

California Preschool Learning Foundations Alignment to Starfall

Social Emotional Development - Self

1.0 Self-Awareness	Starfall Pre K 4 Alignment
1.1 Describe their physical characteristics, behavior, and abilities positively.	Teacher's Guide p. 13 - Emotions: Happy Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide p. 88 - Eye Color Graph
2.0 Self-Regulation	Starfall Pre K 4 Alignment
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 47 - Outside Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 168 - Share Chair
3.0 Social and Emotional Understanding	Starfall Pre K 4 Alignment
3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	Teacher's Guide p. 20 - Emotions: Sad, Angry, and Afraid Teacher's Guide p. 42 - Review Emotions Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide pp. 397-398 - Ways People Feel
4.0 Empathy and Caring	Starfall Pre K 4 Alignment
4.1 Demonstrate concern for the needs of others and people in distress.	Teacher's Guide p. 67 - Friends Teacher's Guide p. 157 - Dialing 9-1-1 Teacher's Guide p. 582 - Review <i>The Little Red Hen</i>
5.0 Initiative in Learning	Starfall Pre K 4 Alignment
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 180 - Discovery Center Teacher's Guide p. 473 - Big Machines

Social Interaction

1.0 Interactions with Familiar Adults	Starfall Pre K 4 Alignment
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	Teacher's Guide pp 229 - <i>Safety Inside School and On the Playground</i> Teacher's Guide p. 299 - Construction Center Teacher's Guide p. 369 - Dramatic Play Center
2.0 Interactions with Peers	Starfall Pre K 4 Alignment
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	Teacher's Guide p. 33 - Where is Gingerbread Boy? Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 467 - Build a House
2.2 Participate in simple sequences of pretend play.	Teacher's Guide pp. 155 - 156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide p. 255 - Dramatic Play
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	Teacher's Guide p. 67 - Friends Teacher's Guide pp. 165-166 - Partner Sharing Teacher's Guide p. 175 - Outside Activities Teacher's Guide p. 326 - Discovery Center
3.0 Group Participation	Starfall Pre K 4 Alignment
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	Teacher's Guide p. 53 - Friendship Ball Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide pp. 187-188 - What Would You Do?
4.0 Cooperation and Responsibility	Starfall Pre K 4 Alignment
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	Teacher's Guide p. 116 - The Farmer in the Dell Teacher's Guide pp. 185 - 186 - Senses Walk Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 374 - Warm Up Your Brain

Relationships

1.0 Attachments to Parents	Starfall Pre K 4 Alignment
1.1 Seek security and support from their primary family attachment figures.	Teacher's Guide p. 111 - My Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 515 - Things We Can Do
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	Teacher's Guide Seasonal Holidays pp. 52 - 53 - Mother's Day Teacher's Guide p. 105 - Introduce Grandmother Teacher's Guide p. 112 - 113 - Helping Your Family
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	Teacher's Guide p. 14 - "We're Happy" Class Book Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 561 - Growing Up

2.0 Close Relationships with Teachers and Caregivers	Starfall Pre K 4 Alignment
2.1 Seek security and support from their primary teachers and caregivers.	Teacher's Guide p. 32 - Sequence <i>The Gingerbread Boy</i> Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide p. 239 - Goldilocks Story Emotions
2.2 Contribute to maintaining positive cooperation with primary teachers and caregivers.	Teacher's Guide p. 116 - Gathering Teacher's Guide p. 144 - Phonological Awareness Teacher's Guide p. 147 - Outside Activity Teacher's Guide p. 214 - Say "Thank You"

3.0 Friendships	Starfall Pre K 4 Alignment
3.1 Choose to play with one or two special peers whom they identify as friends.	Teacher's Guide p. 53 - Friendship Ball Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide p. 127 - Dramatic Play Center Teacher's Guide p. 391 - Dramatic Play Center

Language and Literacy - Listening and Speaking

1.0 Language Use and Conventions	Starfall Pre K 4 Alignment
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	Teacher's Guide p. 13 - Emotions: Happy Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 114 - Little Red Hen Makes Pancakes Teacher's Guide p. 313 - Pre-K Book Club
1.2 Speak clearly enough to be understood by familiar adults and children.	Teacher's Guide p. 92 - Where Are the Colors? Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 181 - Gathering
1.3 Use accepted language and style during communication with familiar adults and children.	Teacher's Guide pp. 57 - 58 - It's Raining! Teacher's Guide p. 114 - Little Red Hen Makes Pancakes Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 313 - Pre-K Book Club
1.4 Use language to construct short narratives that are real or fictional.*	Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide pp. 165 - 166 - Partner Sharing: Community Helpers Teacher's Guide p. 327 - Pets

2.0 Vocabulary	Starfall Pre K 4 Alignment
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	Teacher's Guide pp. 78-79 - Introduce Red and Orange Teacher's Guide p. 236 - Small, Medium, Large Teacher's Guide p. 542 - Play Dough Shapes
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	Teacher's Guide p. 133 - Where We Live Teacher's Guide p. 143 - Vehicles and Buildings Teacher's Guide p. 525 - Determine Living and Nonliving
2.3 Understand and use simple words that describe the relations between objects.	Teacher's Guide p. 359 - Milk a Cow Teacher's Guide p. 404 - Ocean Mural Teacher's Guide p. 424 - Fossils

3.0 Grammar	Starfall Pre K 4 Alignment
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	Teacher's Guide p. 362 - Class Farm Book Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 404 - Ocean Mural
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	Teacher's Guide p. 118 - Compound Words Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 257 - Introduce Weather Teacher's Guide p. 333 - Real or Make-Believe

Reading

1.0 Concepts about Print	Starfall Pre K 4 Alignment
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	Teacher's Guide p. 76 - Library Center Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 332 - <i>The Frog Prince</i> Vocabulary
1.2 Recognize print as something that can be read.	Teacher's Guide p. 30 - Gathering Teacher's Guide p. 126 - Library Center Teacher's Guide p. 277 - Library Center Teacher's Guide p. 330 - Read the "Pets" Chart

2.0 Phonological Awareness - Not Applicable	
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3.0 Alphabets and Word/Print Recognition	Starfall Pre K 4 Alignment
3.1 Recognize the first letter of own name.	Teacher's Guide p. 18 - Gathering Teacher's Guide p. 39 - Gathering Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 61 - Gathering Teacher's Guide p. 189 - Gathering
3.2 Match some letter names to their printed form.	Teacher's Guide pp. 110-111 - Introduce <i>Bb</i> Teacher's Guide pp. 134 - 135 - Introduce <i>Tt</i>

	Teacher's Guide p. 235 - Introduce <i>Pp</i>
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4.0 Comprehension and Analysis of Age-Appropriate Text	Starfall Pre K 4 Alignment
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4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	Teacher's Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 84 - Story Order Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 289-290 - Read <i>How the Turtle Cracked its Shell</i> Teacher's Guide p. 298 - Library Center Teacher's Guide pp. 353 -354 - Dramatize "The Little Rooster"
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4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	Teacher's Guide p. 151 - Construction Center Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> /Create Fire Trucks Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 299 - Construction Center Teacher's Guide p. 309 -Review <i>Reach for the Stars</i> /Measure Rockets Teacher's Guide - p. 465 - Construction Center Teacher's Guide - p. 473 - Big Machines Teacher's Guide - p. 478 - Construction/Make Bulldozer Paintings
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5.0 Literacy Interest and Response	Starfall Pre K 4 Alignment
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5.1 Demonstrate enjoyment of literacy and literacy-related activities	Teacher's Guide p. 194 -Rhymes and Body Parts/Create a Class Nursery Rhyme Book Teacher's Guide p. 240 - Draw Goldilocks and the Three Bears Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 259 <i>Who, What, When, Where, Why, and How</i> Teacher's Guide p. 337 - <i>The Frog Prince</i> Characters Teacher's Guide p. 340 -Dramatize <i>The Frog Prince</i>
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Writing

