
Cooperates with a peer or adult on a task	<b>Teacher’s Guide p. 313</b> - Pre-K Book Club <b>Teacher’s Guide p. 396</b> - Play “High or Low” <b>Teacher’s Guide p. 582</b> - Play Alphabet Toss

### Learning Approaches: Creativity and Inventiveness

#### Goal 30: Children Approach Daily Activities with Creativity and Inventiveness

Alaska Standards	Starfall Pre K 4 Alignment
Uses dramatic or symbolic play to pretend	<b>Teacher’s Guide Seasonal Holidays p. 24-</b> Musical Hibernation Game <b>Teacher’s Guide p. 103</b> - Dramatic Play Center <b>Teacher’s Guide p. 255</b> - Dramatic Play Center
Combines activities, materials, and equipment in new ways (e.g., builds tent by using sheet or blanket around table)	<b>Teacher’s Guide p. 144</b> - Review /t/ <b>Teacher’s Guide p. 299</b> - Dramatic Play Center <b>Teacher’s Guide p. 415</b> - Dramatic Play Center
Completes projects differently from other children (e.g., uses a unique approach in block structures and paintings)	<b>Teacher’s Guide p. 415</b> - Construction Center <b>Teacher’s Guide p. 449</b> - Construct a House <b>Teacher’s Guide p. 487</b> - Construction Center
Makes changes to a familiar story by adding actions or characters	<b>Teacher’s Guide p. 240</b> - Draws Goldilocks with the Three Bears <b>Teacher’s Guide p. 441</b> - Writing Center <b>Teacher’s Guide p. 453</b> - What Happens After
Represents reality in a variety of ways (e.g., pretend play, drawing)	<b>Teacher’s Guide Seasonal Holidays p. 27</b> - Fireworks

	<p><b>Teacher’s Guide p. 139</b> - Create a Neighborhood Scene</p> <p><b>Teacher’s Guide p. 268</b> - Create Rainy Day Illustrations</p>
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**Learning Approaches: Reflection and Interpretation**

**Goal 31: Children Learn from Their Experiences**

Alaska Standards	Starfall Pre K 4 Alignment
Uses a variety of methods to express thoughts and ideas (e.g., discussion, art activities)	<p><b>Teacher’s Guide p. 85</b> - Draw and Write About Dragons</p> <p><b>Teacher’s Guide p. 414</b> - Art Center</p> <p><b>Teacher’s Guide p. 415</b> - Dramatic Play Center</p>
Demonstrates long-term memory of meaningful events and interesting ideas	<p><b>Teacher’s Guide p. 119</b> - Sharing Family Pictures</p> <p><b>Teacher’s Guide p. 515</b> - Things We Can Do</p> <p><b>Teacher’s Guide p. 559</b> - Growing and Changing</p>
Describes or acts out a memory of a situation or action	<p><b>Teacher’s Guide pp. 112-113</b> - Helping Your Family</p> <p><b>Teacher’s Guide pp. 57-58</b> - It’s Raining!</p> <p><b>Teacher’s Guide p. 214</b> - Say “Thank You”</p>
Seeks information for further understanding	<p><b>Teacher’s Guide p. 281</b>- Teacher’s Literature Choice: Day and Night</p> <p><b>Teacher’s Guide p. 304</b>- The Solar System</p> <p><b>Teacher’s Guide p. 401</b>- Introduce Ocean Animals</p>
Uses multiple sources of information to complete projects and acquire new information, with assistance	<p><b>Teacher’s Guide Seasonal Holidays pp. 46-47</b> - Earth Day</p> <p><b>Teacher’s Guide p. 254</b> - Art Center</p> <p><b>Teacher’s Guide p. 299</b> - Dramatic Play Center</p>
Plans activities and sets goals based on past experience	<p><b>Teacher’s Guide p. 268</b> - Create Rainy Day Illustrations</p> <p><b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed</p> <p><b>Teacher’s Guide p. 488</b> - Discovery Center</p>
Demonstrates beginning understanding of what others are thinking, their intentions, or motivations	<p><b>Teacher’s Guide pp. 187-188</b> - What Would You Do?</p> <p><b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions</p> <p><b>Teacher’s Guide pp. 397-398</b> - Ways People Feel</p>

**Domain Four: Cognition and General Knowledge**

**Reasoning: Causation**

**Goal 32: Children Demonstrate Awareness of Cause and Effect**

Alaska Standards	Starfall Pre K 4 Alignment
Structures experiments to see how changes in one factor influence changes in others (e.g., see how boot size relates to depth of puddle wading), with assistance	<b>Teacher's Guide p. 473</b> - Big Machines <b>Teacher's Guide p. 476</b> - Estimate Rolling Speed <b>Teacher's Guide p. 488</b> - Discovery Center
Attempts to explain how things might change, given changes in circumstances (e.g., "When it's cloudy, it might rain.")	<b>Teacher's Guide p. 260</b> - How Clouds Are Formed <b>Teacher's Guide pp. 263-264</b> - Weather: Cause and Effect <b>Teacher's Guide pp. 279-280</b> - Day and Night
Explains reasons why simple events occurred (e.g., "Carlos isn't here today because he got sick yesterday.")	<b>Teacher's Guide pp. 212-213</b> - Let's Stay Healthy: Germs <b>Teacher's Guide p. 215</b> - Let's Stay Healthy: Sleep and Water <b>Teacher's Guide</b> - Gathering (daily)

**Reasoning: Critical and Analytic Thinking**

**Goal 33: Children Compare, Contrast, Examine, and Evaluate Experiences, Tasks, and Events**

Alaska Standards	Starfall Pre K 4 Alignment
Identifies characteristics for comparison (e.g., size, color)	<b>Teacher's Guide Seasonal Holidays p. 33</b> - Different Eggs <b>Teacher's Guide pp. 88-89</b> - Eye Color Graph <b>Teacher's Guide p. 218</b> - Order and Compare Short to Tall
Compares the main characters or events of stories	<b>Teacher's Guide p. 41</b> - Gingerbread Story Comparison <b>Teacher's Guide p. 118</b> - "The Little Red Hen" Comparison <b>Teacher's Guide p. 481</b> - Pre-K Book Club
Describes experiences using comparative language (e.g., "Today's walk was longer than yesterday's.")	<b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph: Partner Sharing <b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" <b>Teacher's Guide p. 291</b> - "My Favorite Season"
Considers peers' observations and perspectives when making decisions	<b>Teacher's Guide pp. 107-108</b> - How Does the Little Red Hen Feel?, <b>p. 109</b> - "Did the Little Red Hen Do the Right Thing?" <b>Teacher's Guide p. 144</b> - Review /t/ <b>Teacher's Guide p. 299</b> - Dramatic Play Center

Explains how he/she made simple decisions	<b>Teacher’s Guide p. 127</b> - Writing Center <b>Teacher’s Guide p. 227</b> - Construction Center <b>Teacher’s Guide p. 255</b> - Construction Center
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**Reasoning: Critical and Analytic Thinking**

**Goal 34: Children Use Past Knowledge to Build New Knowledge**

Alaska Standards	Starfall Pre K 4 Alignment
Restates understanding of a situation or problem in own words	<b>Teacher’s Guide pp. 107-108</b> - How Does the Little Red Hen Feel? <b>Teacher’s Guide p. 109</b> - “Did the Little Red Hen Do the Right Thing?” <b>Teacher’s Guide pp. 187-188</b> - What Would You Do?
Explains that a person stays the same, even though appearance is changed through masks, costumes, or makeup	<b>Teacher’s Guide Seasonal Holidays p. 15</b> - Dress Up <b>Teacher’s Guide Seasonal Holidays p. 26</b> - Masks on Parade <b>Teacher’s Guide p. 369</b> - Dramatic Play
Understands that words are made up of letters	<b>Teacher’s Guide pp. 113-114</b> - List <i>Bb</i> Words, ASL <i>Bb</i> <b>Teacher’s Guide p. 138</b> - List <i>Tt</i> Words, ASL <i>Tt</i> <b>Teacher’s Guide p. 167</b> - A Letter to the Elves
Recognizes the difference between squares and rectangles and circles and ovals	<b>Teacher’s Guide p. 40</b> - Compare Shapes <b>Teacher’s Guide pp. 66-67</b> - “Where’s the Shape?” <b>Starfall.com</b> - Math: Geometry and Measurement

