



**Idaho State  
Prekindergarten Foundation Alignment to Starfall**

**DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT  
SUB-DOMAIN: LEARNING APPROACHES**

**CURIOSITY, MOTIVATION, EXPLORATION, AND EXPERIMENTATION**

**GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.**

Idaho Standards	Starfall Alignment
<p>Becomes inquisitive; seeks information and vocabulary to build understanding.</p>	<p><b>Teacher’s Guide p. 135</b> - The “Talking Stone”  <b>Teacher’s Guide p. 160</b> - What I Want to Be  <b>Teacher’s Guide pp. 185-186</b> - Senses Walk  <b>Teacher’s Guide p. 212</b> - Let’s Stay Healthy: Germs  <b>Teacher’s Guide p. 260</b> - How Clouds Are Formed  <b>Teacher’s Guide pp. 279-280</b> - Day and Night  <b>Teacher’s Guide p. 304</b> - The Solar System  <b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 401</b> - Introduce Ocean Animals  <b>Teacher’s Guide p. 406</b> - Sink or Float?  <b>Teacher’s Guide p. 406</b> - Dolphins and Whales  <b>Teacher’s Guide p. 499</b> - A Plane Ride  <b>Teacher’s Guide p. 518</b> - Learn About Life Cycles  <b>Teacher’s Guide</b> - Learning Centers (daily)  <b>Teacher’s Guide</b> - Small Group &amp; Exploration (daily)</p>

**CREATIVITY AND INVENTIVENESS**

**GOAL 2: CHILDREN GENERATE/CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.**

Idaho Standards	Starfall Alignment
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<p>Expands personal expression through language, play, and creative exploration.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Fall Collage  <b>Teacher’s Guide Seasonal Holidays p. 7</b> - Leaf Dancing  <b>Teacher’s Guide Seasonal Holidays p. 24</b> - Snow Glitter Pictures  <b>Teacher’s Guide p. 68</b> - Introduce Writing Journals  <b>Teacher’s Guide p. 103</b> - Dramatic Play Center  <b>Teacher’s Guide p. 109</b> - “Did Little Red Hen Do the Right Thing?”  <b>Teacher’s Guide p. 112</b> - Helping Your Family  <b>Teacher’s Guide p. 197</b> - Dramatize “Chicken Little”  <b>Teacher’s Guide p. 220</b> - Dramatize “One Rice Thousand Gold”  <b>Teacher’s Guide p. 240</b> - Draw Goldilocks with the Three Bears  <b>Teacher’s Guide p. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 277</b> - Construction Center  <b>Teacher’s Guide p. 427</b> - Write a Class Story  <b>Teacher’s Guide p. 499</b> - A Plane Ride  <b>Teacher’s Guide p. 501</b> - Class Travel Journal  <b>Teacher’s Guide p. 557</b> - Dramatic Play Center</p>
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**CONFIDENCE AND INITIATIVE**

**GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.**

Idaho Standards	Starfall Alignment
<p>Initiates and sustains interactions and activities with increasing independence.</p>	<p><b>Teacher’s Guide p. 32</b> - Design Sheep  <b>Teacher’s Guide p. 41</b> - Decorate Gingerbread Boy  <b>Teacher’s Guide p. 64</b> - Create Character Puppets  <b>Teacher’s Guide p. 68</b> - Introduce Writing Journals  <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. 184</b> - Create Leaf Rubbings  <b>Teacher’s Guide pp. 185-186</b> - Senses Walk  <b>Teacher’s Guide p. 202</b> - Art Center  <b>Teacher’s Guide p. 254</b> - Art Center  <b>Teacher’s Guide p. 262</b> - Make Weather Plates  <b>Teacher’s Guide p. 416</b> - Writing Center  <b>Teacher’s Guide p. 426</b> - Create Dinosaur Skeletons  <b>Teacher’s Guide p. 449</b> - Construct a House  <b>Teacher’s Guide p. 582</b> - Play Alphabet Toss  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>

	<b>Teacher's Guide</b> - Gathering (daily) <b>Teacher's Guide</b> - Small Group & Exploration (daily)
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**PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION)**

**GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION.**

Idaho Standards	Starfall Alignment
Uses a variety of approaches to master complex challenging tasks.	<b>Teacher's Guide pp. 66-67</b> - "Where's the Shape?" <b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?" <b>Teacher's Guide p. 211</b> - My Healthy Food Classroom Book <b>Teacher's Guide p. 244</b> - Review Safety <b>Teacher's Guide p. 351</b> - Create a Class Farm Book <b>Teacher's Guide p. 406</b> - Dolphins and Whales <b>Teacher's Guide p. 430</b> - "Dinosaur, Dinosaur" and "True or Not True" <b>Teacher's Guide p. 449</b> - Sequence <i>The Three Little Pigs</i> <b>Teacher's Guide p. 518</b> - Learn About Life Cycles - Concentration <b>Teacher's Guide p. 529</b> - Play "What's Missing?" <b>Teacher's Guide p. 562</b> - Introduce the Butterfly Life Cycle <b>Teacher's Guide p. 564</b> - Creative Writing <b>Teacher's Guide p. 567</b> - Create the Butterfly Life Cycle <b>Starfall.com</b> - ABCs: Letter H - Make a Match

**PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION/ATTENTION, CONTROL)**

**GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.**

Idaho Standards	Starfall Alignment
Develops ideas for how things work and attempts tasks that have unknown outcomes.	<b>Teacher's Guide Seasonal Holidays p. 10</b> - Weighing an Apple <b>Teacher's Guide Seasonal Holidays p. 10</b> - Sink or Float? <b>Teacher's Guide Seasonal Holidays p. 34</b> - Be an Inventor <b>Teacher's Guide p. 128</b> - Discovery Center

	<p><b>Teacher's Guide p. 144</b> - Review /t/  <b>Teacher's Guide p. 406</b> - Sink or Float?  <b>Teacher's Guide p. 429</b> - Create Dinosaurs  <b>Teacher's Guide p. 441</b> - Construction Center  <b>Teacher's Guide p. 443</b> - Things I Can Build  <b>Teacher's Guide p. 446</b> - Heavy or Light?  <b>Teacher's Guide p. 473</b> - Big Machines  <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 pp. 542-543</b> - Introduce "Mr. Bunny's Carrot Soup"/Carrot Experiment</p>
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**REFLECTION AND INTERPRETATION**

**GOAL 6. CHILDREN CHANGE OR ADAPT THOUGHT PROCESSES, APPLYING PREVIOUSLY LEARNED CONCEPTS AND SKILLS TO NEW SITUATIONS.**

Idaho Standards	Starfall Alignment
<p>Takes risks in novel situations, extending previous learning to the exploration of new settings, people, and objects.</p>	<p><b>Teacher's Guide p. 54</b> - Class Rules  <b>Teacher's Guide p. 77</b> - Math Center  <b>Teacher's Guide p. 128</b> - Discovery Center  <b>Teacher's Guide p. 129</b> - Gathering  <b>Teacher's Guide p. 144</b> - Review /t/  <b>Teacher's Guide p. 324</b> - Art Center  <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals  <b>Teacher's Guide p. 396</b> - Play "High or Low"  <b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn"  <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  <b>Teacher's Guide p. 514</b> - Math Center  <b>Teacher's Guide p. 536</b> - Discovery Center  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>

**GOAL 7: CHILDREN INTERACT, UNDERSTAND, AND VIEW THE WORLD INFLUENCED BY TEMPERAMENT.**

Idaho Standards	Starfall Alignment
<p>Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.</p>	<p><b>Teacher's Guide p. 9</b> - Learning Centers  <b>Teacher's Guide p. 19</b> - Learning Centers  <b>Teacher's Guide p. 54</b> - Class Rules  <b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank You"</p>

	<p><b>Teacher's Guide p. 135</b> - The "Talking Stone"  <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. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher's Guide p. 414</b> - Art Center  <b>Teacher's Guide</b> - Learning Centers (daily)  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)  <b>Teacher's Guide</b> - Outside Activities (daily)</p>
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**REASONING AND LOGIC**

**GOAL 8: CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT RELATIONSHIPS.**

Idaho Standards	Starfall Alignment
Experiments with and uses words to describe simple causal relationships.	<p><b>Teacher's Guide Seasonal Holidays p. 34</b> - Be an Inventor  <b>Teacher's Guide p. 181</b> - Gathering (Forecast the Weather)  <b>Teacher's Guide p. 260</b> - How Clouds Are Formed  <b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" Graph  <b>Teacher's Guide p. 441</b> - Construction Center  <b>Teacher's Guide p. 446</b> - Heavy or Light?  <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. 540</b> - Miss MacDonald  <b>Teacher's Guide pp. 542-543</b> - Introduce "Mr. Bunny's Carrot Soup"/Carrot Experiment  <b>Teacher's Guide p. 537</b> - Seeds  <b>Teacher's Guide</b> - Construction Center (daily)  <b>Teacher's Guide</b> - Discovery Center (daily)</p>

**CONCEPT FORMATION/MEMORY**

**GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO BUILD FOUNDATIONAL MEMORY**

Idaho Standards	Starfall Alignment
Combining past experiences and familiar situations, explores, plans, problem solves, and carries out plans.	<p><b>Teacher's Guide Seasonal Holidays p. 34</b> - Be an Inventor  <b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World  <b>Teacher's Guide p. 81</b> - Make an Age Collage</p>