1.0 Writing Strategies	Starfall Pre K 4 Alignment
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 179 - Writing Center Teacher's Guide p. 324 - Art Center Teacher's Guide p. 346 - Art Center Teacher's Guide p. 368 - Art Center Teacher's Guide p. 403 - Create an Octopus
1.2 Write using scribbles that are different from pictures.	Teacher's Guide p. 204 - Writing Center Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide p. 325 - Writing Center Teacher's Guide p. 347 - Writing Center Teacher's Guide p. 351 - Create a Class Farm Book Teacher's Guide p. 416 - Writing Center
1.3 Write marks to represent own name.	Teacher's Guide Seasonal Holidays - p. 23 Shaving Cream Snow Teacher's Guide p. 17 - Create Photo Pages Teacher's Guide p. 32 - Design Sheep Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 103 - Writing Center Teacher's Guide p. 498 - Make Name Trains

Mathematics

Number Sense

1.0 Children begin to understand numbers and quantities in their everyday environment.	Starfall Pre K 4 Alignment
1.1 Recite numbers in order to ten with increasing accuracy.	Teacher's Guide p. 359 - Milk a Cow Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 587 - Play "I Spy"
1.2 Begin to recognize and name a few written numerals.	Teacher's Guide p. 43 - Classify Letters, Shapes, and Numbers Teacher's Guide p. 287 - Numbers Everywhere Teacher's Guide p. 380 - Count Wild Animals
1.3 Identify, without counting, the number of objects	Teacher's Guide p. 128 - Math Center

in a collection of up to three objects (i.e., subitize).	Teacher's Guide p. 396 - Play "High or Low" Starfall.com - Math: Early Numbers
1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 152 - Math Center
1.5 Use the number name of the last object counted to answer the question, "How many . . . ?"	Teacher's Guide p. 42 - Gathering Teacher's Guide p. 254 - Art Center Teacher's Guide p. 416 - Math Center

2.0 Children begin to understand number relationships and operations in their everyday environment.	Starfall Pre K 4 Alignment
2.1 Compare visually (with or without counting) two groups of objects that counting) two groups of objects that communicate, "more" or "same."*	Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 549 - Graph Fruits and Vegetables
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	Teacher's Guide p. 208 -Solve Story Problems Teacher's Guide p. 348 - Math Center Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 469 - Addition and Subtraction
2.3 Understand that putting two group of objects together will make as bigger group.	Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 469 -Addition and Subtraction Teacher's Guide p. 524 - Solve Story Problem Equations Starfall.com - Math: Addition and Subtraction
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 469 -Addition and Subtraction Starfall.com - Math: Addition and Subtraction

Algebra and Functions (Classification and Patterning)

1.0 Children begin to sort and classify objects in their everyday environment.	Starfall Pre K 4 Alignment
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1.1 Sort and classify objects by one attribute into two or more groups,with increasing accuracy.	Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide p. 77 - Math Center Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Starfall.com - Math: Shape Sort
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2.0 Children begin to recognize simple, repeating patterns.	Starfall Pre K 4 Alignment
2.1 Begin to identify or recognize a simple repeating pattern.	Teacher’s Guide p. 265 -Create Weather Patterns Teacher’s Guide p. 285 - Patterns- Day/Night and Seasons Teacher’s Guide p. 290 - Make Patterns with Coins

Measurement

1.0 Children begin to compare and order objects.	Starfall Pre K 4 Alignment
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	Teacher’s Guide Seasonal Holidays p. 10 - Weighing an Apple Teacher’s Guide p. 417 - Introduce Dinosaurs Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 523 - Compare Sizes Starfall.com - Math: Geometry and Measurement
1.2 Order three objects by size.	Teacher’s Guide p. 231 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 236 -Small, Medium, Large Teacher’s Guide p. 361 - Compare Small, Medium, Large

Geometry

1.0 Children begin to identify and use common shapes in their everyday environment.	Starfall Pre K 4 Alignment
1.1 Identify simple two-dimensional shapes, such as a circle and square.	Teacher’s Guide p. 40 - Compare Shapes Teacher’s Guide p. 43 - Classify Letters, Shapes, and Numbers Teacher’s Guide pp. 66-67 - “Where’s the Shape?” Teacher’s Guide p. 108 - Design a House Teacher’s Guide p. 561 - Shape Orientation Starfall.com - Math: Geometry and Measurement
1.2 Use individual shapes to represent different elements of a picture or design.	Teacher’s Guide p. 41 - Decorate Gingerbread Boy Teacher’s Guide p. 108 - Design a House

	Teacher's Guide p. 558 - Math Center
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2.0 Children begin to understand positions in space.	Starfall Pre K 4 Alignment
2.1 Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside.	Teacher's Guide p. 133 - Where We Live Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 442 - Math Center

Mathematical Reasoning

1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	Starfall Pre K 4 Alignment
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	Teacher's Guide Seasonal Holidays p. 38 - Measuring Rainfall Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 528 - Learn About Pennies and Nickels

English-Language Development

Listening

1.0 Children listen with understanding. Focus: Beginning words	Starfall Pre K 4 Alignment
<p>Beginning 1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</p> <p>Middle 1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</p> <p>Later 1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and</p>	<p>Teacher's Guide p. 61 - Warm Up Your Brain Teacher's Guide p. 63 - "A-Ticket, A-Tasket" Teacher's Guide p. 143 - Warm Up Your Brain/Vehicles and Buildings Teacher's Guide p. 189 - Find Pairs Teacher's Guide p. 259 - Who, Where, When, What, Why, and How</p>

pretend activity.	
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1.0 Children listen with understanding. Focus: Requests and directions	Starfall Pre K 4 Alignment
<p>Beginning 1.2 Begin to follow simple directions in English, especially when there are contextual cues.</p> <p>Middle 1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</p> <p>Later 1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</p>	<p>Teacher’s Guide p. 16 - Emotions: Excited and Silly Teacher’s Guide p. 70 - Share Chair Teacher’s Guide pp. 165-166 -Partner Sharing Teacher’s Guide p. 306 - Create Star Wands Teacher’s Guide p. 329 - Create Speckled Frogs Teacher’s Guide p. 339 - Alphabet Bingo Teacher’s Guide p. 430 - “Dinosaur, Dinosaur” and “True or Not True” Teacher’s Guide p. 491 - Train Game</p>

1.0 Children listen with understanding. Focus: Basic and advanced concepts	Starfall Pre K 4 Alignment
<p>Beginning 1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with assistance of an interpreter if necessary).</p> <p>Middle 1.3 Demonstrate an understanding of words in English related to basic concepts.</p> <p>Later 1.3 Demonstrate an understanding of words in English related to more advanced concepts.</p>	<p>Teacher’s Guide p. 15 - Introduce the Weather Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide pp. 82-83 - Introduce <i>Yellow</i> and <i>Green</i> Teacher’s Guide pp. 129-130 - Introduce <i>Neighbors</i> and <i>Community</i> Teacher’s Guide pp. 153-154 - Firefighters Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 526 - Compare and Contrast Teacher’s Guide p. 528 - Learn About Pennies and Nickels</p>