**Reasoning: Problem Solving**

**Goal 35: Children Find Multiple Solutions to Questions, Tasks, Problems, and Challenges**

Alaska Standards	Starfall Pre K 4 Alignment
Works in a group to find a solution, building on the group’s problem solving strategies	<b>Teacher’s Guide p. 475</b> - Predictions: Roll or Slide <b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed <b>Teacher’s Guide p. 488</b> - Discovery Center
Demonstrates understanding of when something might be a problem or a challenge (e.g., “This puzzle’s going to be hard to do.”)	<b>Teacher’s Guide Seasonal Holidays p. 34</b> - Be an Inventor <b>Teacher’s Guide p. 128</b> - Discovery Center <b>Teacher’s Guide p. 488</b> - Discovery Center

**Reasoning: Representational Thought**

**Goal 36: Children Use Symbols to Represent Objects**

Alaska Standards	Starfall Pre K 4 Alignment
Uses physical objects to demonstrate vocabulary (e.g., creates two piles of blocks – one with “more” blocks, one with “less”)	<b>Teacher’s Guide p. 87</b> - Shape Patterns <b>Teacher’s Guide p. 103</b> - Construction Center <b>Teacher’s Guide p. 179</b> - Dramatic Play Center
Represents simple objects through drawings, movement, mime, three-dimensional constructions	<b>Teacher’s Guide p. 127</b> - Construction Center <b>Teacher’s Guide p. 276</b> - Art Center <b>Teacher’s Guide p. 299</b> - Dramatic Play Center

**Reasoning: Representational Thought**

**Goal 37: Children Can Distinguish Between Fantasy and Reality**

Alaska Standards	Starfall Pre K 4 Alignment
Explains if a story is real or make-believe, when prompted	<b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i> <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i> <b>Teacher’s Guide p. 586</b> - Introduce “The Four Friends”
Understands and expresses when fantasy is influencing actions (e.g., “I was just pretending to do that.”)	<b>Teacher’s Guide p. 76</b> - Dramatic Play Center <b>Teacher’s Guide pp. 492-493</b> - “I’ve Been Working on the Railroad” <b>Teacher’s Guide p. 499</b> - A Plane Ride
Recognizes that some characters, places, and objects in books, movies, television shows, and some family and traditional oral stories are not real	<b>Teacher’s Guide p. 64</b> - “Mr. Bunny’s Carrot Soup” Characters <b>Teacher’s Guide p. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i> <b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i>

**Mathematics and Numeracy: Number Sense and Operations**

**Goal 38: Children Demonstrate Knowledge of Number and Counting**

Alaska Standards	Starfall Pre K 4 Alignment
Counts to at least 20 from memory	<b>Teacher’s Guide p. 359</b> - Milk a Cow! <b>Teacher’s Guide p. 466</b> - Math Center <b>Teacher’s Guide p. 514</b> - Math Center
Understands that when counting items they must	<b>Teacher’s Guide p. 81</b> - Make an Age Collage

be counted only once and none should be left out	<b>Teacher's Guide p. 279</b> - Gathering <b>Teacher's Guide p. 380</b> - Count Wild Animals
Uses math manipulatives, games, toys, and coins in daily activities	<b>Teacher's Guide p. 128</b> - Math Center <b>Teacher's Guide p. 465</b> - Dramatic Play Center <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels
Uses basic numbers and counting operations (e.g., "I gave Chua one of my blocks. Now she has two blocks.")	<b>Teacher's Guide p. 37</b> - "Five Gingerbread Men" <b>Teacher's Guide p. 380</b> - Count Wild Animals <b>Teacher's Guide p. 491</b> - Train Game
Tells what number comes before or after a given number to 20, with assistance	<b>Teacher's Guide p. 37</b> - "Five Gingerbread Men" <b>Teacher's Guide p. 329</b> - <i>Five Little Speckled Frogs</i> <b>Teacher's Guide</b> - Gathering Routine
Explains the difference between addition and subtraction, with assistance	<b>Teacher's Guide p. 469</b> - Addition and Subtraction <b>Teacher's Guide p. 491</b> - Train Game <b>Teacher's Guide p. 524</b> - Solve Story Problems

### Mathematics and Numeracy: Measurement

#### Goal 39: Children Demonstrate Some Knowledge of Size, Volume, Height, Weight and Length

Alaska Standards	Starfall Pre K 4 Alignment
Measures sand or water using a variety of containers	<b>Teacher's Guide Seasonal Holidays p. 38</b> - Measuring Rainfall <b>Teacher's Guide p. 152</b> - Discovery Center <b>Teacher's Guide p. 256</b> - Discovery Center
Measures ingredients for a cooking project, with guidance	<b>Teacher's Guide Seasonal Holidays</b> - Recipes (throughout the year) <b>Teacher's Guide pp. 59-60</b> - Make Carrot Soup <b>Teacher's Guide</b> - Snack Suggestions (throughout the year)
Uses some conventional vocabulary of measurement (e.g., inch, cup, pound), though may not have exact understanding of meaning	<b>Teacher's Guide p. 76</b> - Dramatic Play Center <b>Teacher's Guide p. 358</b> - Estimation <b>Teacher's Guide p. 536</b> - Math Center
Estimates measurements using size, volume, height, weight, and length (e.g., how many steps it will take to walk across the room)	<b>Teacher's Guide p. 278</b> - Discovery Center <b>Teacher's Guide p. 417</b> - Introduce Dinosaurs <b>Teacher's Guide p. 450</b> - Measure Height
Demonstrates comparative behavior by matching objects correctly (e.g., bolts to nuts, jars to lids, greeting cards to envelopes)	<b>Teacher's Guide p. 103</b> - Dramatic Play Center <b>Teacher's Guide p. 127</b> - Dramatic Play Center <b>Teacher's Guide p. 466</b> - Math Center



**Mathematics and Numeracy: Properties of Ordering**

**Goal 40: Children Sort, Classify, and Organize Objects**

Alaska Standards	Starfall Pre K 4 Alignment
Sorts objects into categories, classifying and comparing according to a characteristic (e.g., size, color)	<b>Teacher’s Guide Seasonal Holidays p. 47</b> - Sorting Cans, Recycle Relay <b>Teacher’s Guide p. 77</b> - Math Center <b>Teacher’s Guide p. 204</b> - Math Center
Recognizes, describes, duplicates, and extends a two-part pattern (e.g., A/B, circle/ square)	<b>Teacher’s Guide p. 256</b> - Math Center <b>Teacher’s Guide p. 265</b> - Create Weather Patterns <b>Teacher’s Guide p. 290</b> - Make Patterns with Coins
Describes how and why objects are arranged or sorted the way they are	<b>Teacher’s Guide p. 91</b> - <i>Let’s Eat</i> Sorting Activity <b>Teacher’s Guide pp. 143-144</b> - Vehicles and Buildings <b>Teacher’s Guide p. 361</b> - Compare Small, Medium, and Large

**Science: Scientific Thinking**

**Goal 41: Children Collect Information Through Observation and Manipulation**

Alaska Standards	Starfall Pre K 4 Alignment
Seeks information through observation, systematic exploration, and conversations	<b>Teacher’s Guide Seasonal Holidays p. 40</b> - Worm Home <b>Teacher’s Guide p. 128</b> - Discovery Center <b>Teacher’s Guide p. 326</b> - Discovery Center
Uses simple tools and equipment to extend the senses and gather data	<b>Teacher’s Guide Seasonal Holidays p. 23</b> - Ice Melting Chart <b>Teacher’s Guide p. 406</b> - Sink or Float? <b>Teacher’s Guide p. 446</b> - Heavy or Light?
Identifies, describes, and compares properties of objects	<b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Feely Box <b>Teacher’s Guide p. 195</b> - Use Your Senses: What’s in the Bag? <b>Teacher’s Guide p. 406</b> - Sink or Float?
Recognizes charts and graphs as a way to collect, organize, record, and describe information	<b>Teacher’s Guide pp. 36-37</b> - Analyze the Spice Graph <b>Teacher’s Guide p. 549</b> - Graphs Favorite Fruits and Vegetables <b>Teacher’s Guide p. 581</b> - Graph Learning