English-Language Development

Speaking

1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of needs	Starfall Pre K 4 Alignment

<p>Beginning 1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</p> <p>Middle 1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch that is, use the home language and use telegraphic and/or formulaic speech)</p> <p>Later 1.1 Show increasing reliance on verbal communication in English to be understood.</p>	<p>Teacher’s Guide p. 16 - Emotions: Excited and Silly Teacher’s Guide p. 51 - Dramatic Play Center Teacher’s Guide p. 76 - Dramatic Play Center Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 349 - Farm Animals</p>
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1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Vocabulary production	
<p>Beginning 1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p> <p>Middle 1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p> <p>Later 1.2 Use new English vocabulary to share knowledge of concepts.</p>	<p>Starfall Pre K 4 Alignment</p> <p>Teacher’s Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide pp. 181-182 - The Five Senses Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 526 - Compare and Contrast Teacher’s Guide p. 528 - Learn About Pennies and Nickels Teacher’s Guide p. 549 - Graph Favorite Fruits and Vegetables</p>

1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Conversation	
<p>Beginning 1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p> <p>Later 1.3 Sustain a conversation in English about a variety</p>	<p>Starfall Pre K 4 Alignment</p> <p>Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 313 - Pre K Book Club Teacher’s Guide p. 333 - Real or Make-Believe Teacher’s Guide p. 362 - Class Farm Book Teacher’s Guide - Learning Centers (daily)</p>

of topics.	
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1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Utterance length and complexity	Starfall Pre K 4 Alignment
<p>Beginning 1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 1.4 Use two and three word utterances in English to communicate.</p> <p>Later 1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p>	<p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 86 - Introduce Blue and Purple Teacher’s Guide p. 90 - Make Fruit Salad Teacher’s Guide p. 168 - Share Chair Teacher’s Guide p. 291 - My Favorite Seasons Chart Teacher’s Guide p. 330 - Read the “Pets” Chart</p>

1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Grammar	Starfall Pre K 4 Alignment
<p>Beginning 1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple subject, past tense; use of verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.</p> <p>Later 1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>	<p>Teacher’s Guide p. 189 - Find Teacher’s Guide p. 360 - Find Pairs Teacher’s Guide p. 404 - Ocean Mural Teacher’s Guide p. 515 - Things We Can Do Teacher’s Guide p. 561 - Growing Up</p>

1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Inquiry	Starfall Pre K 4 Alignment
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<p>Beginning 1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 1.6 Begin to use “what,” and “why” questions in English, sometimes with errors.</p> <p>Later 1.6 Begin to use “what” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>	<p>Teacher’s Guide p. 165 - Partner Sharing Teacher’s Guide p. 256 - Discovery Center Teacher’s Guide p. 259 - <i>Who, Where, When, What, Why, and How</i> Teacher’s Guide p. 286 - Introduce Autumn Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i></p>
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<p>2.0 Children begin to understand and use social conventions in English. Focus: Social conventions</p>	<p>Starfall Pre K 4 Alignment</p>
<p>Beginning 2.1 Use social conventions of the home language (as reported by teachers, parents, social conventions, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 2.1 Demonstrate a beginning understanding of English social conventions.</p> <p>Later 2.1 Appropriately use words and tone of voice associated with social conventions in English.</p>	<p>Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 333 - Real or Make-Believe</p>

<p>3.0 Children use language to create oral narratives about their personal experiences.* Focus: Narrative development</p>	<p>Starfall Pre K 4 Alignment</p>
<p>Beginning 3.1 Create a narrative in the home language (as reported by parents, or teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e.,</p>	<p>Teacher’s Guide p. 111 - My Family Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 332 - <i>My Favorite Pet Book</i> Teacher’s Guide p. 443 - Things I Can Build Teacher’s Guide p. 501 - Class Travel Journal</p>

code-switching). Later 3.1 Produce simple narratives in English that are real or fictional.	
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English-Language Development

Reading

1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Participate in read-aloud activity	Starfall Pre K 4 Alignment
<p>Beginning 1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p> <p>Middle 1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</p> <p>Later 1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p>	<p>Teacher’s Guide p. 12 - Introduce <i>Nursery Rhymes</i> Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher’s Guide p. 355 - <i>The Story of Milk</i> Teacher’s Guide p. 557 - Library Center</p>

1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Interest in books and reading	Starfall Pre K 4 Alignment
<p>Beginning 1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the book.</p> <p>Middle 1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</p> <p>Later 1.2 Choose to “read” familiar books written in</p>	<p>Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 226 - Computer Center Teacher’s Guide p. 324 - Library Center Teacher’s Guide p. 368 - Library Center Teacher’s Guide p. 440 - Library Center Teacher’s Guide p. 464 - Library Center Starfall.com - Backpack Bear’s Books, Learn to Read</p>

English with increasing independence and, talk about the books.	
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2.0 Children show an increasing understanding of book reading. Focus: Personal connections to the story	Starfall Pre K 4 Alignment
<p>Beginning 2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</p> <p>Later 2.1 Begin to engage in extended conversations in English about stories.</p>	<p>Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i></p> <p>Teacher’s Guide p. 301 - Introduce Earth</p> <p>Teacher’s Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i></p> <p>Teacher’s Guide p. 517 - Introduce <i>The Green Grass Grew All Around</i></p>

2.0 Children show an increasing understanding of book reading. Focus: Story structure	Starfall Pre K 4 Alignment
<p>Beginning 2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 2.2 Retell a story using the home language and some English when read or told a story in English.</p> <p>Later 2.2 Retell in English the majority of a story read or told English.</p>	<p>Teacher’s Guide p. 32 - Sequence <i>The Gingerbread Boy</i></p> <p>Teacher’s Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p. 298 - Library Center</p> <p>Teacher’s Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i></p> <p>Teacher’s Guide p. 373 - Read <i>The Gingerbread Boy</i></p>

3.0 Children demonstrate an understanding of print conventions. Focus: Book handling	Starfall Pre K 4 Alignment
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<p>Beginning 3.1 Begin to understand that books are read in a consistent manner(e.g in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages.</p> <p>Middle 3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</p> <p>Later 3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p>	<p>Teacher’s Guide p. 67 - Friends Teacher’s Guide p. 155 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide p. 203 - Library Center Teacher’s Guide p. 277 - Library Center Starfall.com - Backpack Bear’s Books</p>
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4.0 Children demonstrate awareness that print carries meaning. Focus: Environmental print	Starfall Pre K 4 Alignment
<p>Beginning 4.1 Begin to recognize that symbols in the environment (classroom, community, and home) carry a consistent meaning in the home language or in English.</p> <p>Middle 4.1 Recognize in the environment (classroom, community, and home) some familiar symbols, words, and print labels in the home language or in English.</p> <p>Later 4.1 Recognize in the environment (classroom, community, and home) an increasing number of familiar symbols, words, and print labels in English.</p>	<p>Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 43 - Classify Letters, Shapes, and Numbers Teacher’s Guide pp. 78-79 - ASL Chart Teacher’s Guide p. 91 - <i>Let’s Eat</i> Sorting Activity Teacher’s Guide pp. 140 - 141 - Safety Signs Teacher’s Guide p. 285 - Patterns: Day/Night and Seasons Teacher’s Guide p. 581 - Graph Favorite Learning Centers</p>

5.0 Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter awareness	Starfall Pre K 4 Alignment
<p>Beginning 5.1 Interact with material representing the letters of the English alphabet.</p> <p>Middle 5.1 Begin to talk about the letters of the English</p>	<p>Teacher’s Guide p. 61 - Gathering Teacher’s Guide p. 169 - Review <i>Bb, Tt</i>, and <i>Nn</i> Teacher’s Guide p. 188 - Form Play Dough Letters Teacher’s Guide p. 354 - Match Upper and Lower</p>

<p>alphabet while playing and interacting with them; may code- switch (use the home language and English).</p> <p>Later</p> <p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<p>Case Letters</p> <p>Teacher's Guide p. 447 - Building Words</p> <p>Starfall.com - A,B,C's</p>
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<p>5.0 Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter recognition</p>	<p>Starfall Pre K 4 Alignment</p>
<p>Beginning</p> <p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p> <p>Middle</p> <p>5.2 Identify some letters of the alphabet in English.</p> <p>Later</p> <p>5.2 Identify ten or more letters of the alphabet in English.</p>	<p>Teacher's Guide p. 39 - Gathering</p> <p>Teacher's Guide p. 354 - Match Upper and Lower Case Letters</p> <p>Teacher's Guide p. 457 - Review Letters and Sounds</p> <p>Teacher's Guide p. 572 - Match Alphabet Letters</p>

<p>6.0 Children demonstrate phonological awareness. Focus: Rhyming</p>	<p>Starfall Pre K 4 Alignment</p>
<p>Beginning</p> <p>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p>Middle</p> <p>6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</p> <p>Later</p> <p>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Songs and Fingerplays</p> <p>Teacher's Guide p. 157 - <i>This Old Man</i></p> <p>Teacher's Guide p. 185 - <i>Parts of My Body</i></p> <p>Teacher's Guide p. 219 - <i>Where is /a/?</i></p> <p>Teacher's Guide p. 307 - <i>Ten Little Stars</i> and Holidays</p> <p>Starfall.com - Songs and Rhymes</p>

<p>6.0 Children demonstrate phonological awareness. Focus: Onset (initial sound)</p>	<p>Starfall Pre K 4 Alignment</p>
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<p>Beginning 6.2 Listen attentively and begin to participate in simple songs, poems, and fingerplays in the home language or in English.</p> <p>Middle 6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p> <p>Later 6.2 Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p>Teacher's Guide p.106 - Introduce /b/- <i>Bear</i></p> <p>Teacher's Guide p. 138 - List <i>Tt</i> Words, ASL <i>Tt, Where Is /t/?</i></p> <p>Teacher's Guide p. 162 - Phonological Awareness: Onset and Rime, List <i>Nn</i> Words, ASL <i>Nn, Where Is /n/?</i></p> <p>Starfall.com - Songs and Rhymes: ABC Rhymes</p>
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<p>6.0 Children demonstrate phonological awareness. Focus: Sound differences in the home language and English</p>	<p>Starfall Pre K 4 Alignment</p>
<p>Beginning 6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p> <p>Middle 6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p> <p>Later 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<p>Teacher's Guide p. 402 - Introduce Short /O/ Teacher's Guide p. 444 - Introduce /W/ Teacher's Guide p. 471 - Introduce <i>Ii</i>, List <i>Ii</i>, ASL <i>Ii</i> Teacher's Guide p. 477 - Introduce <i>Xx</i>, List <i>Xx</i> Words, ASL <i>Xx</i> Teacher's Guide p. 480 - Review Letters and ASL Signs</p>

English-Language Development

Writing

<p>1.0 Children use writing to communicate their ideas. Focus: Writing as communication</p>	<p>Starfall Pre K 4 Alignment</p>
<p>Beginning 1.1 Begin to understand that writing can be used to communicate.</p> <p>Middle 1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.</p> <p>Later</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Shared Writing Teacher's Guide Seasonal Holidays p. 53 - All About Mom Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 111 -My Family Teacher's Guide pp. 153-154 - Firefighters</p>

1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	Teacher's Guide p. 310 - Class Story
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1.0 Children use writing to communicate their ideas. Focus: Writing to represent words or ideas	Starfall Pre K 4 Alignment
<p>Beginning 1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p> <p>Middle 1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</p> <p>Later 1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p>Teacher's Guide Seasonal Holidays p. 30 - Class Love Book</p> <p>Teacher's Guide p. 151 - Writing Center</p> <p>Teacher's Guide p. 204 - Writing Center</p> <p>Teacher's Guide p. 227 - Writing Center</p> <p>Teacher's Guide p. 325 - Writing Center</p> <p>Teacher's Guide p. 332 - <i>My Favorite Pet Book</i></p>

1.0 Children use writing to communicate their ideas. Focus: Writing their name	Starfall Pre K 4 Alignment
<p>Beginning 1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p> <p>Middle 1.3 Attempt to copy their own name in English or in the writing system of their home language.</p> <p>Later 1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p>Teacher's Guide Seasonal Holidays p. 23 - Shaving Cream Snow</p> <p>Teacher's Guide p. 77 - Writing Center</p> <p>Teacher's Guide p. 103 - Writing Center</p> <p>Teacher's Guide p. 136 - Review <i>Tt</i> and <i>Bb</i></p> <p>Teacher's Guide p. 211 - <i>My Healthy Food Classroom Book</i></p>

Visual Art

1.0 Notice, Respond, and Engage	Starfall Pre K 4 Alignment
1.1 Notice and communicate about objects or forms that appear in art.	<p>Starfall.com - It's Fun to Read: Art Gallery: Vincent van Gogh</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Georges Seurat</p>

	<p>Starfall.com - It's Fun to Read: Art Gallery: Ernie Barnes</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Marc Chagall</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Dorothy Strait</p>
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	<p>Teacher's Guide p. 50 - Art Center</p> <p>Teacher's Guide p. 91 - Finger Painting</p> <p>Teacher's Guide p. 268 - Create Rainy Day Illustrations</p> <p>Teacher's Guide p. 578 - Art Center</p>
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	<p>Teacher's Guide p. 298 - Art Center</p> <p>Teacher's Guide p. 326 - Discovery Center</p> <p>Teacher's Guide p. 368 - Art Center</p> <p>Teacher's Guide p. 414 - Art Center</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Vincent van Gogh</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Georges Seurat</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Marc Chagall</p>
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	<p>Teacher's Guide Seasonal Holidays p. 30 - Class Love Book</p> <p>Teacher's Guide p. 362 - <i>Class Farm Book</i></p> <p>Teacher's Guide p. 567 - Share Chair</p>

2.0 Develop Skills in Visual Art	Starfall Pre K 4 Alignment
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	<p>Teacher's Guide Seasonal Holidays p. 23 - Shaving Cream Snow</p> <p>Teacher's Guide p. 136 - Review <i>Tt</i> and <i>Bb</i></p> <p>Teacher's Guide p. 226 - Art Center</p> <p>Teacher's Guide p. 243 - Review <i>a,b,n,p,s,t</i></p>
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	<p>Teacher's Guide Seasonal Holidays p.11 - Apple Painting</p> <p>Teacher's Guide p. 85 - Draw and Write About Dragons</p> <p>Teacher's Guide p. 119 - Sharing Family Pictures</p>