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**Science: Scientific Thinking**

**Goal 42: Children Engage in Exploring the Natural World by Manipulating Objects, Asking Questions, Making Predictions, and Developing Generalizations**

Alaska Standards	Starfall Pre K 4 Alignment
Collects information about objects and events in the natural world	<b>Teacher’s Guide Seasonal Holidays p. 5</b> - The Listening Walk <b>Teacher’s Guide pp. 185-186</b> - Senses Walk <b>Teacher’s Guide p. 260</b> - How Clouds Are Formed
Communicates information learned from exploration of the natural world (e.g., “We picked lots of berries.” “The snow was cold and wet.”)	<b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Animals in the Arctic: <i>What keeps them warm?</i> <b>Teacher’s Guide p. 543</b> - Carrot Experiment
Makes reasonable explanations, without assistance	<b>Teacher’s Guide Seasonal Holidays p. 10</b> - Sink or Float? <b>Teacher’s Guide p. 475</b> - Predictions: Roll or Slide <b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed
Describes and discusses predictions, explanations, and generalizations based on past experiences	<b>Teacher’s Guide Seasonal Holidays p. 23</b> - Ice Melting Chart <b>Teacher’s Guide p. 537</b> - Seeds <b>Teacher’s Guide p. 475</b> - Predictions: Roll or Slide?

**Science: Scientific Knowledge**

**Goal 43: Children Observe and Describe Characteristics of Living Things**

Alaska Standards	Starfall Pre K 4 Alignment
Observes and describes characteristics, basic needs, and simple life cycles of living things	<b>Teacher’s Guide p. 518</b> - Learn About Life Cycles <b>Teacher’s Guide p. 559</b> - Growing and Changing <b>Teacher’s Guide p. 562</b> - Introduce the Butterfly Life Cycle
Describes simple relationships between animals, plants, and the environment (e.g., “Fish live in water.” “Some animals eat plants.”)	<b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats <b>Teacher’s Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals

	<b>Teacher's Guide p. 406</b> - Dolphins and Whales
Takes care of familiar plants and animals (e.g., waters houseplants, feeds pet fish)	<b>Teacher's Guide <i>Read Me First</i> - p. 10</b> - Create a Responsibility or Job Chart (Gardner, Zookeeper) <b>Teacher's Guide Seasonal Holidays pp. 46-47</b> - Earth Day <b>Teacher's Guide p. 539</b> - Plant Seeds

**Science: Scientific Knowledge**

**Goal 44: Children Observe and Describe Characteristics of the Earth**

Alaska Standards	Starfall Pre K 4 Alignment
Identifies and distinguishes between landscapes (e.g., mountains/hills; rivers/ lakes)	<b>Teacher's Guide p. 301</b> - Introduce Earth <b>Teacher's Guide p. 395</b> - Introduce <i>The Ugly Duckling</i> <b>Teacher's Guide p. 494</b> - Introduce <i>A Tale of Two Little Engines</i>
Identifies changes that occur in nature over time	<b>Teacher's Guide pp. 286-287</b> - Introduce Autumn <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart <b>Teacher's Guide p. 293</b> - Teacher's Literature Choice: Seasons
Describes, draws, or writes about environmental changes (e.g., erosion, tides, earthquakes)	<b>Teacher's Guide Seasonal Holidays pp. 46-48</b> - Earth Day <b>Teacher's Guide pp. 249-313</b> - Unit 4: <i>The Great Outdoors</i> <b>Teacher's Guide</b> - Writing Center
Shows an emerging ability to "read" the weather (e.g., if cloudy, predicts that it might rain)	<b>Teacher's Guide p. 30</b> - Gathering <b>Teacher's Guide p. 42</b> - Gathering <b>Teacher's Guide p. 129</b> - Gathering

**Social Studies: History**

**Goal 45: Children Differentiate Between Events that Happen in the Past, Present, and Future**

Alaska Standards	Starfall Pre K 4 Alignment
Retells a more complex story or event in somewhat sequential order	<b>Teacher's Guide p. 111</b> - My Family <b>Teacher's Guide p. 496</b> - Introduce Trains <b>Teacher's Guide p. 568</b> - Look What We've Learned!
Begins to use the vocabulary for days of the week	<b>Teacher's Guide p. 129</b> - Gathering

and names of the months	<b>Teacher's Guide p. 133</b> - Gathering <b>Starfall.com</b> - Math Songs: Months of the Year, Today is Monday
Describes events or objects from his/her personal or family history	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays pp. 18-20</b> - Thanksgiving <b>Teacher's Guide p. 111</b> - My Family
Begins to understand that people in the past lived differently than people do today	<b>Teacher's Guide Seasonal Holidays pp. 18-20</b> - Thanksgiving <b>Teacher's Guide p. 163</b> - Read <i>The Cobbler and the Elves</i> <b>Starfall.com:</b> Talking Library: <i>Ruby Goes to School</i>
Uses the future tense to discuss plans	<b>Teacher's Guide p. 160</b> - What I Want to Be <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher's Guide p. 501</b> - Class Travel Journal
Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide p. 111</b> - My Family <b>Teacher's Guide p. 207</b> - "One Rice Thousand Gold"
Recognizes pictures of parents or grandparents when they were young.	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Grandparent's Day

### Social Studies: Geography

#### Goal 46: Children Demonstrate Awareness of Location and Spatial Relationships

Alaska Standards	Starfall Pre K 4 Alignment
Talks about location using appropriate vocabulary (e.g., near/far, over/under, next to)	<b>Teacher's Guide Seasonal Holidays p. 49</b> - Where is Mexico? <b>Teacher's Guide pp. 129-130</b> - Introduce Neighbors and Community <b>Starfall.com:</b> Earth Icon: Every Day is Earth Day
Describes some concepts of distance or space (e.g., knows it is far to Grandpa's house)	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide pp. 133-134</b> - Where We Live <b>Teacher's Guide pp. 137-138</b> - The Wheels on the Bus

Recognizes that real places can be represented with symbols	<b>Teacher's Guide p. 127</b> - Construction Center <b>Teacher's Guide p. 139</b> - Create a Neighborhood Scene <b>Teacher's Guide p. 255</b> - Construction Center
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**Social Studies: Geography**

**Goal 47: Children Demonstrate Knowledge of the Relationship Between People, Places, and Regions.**

Alaska Standards	Starfall Pre K 4 Alignment
Describes some physical characteristics (e.g., bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (e.g., types of shelter, clothing, food, jobs)	<b>Teacher's Guide pp. 129-130</b> - Introduce Neighbors and Community <b>Teacher's Guide pp. 133-134</b> - Where We Live <b>Teacher's Guide p. 145</b> - Teacher's Literature Choice: Houses, neighborhoods (choose regional literature)
Helps to navigate on journeys (e.g., "After you pass the big red barn, then my house is next." or "I live by the bus stop.")	<b>Teacher's Guide pp. 137-138</b> - The Wheels on the Bus <b>Teacher's Guide p. 139</b> - Teacher's Literature Choice: Neighborhood or Community <b>Teacher's Guide p. 140</b> - Safety Signs
Understands that there are different places that people live	<b>Teacher's Guide Seasonal Holidays p. 44</b> - Finding Ireland <b>Teacher's Guide Seasonal Holidays p. 49</b> - Where is Mexico? <b>Teacher's Guide pp. 133-134</b> - Where We Live

**Social Studies: Economics**

**Goal 48: Children Demonstrate Awareness of Economic Concepts**

Alaska Standards	Starfall Pre K 4 Alignment
Realizes that making one choice means that you may not be able to do something else	<b>Teacher's Guide p. 203</b> - Dramatic Play Center <b>Teacher's Guide p. 335</b> - Teacher's Literature Choice: Pets <b>Teacher's Guide p. 465</b> - Dramatic Play Center
Recognizes that people rely on others for goods and services	<b>Teacher's Guide p. 132</b> - Introduce Money <b>Teacher's Guide p. 203</b> - Dramatic Play Center <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels
Understands the concept of saving resources for use in the future	<b>Teacher's Guide Seasonal Holidays p. 18</b> - Thanksgiving (buying groceries for a food bank) <b>Teacher's Guide p. 445</b> - Introduce <i>The Three</i>

	<i>Little Pigs</i> <b>Teacher's Guide p. 487</b> - Dramatic Play Center
Accurately names some coins and money bills (e.g., penny, nickel, dollar bill)	<b>Teacher's Guide p. 132</b> - Introduce Money <b>Teacher's Guide p. 290</b> - Make Patterns With Coins <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels
Recognizes that some things are owned by people and other things are collective goods	<b>Teacher's Guide p. 465</b> - Dramatic Play Center <b>Teacher's Guide p. 491</b> - Train Game <b>Teacher's Guide p. 540</b> - Miss MacDonald
Demonstrates understanding that coins of different sizes and colors have different names	<b>Teacher's Guide p. 132</b> - Introduce Money <b>Teacher's Guide p. 290</b> - Make Patterns With Coins <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels

### Social Studies: Ecology

#### Goal 49: Children Demonstrate Awareness of the Relationship Between Humans and the Environment

Alaska Standards	Starfall Pre K 4 Alignment
Recognizes, with adult support and guidance, how people can take care of the earth's limited resources or damage the earth	<b>Teacher's Guide Seasonal Holidays pp. 46-47</b> - Earth Day <b>Starfall.com:</b> Earth Icon: Every Day is Earth Day <b>Starfall.com:</b> Backpack Bear's Books - "The Bottle in the River"
Exhibits simple concepts of conservation (e.g., uses paper judiciously, does not waste water)	<b>Teacher's Guide p. 513</b> - Construction Center (use recycled materials) <b>Teacher's Guide p. 535</b> - Dramatic Play Center (reusable grocery bags) <b>Teacher's Guide p. 579</b> - Dramatic Play Center
Shows interest in understanding how animals gather and store food, sleep, and live	<b>Teacher's Guide Seasonal Holidays p. 40</b> - Worm Home <b>Teacher's Guide p. 374</b> - Compare and Contrast Habitats <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals

### Social Studies: Technology

#### Goal 50: Children Use Technology Appropriately

Alaska Standards	Starfall Pre K 4 Alignment
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Identifies ways in which technology helps people accomplish specific tasks (e.g., “The wheelchair helps Alfonso get from one place to another.” “E-mail lets you communicate with your friend Qavvik who lives far away.”)	<b>Teacher’s Guide p. 63</b> - “A-Ticket, A-Tasket” <b>Teacher’s Guide pp. 157-158</b> - Dialing 9-1-1 <b>Teacher’s Guide p. 489</b> - Introduce Transportation <b>Teacher’s Guide</b> - Computer Center (daily) <b>Starfall.com</b> - Grandparent’s Day Icon
Identifies alternate ways of doing things with and without technology (e.g., can use hands or dishwasher to clean dishes, can travel by foot or by car)	<b>Teacher’s Guide p. 63</b> - “A-Ticket, A-Tasket” <b>Teacher’s Guide pp. 137-138</b> - “The Wheels on the Bus” <b>Teacher’s Guide p. 489</b> - Introduce Transportation
Considers, with adult guidance, what it must have been like to live without technology in an earlier time	<b>Teacher’s Guide Seasonal Holidays pp. 10-13</b> - Johnny Appleseed <b>Teacher’s Guide Seasonal Holidays pp. 18-20</b> - Thanksgiving <b>Teacher’s Guide p. 163</b> - Read <i>The Cobbler and the Elves</i>
Uses computer for simple ‘point and click’ operations on child-appropriate Web sites or software	<b>Teacher’s Guide p. 76</b> - Computer Center <b>Teacher’s Guide p. 102</b> - Computer Center <b>Teacher’s Guide p. 150</b> - Computer Center

**Family, Community, and Culture: Family**

**Goal 51: Children Demonstrate Awareness of Family Characteristics and Functions**

Alaska Standards	Starfall Pre K 4 Alignment
Recognizes extended family members (e.g., cousins, aunts, uncles)	<b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day <b>Teacher’s Guide pp. 105-106</b> - Introduce Grandmother <b>Teacher’s Guide p. 111</b> - My Family
Talks about how other children have different family compositions other than own	<b>Teacher’s Guide pp. 105-106</b> - Introduce Grandmother <b>Teacher’s Guide p. 111</b> - My Family <b>Teacher’s Guide p. 119</b> - Sharing Family Pictures

**Family, Community and Culture: Community**

**Goal 52: Children Demonstrate Awareness of Their Community, Human Interdependence, and Social Roles**

Alaska Standards	Starfall Pre K 4 Alignment
Recognizes others’ capabilities in specific areas (e.g., “That woman is good at fixing cars.”)	<b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>

	<p><b>Teacher's Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher's Guide p. 472</b> - <i>Introduce My Father Runs an Excavator</i></p>
Identifies some types of jobs and some of the tools used to perform those jobs	<p><b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>  <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers  <b>Teacher's Guide p. 179</b> - Dramatic Play Center</p>
Demonstrates an understanding of social behavior and personal responsibility as a member of a group (e.g., "If you put away the toys, then I'll clean up the art table.")	<p><b>Teacher's Guide <i>Read Me First</i> - p.10</b> - Create a Responsibility or Job Chart  <b>Teacher's Guide p. 416</b> - Discovery Center  <b>Teacher's Guide p. 579</b> - Discovery Center  <b>Teacher's Guide p. 580</b> - Math Center</p>

**Family, Community and Culture: Community**

**Goal 53: Children Demonstrate Civic Responsibility**

Alaska Standards	Starfall Pre K 4 Alignment
Exhibits positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs	<p><b>Teacher's Guide <i>Read Me First</i> - p. 10</b> - Create a Responsibility or Job Chart  <b>Teacher's Guide p. 19</b> - Learning Centers Activity  <b>Teacher's Guide p. 396</b> - Play "High or Low"</p>
Participates in democratic group processes as a way of making choices (e.g., voting or discussion)	<p><b>Teacher's Guide p. 19</b> - Learning Centers Activity  <b>Teacher's Guide p. 54</b> - Class Rules  <b>Teacher's Guide p. 69</b> - Review Rules</p>
Demonstrates awareness of the reasons for rules and laws	<p><b>Teacher's Guide p. 19</b> - Learning Centers Activity  <b>Teacher's Guide p. 54</b> - Class Rules  <b>Teacher's Guide pp. 222-243</b> - Week 10: Being Safe</p>
Exhibits personal responsibility, choice, and leadership in the context of self-help skills and duties/roles that benefit the family or class	<p><b>Teacher's Guide <i>Read Me First</i> - p.10</b> - Create a Responsibility or Job Chart  <b>Teacher's Guide p. 69</b> - Review Rules  <b>Teacher's Guide pp. 112-113</b> - Helping Your Family</p>
Participates in community events that promote interdependence, with assistance	<p><b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day  <b>Teacher's Guide Seasonal Holidays p. 18</b> - Thanksgiving (buying groceries for a food bank)  <b>Teacher's Guide Seasonal Holidays pp. 46-48</b> - Earth Day</p>