	Teacher's Guide p. 139 - Create a Neighborhood Scene
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	Teacher's Guide p. 39 - Cinnamon Play Dough Teacher's Guide p. 188 - Form Play Dough Letters Teacher's Guide p. 311 - 3-D Geometric Shapes
2.4 Begin to use paper and other materials to assemble simple collages.	Teacher's Guide Seasonal Holidays p. 6 - Fall Collage Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 211 - My Healthy Food Classroom Book
2.5 Begin to recognize and name materials and tools used for visual arts.*	Teacher's Guide p. 50 - Art Center Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 268 - Create Rainy Day Illustrations Teacher's Guide p. 578 - Art Center
2.6 Demonstrate some motor control when working with visual arts tools.*	Teacher's Guide p. 76 - Art Center Teacher's Guide p. 426 - Create Dinosaur Skeletons Teacher's Guide p. 440 - Art Center Teacher's Guide - Art Center (daily)

3.0 Create, Invent, and Express Through Visual Art	Starfall Pre K 4 Alignment
3.1 Create art and sometimes name the work.	Teacher's Guide p. 178 - Art Center Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 414 - Art Center Teacher's Guide p. 578 - Art Center
3.2 Begin to draw figures or objects.*	Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide p. 268 - Create Rainy Day Illustrations Teacher's Guide p. 376 - Draw Animals in Their Habitats
3.3 Begin to use intensity of marks and color to express a feeling or mood.	Teacher's Guide Seasonal Holidays p. 30 - Class Love Book Teacher's Guide p. 225 - Writing Center Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide - Art Center: Daily

Music

1.0 Notice, Respond, and Engage*	Starfall Pre K 4 Alignment
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	Teacher’s Guide p. 407 - Rhyming Words: “Down By the Bay” Teacher’s Guide p. 13 - <i>If You’re Happy and You Know It</i> Teacher’s Guide p. 83 - “One, Two, Tie My Shoe” Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide p. 189 - <i>Yonder in the Pair Pair Patch</i>
1.2 Recognize simple repeating melody and rhythm patterns.**	Starfall.com - It’s Fun to Read: Music Starfall.com - Motion Songs Starfall.com - Math: Math Songs Starfall.com - Historical Folk Songs
1.3 Identify the sources of a limited variety of musical sounds.	Teacher’s Guide Seasonal Holidays p. 39 - Rainsticks Teacher’s Guide Seasonal Holidays p. 50 - Maracas Teacher’s Guide p. 140 - Warm Up Your Brain Starfall.com - It’s Fun to Read: Music - Frederic Chopin Starfall.com - It’s Fun to Read: Music - Wolfgang Amaddeus Mozart
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.*	Teacher’s Guide Seasonal Holidays p. 16 - Pass the Pumpkin: Tempo Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p. 34 - African Drum Teacher’s Guide p. 419 - Dinosaur Dance

2.0 Develop Skills in Music	Starfall Pre K 4 Alignment
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	Teacher’s Guide Seasonal Holidays p. 34 - African Music Teacher’s Guide Seasonal Holidays p. 39 - Rainsticks Teacher’s Guide pp.174-197 - Week 8: The Five Senses Starfall.com - Motion Songs Starfall.com - Math: Math Songs
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	Teacher’s Guide pp. 185-186 - <i>Parts of My Body</i> Teacher’s Guide p. 205 - <i>Where Is My Head?</i> Teacher’s Guide p. 307 - <i>Ten Little Stars</i> Starfall.com - Motion Songs: “Head, Shoulders, Knees and Toes”

	<p>Starfall.com - Motion Songs: “Teddy Bear, Teddy Bear”</p> <p>Starfall.com - Historical Folk Songs</p>
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3.0 Create, Invent, and Express Through Music	Starfall Pre K 4 Alignment
3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	<p>Teacher’s Guide Seasonal Holidays p. 34 - African Music</p> <p>Teacher’s Guide Seasonal Holidays p.34 - African Drum</p> <p>Teacher’s Guide Seasonal Holidays p. 39 - Rainsticks</p> <p>Teacher’s Guide Seasonal Holidays p. 50 - Maracas</p>
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	<p>Teacher’s Guide Seasonal Holidays p. 16 - Pass the Pumpkin: Tempo</p> <p>Teacher’s Guide p. 13 - <i>If You’re Happy and You Know It</i></p> <p>Starfall.com Songs & Rhymes: Motion Songs</p> <p>Starfall.com Songs & Rhymes: Historical Folk Songs</p> <p>Teacher’s Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)</p>
3.3 Improvise vocally and instrumentally.	<p>Teacher’s Guide Seasonal Holidays p. 39 - Rainsticks</p> <p>Teacher’s Guide Seasonal Holidays p. 50 - Maracas</p> <p>Teacher’s Guide p. 407 - Rhyming Words: “Down By the Bay”</p>

Drama

1.0 Notice, Respond, and Engage	Starfall Pre K 4 Alignment
1.1 Demonstrate an understanding of simple drama vocabulary.	<p>Teacher’s Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i></p> <p>Teacher’s Guide p. 340 - Dramatize <i>The Frog Prince</i></p> <p>Teacher’s Guide pp. 353-354 - Dramatize “The Little Rooster”</p>
1.2 Identify preferences and interests related to participating in drama.	<p>Teacher’s Guide p.71 - Dramatize “Mr. Bunny’s Carrot Soup”</p> <p>Teacher’s Guide p.245 - Dramatize <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p.369 - Dramatic Play Center</p>

1.3 Demonstrate knowledge of simple plot of a participatory drama.	Teacher's Guide p.71 - Dramatize "Mr. Bunny's Carrot Soup" Teacher's Guide p.337 - <i>The Frog Prince Characters</i> Teacher's Guide pp.353-354 - Dramatize "The Little Rooster"
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2.0 Develop Skills to Create, Invent, and Express Through Drama	Starfall Pre K 4 Alignment
2.1 Demonstrate basic role-play skills with imagination and creativity.	Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 369 - Dramatic Play Center Teacher's Guide p. 391 - Dramatic Play Center Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 499 - A Plane Ride
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	Teacher's Guide p. 71 - Dramatize "Mr. Bunny's Carrot Soup" Teacher's Guide p. 277 - Dramatic Play Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide p. 487 - Dramatic Play Center

Dance

1.0 Notice, Respond, and Engage	Starfall Pre K 4 Alignment
1.1 Engage in dance movements.	Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide p. 57 - Warm Up Your Brain Teacher's Guide p. 140 - Warm Up Your Brain Teacher's Guide p. 168 - Warm Up Your Brain Teacher's Guide p. 286-287 - Introduce Autumn Teacher's Guide p. 419 - Dinosaur Dance
1.2 Begin to understand and use vocabulary related to dance.	Teacher's Guide Seasonal Holidays p. 27 - Dragon Dance Teacher's Guide Seasonal Holidays p. 51 - <i>Mexican Hat Dance</i> Starfall.com - It's Fun to Read: Music - Scott Joplin Starfall.com - It's Fun to Read: Music - Peter Tchaikovsky
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	Teacher's Guide Seasonal Holidays p.51 - <i>Mexican Hat Dance</i> Teacher's Guide p. 65-66 - "The Ants Go Marching"

	Teacher's Guide p. 116 - Warm Up Your Brain Teacher's Guide p. 157 - Warm Up Your Brain
1.4 Explore and use different steps and movements to create or form a dance.	Teacher's Guide Seasonal Holidays p.51 - <i>Mexican Hat Dance</i> Teacher's Guide p.13 - Warm Up Your Brain Starfall.com - Motion Songs