**Family, Community and Culture: Culture**

**Goal 54: Children Demonstrate Awareness and Appreciation of Their Own and Others' Cultures**

Alaska Standards	Starfall Pre K 4 Alignment
Talks about, compares, and explores similarities and differences in daily practices across cultures	<b>Teacher's Guide Seasonal Holidays pp. 26-27</b> - Chinese New Year <b>Teacher's Guide Seasonal Holidays pp. 33-36</b> - Black History Month <b>Teacher's Guide p. 207</b> - "One Rice Thousand Gold"
Expresses understanding about other children's cultures through conversations, dramatic play, interactions, and items from home	<b>Teacher's Guide p. 80</b> - <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide p. 203</b> - Library Center <b>Teacher's Guide p. 207</b> - "One Rice Thousand Gold"
Recognizes and celebrates similarities and differences between people of different cultures	<b>Teacher's Guide Seasonal Holidays pp. 26-27</b> - Chinese New Year <b>Teacher's Guide Seasonal Holidays pp. 42-45</b> - St. Patrick's Day <b>Teacher's Guide Seasonal Holidays pp. 49-51</b> - Cinco De Mayo
Recognizes stereotypes and culturally or linguistically unfair or biased behavior	<b>Teacher's Guide Seasonal Holidays pp. 33-36</b> - Black History Month <b>Teacher's Guide p. 395</b> - Introduce <i>The Ugly Duckling</i> <b>Teacher's Guide p. 400</b> - Sequence <i>The Ugly Duckling</i>

**Creative Arts: Expression and Representation**

**Goal 55: Children Use Creative Arts to Express and Represent What They Know, Think, Believe, or Feel**

Alaska Standards	Starfall Pre K 4 Alignment
Uses music to express thoughts, feelings, and energy	<b>Teacher's Guide Seasonal Holiday p. 7</b> - Leaf Dancing <b>Teacher's Guide p. 13</b> - <i>If You're Happy and You Know It</i> <b>Starfall.com: Songs and Rhymes:</b> Motion Songs
Expresses his/her feelings and ideas through creative art, drama, and movement	<b>Teacher's Guide Seasonal Holiday p. 7</b> - Leaf Dancing <b>Teacher's Guide Seasonal Holidays p. 24</b> - Musical Hibernation Game <b>Teacher's Guide p. 419</b> - Dinosaur Dance
Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and	<b>Teacher's Guide Seasonal Holidays p. 34</b> - African Drum

patterns	<b>Teacher's Guide Seasonal Holidays p. 39</b> - Rain Sticks <b>Teacher's Guide Seasonal Holidays p. 50</b> - Maracas
Shows interest in more complicated instruments (e.g., piano, guitar, marimba, drums)	<b>Teacher's Guide Seasonal Holidays p. 34</b> - African Drum <b>Teacher's Guide Seasonal Holidays p. 39</b> - Rain Sticks <b>Starfall.com</b> - It's Fun to Read: Music
Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings	<b>Teacher's Guide p. 23</b> - What Animal Would You Bring to School? <b>Teacher's Guide p. 63</b> - "A-Tisket, A-Tasket" <b>Teacher's Guide p. 407</b> - Down by the Bay
Develops ability to plan, work both alone and with others, and demonstrate care and persistence in a variety of art projects	<b>Teacher's Guide p. 50</b> - Art Center <b>Teacher's Guide p. 91</b> - Finger Painting <b>Teacher's Guide p. 202</b> - Mosaics

### Creative Arts: Understanding and Appreciation

#### Goal 56: Children Demonstrate Understanding and Appreciation of Creative Arts

Alaska Standards	Starfall Pre K 4 Alignment
Describes artwork and considers potential intentions of the artist	<b>Starfall.com</b> - It's Fun to Read: Art Gallery: Georges Seurat <b>Starfall.com</b> - It's Fun to Read: Art Gallery: Paul Gauguin <b>Starfall.com</b> - It's Fun to Read: Art Gallery: Marc Chagall
Appreciates the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument, sing, or act	<b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide p. 391</b> - Dramatic Play Center <b>Starfall.com</b> - It's Fun to Read: Art Gallery
Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life	<b>Teacher's Guide p. 119</b> - Sharing Family Pictures <b>Teacher's Guide p. 254</b> - Art Center <b>Starfall.com</b> - It's Fun to Read: Art Gallery
Comments on the artwork of other children, asking simple questions about methods used and noticing details	<b>Teacher's Guide p. 102</b> - Art Center <b>Teacher's Guide p. 202</b> - Art Center <b>Teacher's Guide p. 414</b> - Art Center

### Domain Five - Communication, Language and Literacy

**Communication: Listening**

**Goal 57: Children Demonstrate the Meaning of Language by Listening**

Alaska Standards	Starfall Pre K 4 Alignment
Attends to book reading/storytelling for at least five minutes	<b>Teacher's Guide p. 55</b> - Introduce "Mr. Bunny's Carrot Soup" <b>Teacher's Guide p. 80</b> - Introduce <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>
Listens to others and responds in group conversations and discussions	<b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart <b>Teacher's Guide p. 374</b> - Compare and Contrast Habitats
Notices different tones and cadences (e.g., recognizes the difference between humorous and serious voice inflection)	<b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide pp. 229-230</b> - <i>Safety: Inside School and On the Playground</i> <b>Teacher's Guide p. 407</b> - Down by the Bay
Enjoys listening to stories from different sources (e.g., in person, on the radio)	<b>Teacher's Guide p. 494</b> - Introduce <i>A Tale of Two Engines</i> <b>Teacher's Guide p. 464</b> - Library Center <b>Starfall.com</b> - Talking Library

**Communication: Oral and Written Communication**

**Goal 58: Children Communicate Effectively**

Alaska Standards	Starfall Pre K 4 Alignment
Initiates conversation by making statements or asking questions	<b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide p. 119</b> - Sharing Family Pictures <b>Teacher's Guide p. 481</b> - Pre-K Book Club
Expresses an idea in more than one way	<b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?" <b>Teacher's Guide p. 187</b> - What Would You Do? <b>Teacher's Guide p. 240</b> - Draw Goldilocks and the Three Bears
Adjusts communication style to listener (e.g., when talking to a younger child uses simple words)	<b>Teacher's Guide Seasonal Holidays p. 8</b> - Grandparent's Day <b>Teacher's Guide p. 8</b> - Meet Gingerbread Boy <b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank You"

Uses character voices when retelling a story or event	<b>Teacher’s Guide p. 197</b> - Dramatize “Chicken Little” <b>Teacher’s Guide pp. 353-354</b> - Dramatize “The Little Rooster” <b>Teacher’s Guide p. 458</b> - Dramatize <i>The Three Little Pigs</i>
Understands the concept of writing to communicate information or messages (e.g., attempts to write a short phrase or greeting)	<b>Teacher’s Guide p. 284</b> - Stuffed Animal Imaginations <b>Teacher’s Guide p. 347</b> - Writing Center <b>Starfall.com</b> - Holidays (Valentine Icon): “Send a Valentine”
Draws pictures with objects and people to communicate an idea or event, with assistance	<b>Teacher’s Guide p. 85</b> - Draw and Write About Dragons <b>Teacher’s Guide p. 240</b> - Draw Goldilocks and the Three Bears <b>Teacher’s Guide p. 545</b> - Write About Grass Plants
Makes a simple story book using pictures, personal experience or culture and some words, with assistance	<b>Teacher’s Guide p. 501</b> - Class Travel Journal <b>Teacher’s Guide p. 564</b> - Creative Writing <b>Teacher’s Guide p. 589</b> - Create a Class Book for Gingerbread Boy

**Communication: Conventions of Social Communication**

**Goal 59: Children Comprehend and Use the Conventions of Social Communication**

Alaska Standards	Starfall Pre K 4 Alignment
Uses language appropriately with different audiences (e.g., uses different words with peers and adults), most of the time	<b>Teacher’s Guide p. 165</b> - Partner Sharing: Community Helpers <b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph <b>Teacher’s Guide p. 313</b> - Pre-K Book Club
Uses language appropriately depending upon the purpose (e.g., to tell stories, get information, ask for help), most of the time	<b>Teacher’s Guide p. 114</b> - Little Red Hen Makes Pancakes <b>Teacher’s Guide p. 150</b> - Computer Center <b>Teacher’s Guide p. 567</b> - Share Chair
Adjusts intonation and volume in a variety of settings (e.g., whispers when a baby is sleeping)	<b>Teacher’s Guide p. 47</b> - Outside Activity <b>Teacher’s Guide pp. 185-186</b> - Senses Walk <b>Teacher’s Guide p. 254</b> - Library Center
Engages appropriately in communication with peers during play (e.g., talking, listening, gesturing)	<b>Teacher’s Guide p. 135</b> - The “Talking Stone” <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher’s Guide p. 313</b> - Pre-K Book Club

**Language: Vocabulary**

**Goal 60: Children Use Receptive Communication Skills**

Alaska Standards	Starfall Pre K 4 Alignment
Demonstrates understanding of an increasing number of technical and specialized words (e.g., pediatrician is a child’s doctor, elder is an honored person in the child’s family or community)	<b>Teacher’s Guide pp. 143-144</b> - Vehicles and Buildings <b>Teacher’s Guide p. 469</b> - Introduce <i>The Cobbler and the Elves</i> <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i>
Understands words that mean the same thing (synonyms) and some words that mean the opposite thing (antonyms)	<b>Teacher’s Guide p. 34</b> - “There’s a Neat Little Clock” <b>Teacher’s Guide p. 406</b> - Sink or Float? <b>Teacher’s Guide p. 446</b> - Heavy or Light?

**Language: Vocabulary**

**Goal 61: Children Use Expressive Communication Skills**

Alaska Standards	Starfall Pre K 4 Alignment
Expresses most feelings and emotions	<b>Teacher’s Guide p. 42</b> - Review Emotions <b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher’s Guide pp. 397-398</b> - Ways People Feel
Names some non-present objects using appropriate words	<b>Teacher’s Guide p. 446</b> - Heavy or Light? <b>Teacher’s Guide p. 467</b> - Build a House <b>Teacher’s Guide p. 472</b> - Introduce the Playground Poster
Correctly uses words to indicate understanding	<b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World <b>Teacher’s Guide pp. 107-108</b> - How Does the Little Red Hen Feel? <b>Teacher’s Guide p. 396</b> - Play “High or Low”
Defines words, with assistance (e.g., “Firefighters put out fires.”)	<b>Teacher’s Guide pp. 129-130</b> - Introduce <i>Neighbors and Community</i> <b>Teacher’s Guide pp. 137-138</b> - “The Wheels on the Bus” <b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>

**Language: Grammar and Syntax**

**Goal 62: Children Demonstrate Progression in Grammar and Syntax**

Alaska Standards	Starfall Pre K 4 Alignment
Demonstrates beginning skills in using sentences in a logical sequence	<b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 229</b> - <i>Safety: Inside School and On the Playground</i>
Uses sentences in home language that show an emergence of grammatical correctness with subject/verb agreement	<b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank You" <b>Teacher's Guide pp. 112-113</b> - Helping Your Family <b>Teacher's Guide p. 168</b> - Share Chair: Community Helpers
Begins to use verb-tense appropriately with regular verbs, usually	<b>Teacher's Guide p. 168</b> - Share Chair: Community Helpers <b>Teacher's Guide p. 310</b> - Class Story: Space Trip <b>Teacher's Guide p. 501</b> - Class Travel Journal
Begins to notice when simple sentences do not make sense, with assistance	<b>Teacher's Guide pp. 183-184</b> - Introduce <i>Chicken Little</i> <b>Teacher's Guide p. 384</b> - Phonological Awareness: Isolating Beginning Sounds <b>Teacher's Guide p. 407</b> - Rhyming Words

**Language: Comprehension**

**Goal 63: Children Demonstrate Comprehension and Meaning in Language**

Alaska Standards	Starfall Pre K 4 Alignment
Follows two- and three-part directions unfamiliar to the daily routine	<b>Teacher's Guide p. 415</b> - Construction Center <b>Teacher's Guide p. 431</b> - Recognizing Letters: "My Turn, Your Turn" <b>Teacher's Guide p. 466</b> - Math Center
Uses and understands complex sentences in home language	<b>Teacher's Guide p. 310</b> - Class Story: Space Trip <b>Teacher's Guide p. 427</b> - Write a Class Story <b>Teacher's Guide p. 453</b> - What Happens After?
Plays with language (e.g., jokes, riddles, words that sound fun together)	<b>Teacher's Guide p. 23</b> - What Animal Would You Bring to School? <b>Teacher Guide p. 194</b> - Rhymes and Body Parts <b>Teacher Guide p. 407</b> - Rhyming Words: "Down by the Bay"
Begins to represent a storyline through drawing,	<b>Teacher Guide p. 400</b> - Create a Class Book: "If I

acting, or singing, with assistance	Were a Bird” <b>Teacher’s Guide p. 499</b> - A Plane Ride <b>Teacher’s Guide p. 501</b> - Class Travel Journal
Retells simple stories in sequence in home language	<b>Teacher’s Guide p. 32</b> - Sequence <i>The Gingerbread Boy</i> <b>Teacher’s Guide p. 142</b> - <i>Stone Soup</i> Characters <b>Teacher’s Guide p. 187</b> - What Would You Do?

**Language: Expressive/Oral Language**

**Goal 64: Children Use Language for a Variety of Purposes**

Alaska Standards	Starfall Pre K 4 Alignment
Describes the details of a recent event or occurrence	<b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk <b>Teacher’s Guide pp. 57-58</b> - It’s Raining! <b>Teacher’s Guide pp. 112-113</b> - Helping Your Family
Tells stories with descriptions of characters and events	<b>Teacher’s Guide p. 21</b> - Discuss <i>The Gingerbread Boy</i> <b>Teacher’s Guide p. 67</b> - Teacher’s Literature Choice: Friends <b>Teacher’s Guide p. 564</b> - Creative Writing
Uses oral language to express emotions and thoughts	<b>Teacher’s Guide p. 13</b> - Emotions: <i>Happy</i> <b>Teacher’s Guide p. 109</b> - “Did the Little Red Hen Do the Right Thing?” <b>Teacher’s Guide pp. 187-188</b> - What Would You Do?
Enjoys listening to stories from diverse cultures	<b>Teacher’s Guide Seasonal Holidays p. 26</b> - Chinese New Year: Book Suggestions <b>Teacher’s Guide pp. 80-81</b> - Introduce <i>Draw Dragon Dot Eyes</i> <b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”
Enjoys making up stories	<b>Teacher’s Guide p. 240</b> - Draw Goldilocks with the Three Bears <b>Teacher’s Guide p. 455</b> - Draw and Write <b>Teacher’s Guide p. 564</b> - Creative Writing
Tells jokes to elicit others’ laughter	<b>Teacher’s Guide p. 23</b> - What Animal Would You Bring to School? <b>Teacher Guide p. 194</b> - Rhymes and Body Parts <b>Teacher Guide p. 407</b> - Rhyming Words:”Down by the Bay”

Creates made-up words	<b>Teacher Guide p. 82</b> - Gathering <b>Teacher Guide p. 194</b> - Rhymes and Body Parts <b>Teacher's Guide p. 407</b> - Rhyming Words: "Down By the Bay"
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**Literacy: Reading**