2.0 Develop Skills in Dance	Starfall Pre K 4 Alignment
2.1 Begin to be aware of own body in space.	Teacher's Guide Seasonal Holidays p. 24 - Musical Hibernation Game Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Starfall.com - Motion Songs
2.2 Begin to be aware of other people in dance or when moving in space.	Teacher's Guide Seasonal Holidays p. 24 - Musical Hibernation Game Teacher's Guide p. 57 - Warm Up Your Brain Teacher's Guide p. 129 - Warm Up Your Brain
2.3 Begin to respond to tempo and timing through movement.	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i>

3.0 Create, Invent, and Express Through Dance	Starfall Pre K 4 Alignment
3.1 Begin to act out and dramatize through music and movement patterns.	Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide Seasonal Holidays p. 50 - Dance Streamers Teacher's Guide p. 559 - Warm Up Your Brain Starfall.com - Motion Songs Starfall.com - Historical Folk Songs
3.2 Invent dance movements.	Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide p. 65 - Warm Up Your Brain Teacher's Guide p. 419 - Dinosaur Dance

<p>3.3 Improvise simple dances that have a beginning and an end.</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Leaf dancing Teacher's Guide p. 65 - Warm Up Your Brain Teacher's Guide p. 286 - Introduce Autumn Teacher's Guide p. 419 - Dinosaur Dance</p>
<p>3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.</p>	<p>Teacher's Guide: Seasonal Holidays p. 7 - Leaf Dancing Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> Teacher's Guide p. 263 - Warm Up Your Brain Teacher's Guide p. 355 - Warm Up Your Brain Teacher's Guide p. 419 - Dinosaur Dance</p>

**Physical Development
Fundamental Movement Skills**

1.0 Balance	Starfall Pre K 4 Alignment
<p>1.1 Maintain balance while holding still; sometimes may need assistance.</p>	<p>Teacher's Guide p. 153 - Warm Up Your Brain Teacher's Guide p. 168 - Warm Up Your Brain Teacher's Guide p. 304 - Warm Up Your Brain</p>
<p>1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.</p>	<p>Teacher's Guide Seasonal Holidays p. 23 - Indoor Ice-skating Teacher's Guide p. 212 - Warm Up Your Brain Teacher's Guide p. 257 - Warm Up Your Brain Teacher's Guide p. 559 - Warm Up Your Brain</p>

2.0 Locomotor Skills	Starfall Pre K 4 Alignment
<p>2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).</p>	<p>Teacher's Guide p. 229 - Warm Up Your Brain Teacher's Guide p. 233 - Warm Up Your Brain Teacher's Guide p. 241 - Warm Up Your Brain</p>
<p>2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.</p>	<p>Teacher Guide Seasonal Holidays p. 12 - Apple Relay Teacher's Guide Seasonal Holidays p. 36 - Red Light, Green Light Teacher's Guide p. 175 - Hens and Chickens</p>
<p>2.3 Jump for height (up or down) and for distance with beginning competence.</p>	<p>Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide p. 374 - Warm Up Your Brain</p>

2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher's Guide p. 65 - Warm Up Your Brain Teacher's Guide p. 419 - Dinosaur Dance
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3.0 Manipulative Skills	Starfall Pre K 4 Alignment
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Teacher's Guide Seasonal Holidays p. 12 - Apple Toss Teacher's Guide Seasonal Holidays p. 24 - Indoor Snowball Fun Teacher's Guide Seasonal Holidays p. 39 - Bean Bag Puddle Toss Teacher's Guide p. 467 - Warm Up Your Brain
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Teacher's Guide p. 142 - Design Collages Teacher's Guide p. 150 - Art Center Teacher's Guide p. 178 - Art Center Teacher's Guide p. 358 - Estimation Teacher's Guide - Art Center (daily)

Perceptual–Motor Skills and Movement Concepts

1.0 Body Awareness	Starfall Pre K 4 Alignment
1.1 Demonstrate knowledge of the names of body parts.	Teacher's Guide p. 8 - Warm Up Your Brain Teacher's Guide p. 31 - Compare/Contrast Body Parts Teacher's Guide p. 34 - "There's a Neat Little Clock" Teacher's Guide p. 194 - Rhymes and Body Parts Teacher's Guide p. 526 - Compare and Contrast

2.0 Spatial Awareness	Starfall Pre K 4 Alignment
2.1 Use own body as reference point when locating or relating to other people or objects in space.	Teacher's Guide p. 123 - Outside Activity Teacher's Guide p. 303 - Why the Sun and the Moon Live in the Sky Teacher's Guide p. 304 - The Solar System

3.0 Directional Awareness	Starfall Pre K 4 Alignment
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	Teacher's Guide p. 165 - Warm Up Your Brain Starfall.com - Motion Songs: "Looby Loo" Starfall.com - Motion Songs: "Eensy Weensy Spider"
3.2 Move forward and backward or up and down easily.	Teacher's Guide p. 546 - Warm Up Your Brain

	<p>Starfall.com - Motion Songs: "Head, Shoulders, Knees and Toes"</p> <p>Starfall.com - Motion Songs: "Teddy Bear"</p>
3.3 Can place an object on top of or under something with some accuracy.	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language</p> <p>Teacher's Guide Seasonal Holidays p. 10 - Weighing an Apple</p> <p>Teacher's Guide p. 553 - Butterfly Snacks</p> <p>Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle</p>
3.4 Use any two body parts together.	<p>Teacher's Guide p. 543 - Warm Up Your Brain</p> <p>Teacher's Guide p. 549 - Warm Up Your Brain</p> <p>Starfall.com - Motion Songs: "Head, Shoulders, Knees and Toes"</p> <p>Starfall.com - Motion Songs: "Teddy Bear"</p>

Active Physical Play

1.0 Active Participation	Starfall Pre K 4 Alignment
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	<p>Teacher's Guide p. 427 - Warm Up Your Brain</p> <p>Teacher's Guide p. 461 - Rolling Relays</p> <p>Teacher's Guide p. 483 - Caboose on the Loose</p>
2.0 Cardiovascular Endurance	Starfall Pre K 4 Alignment
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	<p>Teacher's Guide p. 266 - Warm Up Your Brain</p> <p>Teacher's Guide p. 295 - Outside Activity</p> <p>Teacher's Guide p. 285 - Warm Up Your Brain</p> <p>Teacher's Guide p. 321 - Outside Activity</p>
3.0 Muscular Strength, Muscular Endurance, and Flexibility	Starfall Pre K 4 Alignment
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	<p>Teacher's Guide p. 73 - Outside Activity</p> <p>Teacher's Guide p. 233 - Warm Up Your Brain</p> <p>Teacher's Guide p. 273 - Outside Activity</p> <p>Teacher's Guide - Outside Activity (daily)</p>

Health Health Habits

1.0 Basic Hygiene	Starfall Pre K 4 Alignment
1.1 Demonstrate knowledge of some steps in the hand washing routine.	Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Let's Stay Healthy: Germs
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide pp 198-221 - Week 9: Staying Healthy Teacher's Guide p. 215 - Let's Stay Healthy: Let's Stay Healthy: Germs Teacher's Guide - Snack Time (daily) Teacher's Guide - Learning Centers (daily)
2.0 Oral Health	Starfall Pre K 4 Alignment
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 217 - Healthy Habits
3.0 Knowledge of Wellness	Starfall Pre K 4 Alignment
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	Teacher's Guide p. 194 - Rhymes and Body Parts Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water
3.2 Begin to understand that healthcare providers try to keep people well and help them when they are not well.	Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 170 - Community Helpers Teacher's Guide p. 179 - Dramatic Play Center
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide pp. 212 - 213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water
4.0 Sun Safety	Starfall Pre K 4 Alignment
4.1 Begin to practice sun-safe actions, with adult support and guidance.	Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide pp. 237-238 - Safety: Tub and Shower and At the Pool Teacher's Guide p. 243 - Safety Teacher's Guide p. 307 - The Stars