**Goal 65: Children Demonstrate Phonological Awareness**

Alaska Standards	Starfall Pre K 4 Alignment
Matches picture with articulated initial letter sound (e.g., matches the picture of a dog with the sound /d/)	<b>Teacher's Guide p. 164</b> - Review <i>Bb</i> , <i>Nn</i> , and <i>Tt</i> <b>Teacher's Guide p. 585</b> - Match Letter and Picture Cards <b>Teacher's Guide p. 588</b> - Identify Upper and Lowercase Letters
Begins to recognize vowel sounds, with assistance	<b>Teacher's Guide p. 402</b> - Introduce Short /o/ <b>Teacher's Guide p. 541</b> - Introduce <i>Uu</i> , List <i>Uu</i> Words, ASL <i>Uu</i> <b>Teacher's Guide p. 591</b> - Blend Phonemes
Begins to blend individual letter sounds to make a new word, with assistance (e.g., "/b/ /a/ //... what's the word? Ball")	<b>Teacher's Guide p. 334</b> - Phonemic Awareness: Blend CVC <b>Teacher's Guide p. 356</b> - Phonemic Awareness: Blending CVC <b>Teacher's Guide p. 591</b> - Blend Phonemes
Recognizes which segment of a word is left off when spoken aloud, with assistance, (e.g., "picture," and can recognize the /p/ is left off when "icture" is said)	<b>Teacher's Guide p. 113</b> - Phonological Awareness: Blend Onset & Rime <b>Teacher's Guide p. 206</b> - Phonological Awareness: Onset and Rime <b>Teacher's Guide p. 213</b> - Phonological Awareness: Onset and Rime
Creates a familiar word when given a word and a new beginning sound (e.g., "man" and new beginning sound /f/ creates "fan")	<b>Teacher Guide p. 82</b> - Gathering <b>Teacher Guide p. 194</b> - Rhymes and Body Parts <b>Teacher's Guide p. 356</b> - Phonemic Awareness: Blending CVC
Divides words into syllables with assistance	<b>Teacher's Guide p. 117</b> - Phonological Awareness: Blend Syllables <b>Teacher's Guide p. 193</b> - Phonemic Awareness: Blending Syllables <b>Teacher's Guide p. 289</b> - Phonological Awareness: Syllables
Begins to create and invent words by substituting	<b>Teacher Guide p. 82</b> - Gathering



one sound for another (e.g., “Bandaid/dambaid”)	<b>Teacher Guide p. 194</b> - Rhymes and Body Parts <b>Teacher’s Guide p. 407</b> - Rhyming Words: “Down By the Bay”
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**Literacy: Reading (Alphabetic Principle)**

**Goal 66: Children Demonstrate Awareness of Letters and Symbols**

Alaska Standards	Starfall Pre K 4 Alignment
Demonstrates understanding that letters have a name and a sound	<b>Teacher’s Guide p. 169</b> - Same or Different <b>Teacher’s Guide p. 196</b> - Discriminating /s/ <b>Teacher’s Guide p. 245</b> - Discriminating /n/ <b>Teacher’s Guide pp. 336-337</b> - Review Beginning Sounds
Makes many letter/sound matches	<b>Teacher’s Guide pp. 336-337</b> - Review Beginning Sounds <b>Teacher’s Guide p. 457</b> - Review Letters and Sounds <b>Teacher’s Guide p. 488</b> - Identify Upper and Lowercase Letters (place next to initial sounds)
Identifies a letter for a given letter name, for most letters	<b>Teacher’s Guide p. 480</b> - Review Letters and ASL Signs <b>Teacher’s Guide p. 582</b> - Play Alphabet Toss <b>Teacher’s Guide p. 588</b> - Identify Upper and Lowercase Letters

**Literacy: Reading**

**Goal 67: Children Demonstrate Awareness of Print Concepts**

Alaska Standards	Starfall Pre K 4 Alignment
Demonstrates how to follow text in proper order on a written page while reading or following along (e.g., for English, left to right and top to bottom)	<b>Teacher’s Guide p. 76</b> - Library Center <b>Teacher’s Guide p. 126</b> - Computer Center <b>Teacher’s Guide p. 277</b> - Library Center
Recognizes difference between letters and numerals	<b>Teacher’s Guide p. 43</b> - Classify Letters, Shapes, and Numbers <b>Teacher’s Guide p. 81</b> - Make an Age Collage <b>Teacher’s Guide p. 147</b> - Outside Activities
Identifies letters in first name	<b>Teacher’s Guide p. 39</b> - Gathering <b>Teacher’s Guide p. 61</b> - Gathering <b>Teacher’s Guide p. 136</b> - Review <i>Tt</i> and <i>Bb</i>

Points to title of book when asked	<b>Teacher's Guide p. 277</b> - Library Center <b>Teacher's Guide p. 557</b> - Library Center
Reads familiar sight words (e.g., names on cereal boxes)	<b>Teacher's Guide pp. 140-141</b> - Safety Signs <b>Teacher's Guide p. 226</b> - Library Center <b>Teacher's Guide p. 369</b> - Writing Center
Reads own first name and those of some peers	<b>Teacher's Guide p. 18</b> - Gathering <b>Teacher's Guide p. 53</b> - Gathering <b>Teacher's Guide p. 77</b> - Writing Center
Reads some environmental print (e.g., bus)	<b>Teacher's Guide p. 34</b> - "There's a Neat Little Clock" <b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1 <b>Teacher's Guide p. 369</b> - Writing Center
Recognizes when something is written in his/her home language, sometimes	<b>Teacher's Guide p. 103</b> - Dramatic Play Center (cookbooks) <b>Teacher's Guide p. 126</b> - Library Center (Interaction & Observation) <b>Teacher's Guide p. 203</b> - Library Center

### Literacy: Reading

#### Goal 68: Children Demonstrate Comprehension of Printed Material and Oral Stories

Alaska Standards	Starfall Pre K 4 Alignment
Knows that print conveys meaning	<b>Teacher's Guide p. 8</b> - Gathering <b>Teacher's Guide p. 34</b> - "There's a Neat Little Clock" <b>Teacher's Guide p. 68</b> - Introduce Writing Journals
Compares stories with real life	<b>Teacher's Guide pp. 59-60</b> - Make Carrot Soup ( <i>Mr. Bunny's Carrot Soup</i> ) <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i> <b>Teacher's Guide p. 400</b> - Sequence <i>The Ugly Duckling</i>
Uses pictures to infer or predict meaning in text read aloud and/or shared with others	<b>Teacher's Guide p. 44</b> - Teacher's Literature Choice <b>Teacher's Guide p. 265</b> - Teacher's Literature Choice: Rain <b>Teacher's Guide p. 494</b> - Introduce <i>A Tale of Two Little Engines</i>
Uses strategies such as questioning or predicting to comprehend printed material	<b>Teacher's Guide p. 111</b> - Teacher's Literature Choice: Families <b>Teacher's Guide p. 139</b> - Teacher's Literature

	Choice; Neighborhood or Community <b>Teacher's Guide p. 306</b> - <i>Reach for the Stars</i>
Recalls a story with some level of detail pertaining to characters and setting	<b>Teacher's Guide pp. 235-236</b> - Sequence <i>Goldilocks and the Three Bears</i> <b>Teacher's Guide p. 298</b> - Library Center <b>Teacher's Guide p. 400</b> - Sequence <i>The Ugly Duckling</i>

**Literacy: Reading**

**Goal 69: Children Demonstrate Awareness that Written Material Can Be Used for a Variety of Purposes**

Alaska Standards	Starfall Pre K 4 Alignment
Uses picture clues for information (e.g., attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news)	<b>Teacher's Guide p. 254</b> - Library Center <b>Teacher's Guide p. 255</b> - Dramatic Play Center <b>Teacher's Guide pp. 269-270</b> - Weather Riddles
Recognizes function of common labels in the environment (e.g., restroom sign)	<b>Teacher's Guide pp. 28-29</b> - Learning Center Signs <b>Teacher's Guide p. 34</b> - "There's a Neat Little Clock" <b>Teacher's Guide pp. 126-127</b> - Library, Construction, and Writing Centers
Uses a simple cookbook, map, or similar printed material, with assistance	<b>Teacher's Guide p. 50</b> - Library Center <b>Teacher's Guide p. 51</b> - Dramatic Play Center <b>Teacher's Guide pp. 59-60</b> - Make Carrot Soup