Safety

1.0 Injury Prevention	Starfall Pre K 4 Alignment
1.1 Follow safety rules with adult support and prompting.	Teacher's Guide pp. 229 - 230 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide p. 237 - Safety: <i>Tub and Shower and At the Pool</i> Teacher's Guide p. 241 - Safety: <i>Fire Safety, and Introduce Strangers</i> Teacher's Guide p. 244 - Review Safety
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide pp.157-158 - Dialing 9-1-1 Teacher's Guide p. 160 - Get Low and Go Teacher's Guide pp. 241-242 - Safety: Review <i>Fire Safety, and Introduce Strangers</i> Teacher's Guide p. 243 - Safety
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	Teacher's Guide p. 233 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide p. 229 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide p. 244 - Review Safety

Nutrition

1.0 Nutrition Knowledge	Starfall Pre K 4 Alignment
1.1 Identify different kinds of foods.	Teacher's Guide p. 59 - Make Carrot Soup Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide p. 90 - Make Fruit Salad Teacher's Guide p. 211 -My Healthy Food Classroom Book

2.0 Nutrition Choices	Starfall Pre K 4 Alignment
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 211 - Healthy Foods Teacher's Guide p. 211 - My Healthy Food Classroom Book Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits
2.2 Indicate food preferences that reflect familial and	Teacher's Guide Seasonal Holidays p. 13 - Apple

cultural practices.	Pancakes Teacher’s Guide Seasonal Holidays p. 16 - Roasted Pumpkin Seeds Teacher’s Guide Seasonal Holidays p. 20 - Cornbread Teacher’s Guide Seasonal Holidays p. 20 - Pumpkin Pies Teacher’s Guide Seasonal Holidays p. 25 - Banana Blizzard Teacher’s Guide Seasonal Holidays p. 27 - Chinese Orange Tray Teacher’s Guide Seasonal Holidays p. 29 - Groundhog Snack Teacher’s Guide Seasonal Holidays p. 32 - Queen of Hearts Tarts Teacher’s Guide Seasonal Holidays p. 36 - Friendship Snack Teacher’s Guide Seasonal Holidays p. 45 - Shamrock Shakes Teacher’s Guide Seasonal Holidays p. 51 - Burritos Teacher’s Guide Seasonal Holidays p. 53 - Our Mother’s Favorite Snacks Teacher’s Guide Seasonal Holidays p. 53 - Mother’s Day Tea
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3.0 Self-Regulation of Eating	Starfall Pre K 4 Alignment
3.1 Indicate awareness of own hunger and fullness.	Teacher’s Guide p. 60 - Taste Vegetables Teacher’s Guide p. 214 - Say “Thank You” Teacher’s Guide - Snack Time (daily) Teacher’s Guide - Lunch Time (daily)

History-Social Science

Self and Society

1.0 Culture and Diversity	Starfall Pre K 4 Alignment
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	Teacher’s Guide Seasonal Holidays pp.8-9 - Grandparent’s Day Teacher’s Guide Seasonal Holidays pp. 18-19 - Thanksgiving Teacher’s Guide Seasonal Holidays pp. 26-27 - Chinese New Year Teacher’s Guide Seasonal Holidays pp.33-36 - Black History Month Teacher’s Guide Seasonal Holidays pp. 42-44 - St. Patrick’s Day Teacher’s Guide p. 111 - My Family

	Teacher's Guide p. 119 - Sharing Family Pictures
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2.0 Relationships	Starfall Pre K 4 Alignment
2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 347 - Construction Center Teacher's Guide - Learning Centers (daily)

3.0 Social Roles and Occupations	Starfall Pre K 4 Alignment
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	Teacher's Guide p. 51 - Dramatic Play Center Teacher's Guide p. 103 - Dramatic Play Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 255 - Dramatic Play Center

Civics

Becoming a Preschool Community Member

1.0 Skills for democratic participation	Starfall Pre K 4 Alignment
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 361 - Compare Small, Medium, and Large Teacher's Guide p. 396 - Play "High" or "Low" Teacher's Guide p. 431 - Recognizing letters: My Turn, Your Turn" Teacher's Guide - Learning Centers (daily)

	Teacher's Guide - Small Group & Exploration (daily)
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2.0 Responsible Conduct	Starfall Pre K 4 Alignment
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	Teacher's Guide p. 20 - Emotions: Sad, Angry, and Afraid Teacher's Guide p. 42 - Review Emotions Teacher's Guide p. 67 - Friends Teacher's Guide p. 109 - "Did the Little Red Hen Do the Right Thing?" Teacher's Guide p. 114 - Little Red Hen Makes Pancakes (partner share) Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide pp. 397-398 - Ways People Feel Teacher's Guide - Learning Centers (daily)

3.0 Fairness and Respect for Other People	Starfall Pre K 4 Alignment
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 396 - Play "High" or "Low" Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn" Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)

4.0 Conflict Resolution	Starfall Pre K 4 Alignment
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	Teacher's Guide pp. 187-188 -What Would You Do? Teacher's Guide pp. 229-230 - <i>Safety: Inside School and On the Playground</i> Teacher's Guide p. 347 - Construction Center Teacher's Guide - Outside Activities (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)

Sense of Time - History

1.0 Understanding Past Events	Starfall Pre K 4 Alignment
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<p>1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.</p>	<p>Teacher’s Guide p. 105 - Introduce Grandmother Teacher’s Guide p. 111 - My Family Teacher’s Guide p. 112 - Helping Your Family Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 559 - Growing and Changing Teacher’s Guide p. 561 - Growing Up Teacher’s Guide p. 586 - Look at Us Now</p>
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2.0 Anticipating and Planning Future Events	Starfall Pre K 4 Alignment
<p>2.1 Anticipate events in familiar situations in the near future, with adult assistance.</p>	<p>Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day Teacher’s Guide Seasonal Holidays p. 14 - Harvest Teacher’s Guide Seasonal Holidays p. 18 - Thanksgiving Teacher’s Guide Seasonal Holidays p. 28 - Groundhog Day Teacher’s Guide Seasonal Holidays p. 30 - Valentines Teacher’s Guide Seasonal Holidays p. 42 - St. Patrick’s Day Teacher’s Guide Seasonal Holidays p. 52 - Mother’s Day Teacher’s Guide - Gathering (daily) Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p>

3.0 Personal History	Starfall Pre K 4 Alignment
<p>3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.</p>	<p>Teacher’s Guide p. 254 - Art Center Teacher’s Guide p. 255 - Writing Center Teacher’s Guide p. 259 - “Who Likes the Rain?” Teacher’s Guide p. 369 - Construction Center Teacher’s Guide p. 496 - Introduce Trains Teacher’s Guide p. 558 - Writing Center Teacher’s Guide p. 559 - Growing and Changing</p>

4.0 Historical Changes in People and the World	Starfall Pre K 4 Alignment
<p>4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do</p>	<p>Teacher’s Guide Seasonal Holidays pp.8-9 - Grandparent’s Day Teacher’s Guide p. 105 - Introduce Grandmother</p>

not readily sequence historical events on a timeline.	Teacher's Guide p. 111 - My Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 561 - Growing Up
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Sense of Place - Geography and Ecology