**Literacy: Reading**

**Goal 70: Children Demonstrate Appreciation and Enjoyment of Reading**

Alaska Standards	Starfall Pre K 4 Alignment
Enjoys "how-to" books, non-fiction, and reference books	<b>Teacher's Guide p. 50</b> - Library Center <b>Teacher's Guide p. 254</b> - Library Center <b>Teacher's Guide p. 298</b> - Library Center
Shares and talks about books with peers	<b>Teacher's Guide p. 313</b> - Pre-K Book Club <b>Teacher's Guide p. 481</b> - Pre-K Book Club <b>Teacher's Guide</b> - Library Center (daily)
Looks for books of interest	<b>Teacher's Guide p. 464</b> - Library Center <b>Teacher's Guide p. 465</b> - Dramatic Play Center <b>Teacher's Guide p. 486</b> - Library Center
Shows interest in learning to read and makes	<b>Teacher's Guide p. 102</b> - Library Center

attempts at 'reading' favorite books aloud	<b>Teacher's Guide p. 178</b> - Library Center <b>Teacher's Guide p. 391</b> - Library Center
Sits through entire picture book read aloud without disrupting	<b>Teacher's Guide p. 226</b> - Library Center <b>Teacher's Guide p. 346</b> - Computer Center: "Dragon Goes to the Farm" <b>Teacher's Guide p. 542</b> - Introduce "Mr. Bunny's Carrot Soup"
Has a favorite author/illustrator or series of books by same author	<b>Teacher's Guide p. 203</b> - Library Center <b>Teacher's Guide p. 254</b> - Library Center <b>Teacher's Guide p. 452</b> - Compare Versions of <i>The Three Little Pigs</i>
"Reads" books by repeating the story he/she has heard an adult tell or by "reading" the pictures	<b>Teacher's Guide p. 126</b> - Library Center <b>Teacher's Guide p. 150</b> - Library Center <b>Teacher's Guide p. 277</b> - Library Center

### Literacy: Writing

#### Goal 71: Children Demonstrate Knowledge of Letters and Symbols (Alphabet Knowledge)

Alaska Standards	Starfall Pre K 4 Alignment
Recognizes several uppercase and lowercase letters	<b>Teacher's Guide p. 354</b> - Match Upper and Lowercase Letters <b>Teacher's Guide p. 588</b> - Identify Upper and Lowercase Letters <b>Teacher's Guide pp. 592-593</b> - Alphabet Hunt
Prints some alphabet letters for given letter names	<b>Teacher's Guide p. 103</b> - Writing Center <b>Teacher's Guide p. 188</b> - Form Play Dough Letters <b>Teacher's Guide p. 243</b> - Review <i>a, b, n, p, s, t</i>
Writes some uppercase and lowercase letters, without assistance	<b>Teacher's Guide p. 136</b> - Review <i>Tt</i> and <i>Bb</i> <b>Teacher's Guide p. 164</b> - Review <i>Bb, Nn, and Tt</i> <b>Teacher's Guide p. 369</b> - Writing Center
Writes first names of others or some simple words	<b>Teacher's Guide p. 151</b> - Writing Center <b>Teacher's Guide p. 346</b> - Art Center <b>Teacher's Guide p. 369</b> - Writing Center
Writes some simple words on paper after adult segments words into individual sounds out loud (e.g., /c/ // /a/ /p/ = clap)	<b>Teacher's Guide p. 299</b> - Writing Center <b>Teacher's Guide p. 514</b> - Writing Center <b>Teacher's Guide p. 564</b> - Creative Writing
Recognizes initial letters in their names and titles of books	<b>Teacher's Guide p. 189</b> - Gathering <b>Teacher's Guide p. 192</b> - Gathering <b>Teacher's Guide p. 346</b> - Library Center

**Literacy: Writing**

**Goal 72: Children Use Writing Skills and Demonstrate Knowledge of Writing Conventions**

Alaska Standards	Starfall Pre K 4 Alignment
Uses multiple writing tools (e.g., paint, crayons, pencils, pens) to create a picture	<b>Teacher's Guide p. 423</b> - Draw Dinosaur Pictures <b>Teacher's Guide p. 455</b> - Draw and Write <b>Teacher's Guide p. 536</b> - Writing Center
Adjusts grasp to size of writing tool	<b>Teacher's Guide p. 416</b> - Writing Center <b>Teacher's Guide p. 441</b> - Writing Center <b>Teacher's Guide p. 487</b> - Writing Center
Shows beginning knowledge of punctuation marks (e.g., period at the end of a sentence)	<b>Teacher's Guide pp. 327, 330</b> - Pets, Read the Pets Chart <b>Teacher's Guide p. 427</b> - Write a Class Story <b>Teacher's Guide p. 564</b> - Creative Writing
May use an initial letter to represent an entire word	<b>Teacher's Guide p. 151</b> - Writing Center <b>Teacher's Guide p. 347</b> - Dramatic Play Center <b>Teacher's Guide p. 369</b> - Writing Center

**Literacy: Writing**

**Goal 73: Children Use Writing for a Variety of Purposes**

Alaska Standards	Starfall Pre K 4 Alignment
Imitates common writing activities in play (e.g., letters, cards, newspaper)	<b>Teacher's Guide p. 76</b> - Dramatic Play Center <b>Teacher's Guide p. 151</b> - Dramatic Play Center <b>Teacher's Guide p. 347</b> - Dramatic Play Center
Writes simple expressions in greeting cards and letters (e.g., Hi, Hola, Waqaa)	<b>Teacher's Guide Seasonal Holidays p. 8</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays p. 53</b> - Mother's Day <b>Teacher's Guide p. 167</b> - A Letter to the Elves
Demonstrates beginning of creative writing by using inventive spelling and/or pictures to express an idea or story	<b>Teacher's Guide p. 240</b> - Draw Goldilocks with the Three Bears <b>Teacher's Guide p. 278</b> - Discovery Center <b>Teacher's Guide p. 284</b> - Stuffed Animal Imaginations

**English Language Learners: Dual Language Acquisition**

**Goal 74: Children Demonstrate Competency in Home Language While Acquiring Beginning Proficiency in English**

Alaska Standards	Starfall Pre K 4 Alignment
Follows multi-step directions in home language and single-step directions in English	<b>Teacher’s Guide p. 47</b> - “Simon Says” <b>Teacher’s Guide p. 53</b> - The Friendship Ball <b>Teacher’s Guide p. 61</b> - Warm Up Your Brain
Demonstrates understanding of words used in home language that are different from English	<b>Teacher’s Guide Seasonal Holidays p. 8</b> - Grandparent’s Day (Spanish, Italian, Dutch, Swedish, French) <b>Teacher’s Guide p. 31</b> - <i>Head, Shoulders, Knees, and Toes</i> <b>Teacher’s Guide p. 119</b> - Sharing Family Pictures
Makes consistent grammatical errors in English (e.g., mans for men)	<b>Teacher’s Guide p. 37</b> - “Five Gingerbread Men” <b>Teacher’s Guide p. 41</b> - Gingerbread Story Comparison <b>Teacher’s Guide p. 78</b> - Introduce <i>Red</i> and <i>Orange</i>
Re-tells a simple story told in home language but may only be able to retell a few words from a story told in English	<b>Teacher’s Guide p. 22</b> - Share Photo Pages <b>Teacher’s Guide p. 32</b> - Sequence <i>The Gingerbread Boy</i> <b>Teacher’s Guide p. 118</b> - “The Little Red Hen” Comparison
Begins to understand that non-family adults and peers may not understand home language	<b>Teacher’s Guide p. 70</b> - Share Chair <b>Teacher’s Guide p. 135</b> - The “Talking Stone” <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers
Chooses language (home or English) and/or nonverbal gestures to communicate according to audience, purpose, and setting	<b>Teacher’s Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i> <b>Teacher’s Guide p. 51</b> - Dramatic Play Center <b>Teacher’s Guide p. 111</b> - My Family

\*The standards in this document were copied directly from the State of Alaska Early Learning Guidelines.

**Publisher’s Note:** The citations included in this alignment represent a sampling of Starfall Pre K 4 Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards may be found in the *Read Me First* section of the Teacher’s Guide.

\*Follow local and district policies and procedures to meet Alaska Early Learning Guidelines.