1.0 Navigating Familiar Locations	Starfall Pre K 4 Alignment
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	Teacher's Guide p. 33 - Where is Gingerbread Boy? Teacher's Guide p. 116 - "The Farmer in the Dell" Teacher's Guide p. 127 - Construction Center Teacher's Guide pp.129-130 - Introduce Neighbors and Community Teacher's Guide p.133 - Where We Live Teacher's Guide p. 139 - Create a Neighborhood Scene

2.0 Caring for the Natural World	Starfall Pre K 4 Alignment
2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	Teacher's Guide Seasonal Holidays pp. 46-48 - Earth Day Teacher's Guide p. 374 - Morning Meeting: Compare and Contrast Habitats Teacher's Guide p. 376 - The Forest Teacher's Guide p. 379 - Introduce <i>Over in the Meadow</i> Teacher's Guide p. 401 - Introduce <i>Ocean Animals</i> Teacher's Guide pp. 250-271 - Week 11: Observing the Weather Teacher's Guide pp. 508-573 - Unit 7: Your Environment Starfall.com - Holiday Icon: Every Day is Earth Day Starfall.com - I'm Reading: Nonfiction - <i>It's Earth Day Dear Dragon</i>

3.0 Understanding the physical world through drawings and maps	Starfall Pre K 4 Alignment
3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 304 - The Solar System

	Teacher's Guide p. 306 - Reach for the Stars Teacher's Guide p. 404 - Ocean Mural Teacher's Guide p. 415 - Construction Center
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Marketplace - Economics

1.0 Exchange	Starfall Pre K 4 Alignment
1.1 Understand ownership, limited supply, what stores do, give-and- take, and payment of money to sellers. Show interest in money and its function, but still guring out the relative value of coins.	Teacher's Guide p.132 - Introduce Money Teacher's Guide pp.143-144 - Vehicles and Buildings Teacher's Guide p. 203 - Dramatic Play Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 465 - Dramatic Play

Scientific Inquiry

1.0 Observation and Investigation	Starfall Pre K 4 Alignment
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 104 - Discovery Center Teacher's Guide p. 406 - Sink or Float?
1.2 Observe objects and events in the environment and describe them.	Teacher's Guide Seasonal Holidays p. 7 - Fall Walk Teacher's Guide p.152 - Discovery Center Teacher's Guide pp. 174-197 - Unit 3, Week 8: <i>Your Five Senses</i> Teacher's Guide p. 184 - Create Leaf Rubbings Teacher's Guide p. 185 - Senses Walk Teacher's Guide p. 195 - Use Your Senses: What's in the Bag? Teacher's Guide pp. 286-287 - Introduce Autumn Teacher's Guide p. 488 - Discovery Center Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	Teacher's Guide p. 52 - Discovery Center Teacher's Guide p. 104 - Discovery Center Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 416 - Discovery Center Teacher's Guide p. 442 - Discovery Center Teacher's Guide p. 446 - Heavy or Light?

1.4 Compare and contrast objects and events and begin to describe similarities and differences.	Teacher's Guide p. 232 - Create a Pattern Teacher's Guide p. 251 - Outside Activity Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 266 - "Will the Wind Blow?" Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 540 - Miss MacDonald
1.5 Make predictions and check them, with adult support, through concrete experiences.	Teacher's Guide p. 104 - Discovery Center Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 488 - Discovery Center
1.6 Make inferences and form generalizations based on evidence.	Teacher's Guide p. 268 - Introduce Thermometers Teacher's Guide p. 251 - Outside Activity Teacher's Guide p. 300 - Discovery Center Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 536 - Discovery Center

2.0 Documentation and Communication	Starfall Pre K 4 Alignment
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	Teacher's Guide p. 52 - Discovery Center Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 265 - Rain Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 298 - Art Center Teacher's Guide p. 537 - Seeds
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 152 - Discovery Center Teacher's Guide p. 204 - Discovery Center Teacher's Guide p. 228 - Discovery Center Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 278 - Discovery Center Teacher's Guide p. 475 - Predictions: Roll or Slide?

Physical Sciences

1.0 Properties and Characteristics of Nonliving Objects and Materials	Starfall Pre K 4 Alignment
1.1 Observe, investigate, and identify the characteristics and physical properties of objects and	Teacher's Guide p. 195 - Use Your Senses: What's in the Bag?

of solid and non solid materials (size, weight, shape, color, texture, and sound).	Teacher's Guide p. 204 - Math Center Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 488 - Discovery Center
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2.0 Changes in Non living Objects and Materials	Starfall Pre K 4 Alignment
2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	Teacher's Guide p.39 - Cinnamon Play Dough Teacher's Guide p.260 - How Clouds Are Formed Teacher's Guide p.348 - Discovery Center Teacher's Guide p.583 - Make Play Dough
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 476 - Estimate Rolling Speed

Life Sciences

1.0 Properties and Characteristics of Living Things	Starfall Pre K 4 Alignment
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 546 - Fruits and Vegetables
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. ²	Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 288 - Hibernation Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 406 - Dolphins and Whales
1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide p. 376 - The Forest Teacher's Guide p. 379 - Introduce <i>Over in the Meadow</i> Teacher's Guide p. 401 - Introduce Ocean Animals
1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate	Teacher's Guide pp. 521-522 - Characteristics of Living Things

objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 525 - Determine Living and Nonliving
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2.0 Changes in Living Things	Starfall Pre K 4 Alignment
2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 518 - Learn About Life Cycles Teacher's Guide p. 521 - Characteristics of Living Things Teacher's Guide p. 562 - Introduce The Butterfly Life Cycle
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	Teacher's Guide p. 215 - Let's Stay Healthy - Sleep and Water Teacher's Guide p. 537 - Seeds Teacher's Guide p. 542 - Introduce "Mr. Bunny's Carrot Soup"

Earth Sciences

1.0 Properties and Characteristics of Earth Materials and Objects	Starfall Pre K 4 Alignment
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 539 - Plant Seeds

2.0 Changes in the Earth	Starfall Pre K 4 Alignment
2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	Teacher's Guide p. 303 - What the Sun and the Moon Live in the Sky Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 307 - The Stars
2.2 Notice and describe changes in weather.	Teacher's Guide p. 257 - Introduce Weather Teacher's Guide pp. 263-264 - Weather: Cause and Effect

	<p>Teacher's Guide pp. 269-270 - Weather Riddles</p> <p>Teacher's Guide - Gathering (daily)</p>
<p>2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p>Teacher's Guide p. 285 - Patterns: Day/Night and Seasons</p> <p>Teacher's Guide pp. 286-287 - Introduce Autumn</p> <p>Teacher's Guide p. 288 - Hibernation</p> <p>Teacher's Guide p. 291 - "My Favorite Season" Chart</p>
<p>2.4 Develop awareness of the importance of caring for and respecting the environment, and participate in activities related to its care.</p>	<p>Teacher's Guide Seasonal Holidays pp.46-47 Earth Day</p> <p>Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i></p> <p>Teacher's Guide pp. 507-593 - Unit 7: Your Environment</p> <p>Starfall.com - Holiday icon: "Everyday is Earth Day"</p> <p>Starfall.com - I'm Reading: Fiction and Nonfiction - <i>It's Earth Day, Dear Dragon</i></p> <p>Starfall.com - Backpack Bear's Books - <i>The Bottle in the River</i></p>

*The standards in this document were copied directly from California Preschool Learning Foundations Volumes 1 and 2, and 3.