	<p><b>Teacher's Guide p. 128</b> - Discovery Center  <b>Teacher's Guide p. 144</b> - Review /t/  <b>Teacher's Guide p. 151</b> - Dramatic Play Center  <b>Teacher's Guide p. 160</b> - Get Low and Go  <b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School</i> and <i>On the Playground</i>  <b>Teacher's Guide p. 452</b> - Create Puppets  <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  <b>Teacher's Guide p. 567</b> - Create the Butterfly Life Cycle</p>
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**IMITATION**

**GOAL 10: CHILDREN IMITATE BEHAVIORS THAT THEY HAVE OBSERVED.**

Idaho Standards	Starfall Alignment
Use imitation as a foundation for symbolic and constructive play.	<p><b>Teacher's Guide p. 299</b> - Dramatic Play Center  <b>Teacher's Guide p. 299</b> - Construction Center  <b>Teacher's Guide p. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher's Guide p. 304</b> - The Solar System  <b>Teacher's Guide pp. 328-329</b> - <i>The Frog Prince</i>  <b>Teacher's Guide p. 359</b> - Milk a Cow!  <b>Teacher's Guide p. 369</b> - Dramatic Play Center  <b>Teacher's Guide p. 374</b> - Warm Up Your Brain  <b>Teacher's Guide p. 415</b> - Dramatic Play Center  <b>Teacher's Guide p. 419</b> - Dinosaur Dance  <b>Teacher's Guide p. 483</b> - Caboose on the Loose  <b>Teacher's Guide p. 487</b> - Construction Center  <b>Teacher's Guide pp. 492-493</b> - "I've Been Working on the Railroad"</p>

**REASONING AND LOGIC/ PROBLEM SOLVING**

**GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.**

Idaho Standards	Starfall Alignment
Tries multiple ways to solve problems and create play.	<p><b>Teacher's Guide Seasonal Holidays pp. 46-47</b> - Earth Day  <b>Teacher's Guide p. 51</b> - Dramatic Play Center  <b>Teacher's Guide p. 103</b> - Construction Center  <b>Teacher's Guide p. 128</b> - Discovery Center</p>

	<b>Teacher's Guide p. 152</b> - Discovery Center <b>Teacher's Guide p. 160</b> - Get Low and Go <b>Teacher's Guide p. 203</b> - Construction Center <b>Teacher's Guide p. 227</b> - Dramatic Play Center <b>Teacher's Guide p. 255</b> - Construction Center <b>Teacher's Guide p. 473</b> - Big Machines <b>Teacher's Guide p. 488</b> -Discovery Center
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**GOAL 12: CHILDREN USE CONJECTURE, HYPOTHESIZING, AND GUESSING.**

Idaho Standards	Starfall Alignment
Uses a repertoire of thinking and language skills for testing ideas about things and relationships.	<b>Teacher's Guide Seasonal Holidays p. 10</b> - Sink or Float? <b>Teacher's Guide Seasonal Holidays p. 10</b> - Balance Scale <b>Teacher's Guide Seasonal Holidays p. 28</b> - Shadow Activities <b>Teacher's Guide Seasonal Holidays p. 38</b> - Measuring Rainfall <b>Teacher's Guide p. 256</b> - Discovery Center <b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" Graph <b>Teacher's Guide p. 446</b> - Heavy or Light? <b>Teacher's Guide p. 475</b> - Predictions: Roll or Slide? <b>Teacher's Guide p. 561</b> - Shape Orientation

**REASONING AND LOGIC/CRITICAL AND ANALYTIC THINKING**

**GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.**

Idaho Standards	Starfall Alignment
Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.	<b>Teacher's Guide Seasonal Holidays p. 34</b> - Be an Inventor <b>Teacher's Guide p. 23</b> - What Animal Would You Bring to School? <b>Teacher's Guide p. 128</b> - Discovery Center <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 pp. 229-230</b> - Safety <i>Inside School</i> and <i>On the Playground</i> <b>Teacher's Guide p. 260</b> - How Clouds Are Formed <b>Teacher's Guide p. 406</b> - Sink or Float? <b>Teacher's Guide pp. 492-493</b> - "I've Been Working on the Railroad"

	<b>Teacher's Guide p. 499 - A Plane Ride</b>
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**REPRESENTATIONAL THOUGHT AND PLAY**

**GOAL 14. CHILDREN PARTICIPATE IN EXPLORATORY PLAY.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Explore materials and actions with an intended purpose.	<b>Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart</b> <b>Teacher's Guide Seasonal Holidays p. 23 - Animals in the Arctic: What keeps them warm?</b> <b>Teacher's Guide Seasonal Holidays p. 40 - Worm Home</b> <b>Teacher's Guide p. 56 - Friendship Quilt</b> <b>Teacher's Guide p. 128 - Discovery Center</b> <b>Teacher's Guide p. 406 - Sink or Float?</b> <b>Teacher's Guide p. 431 - Recognizing Letters "My Turn, Your Turn"</b> <b>Teacher's Guide p. 442 - Discovery Center</b> <b>Teacher's Guide p. 488 - Discovery Center</b> <b>Teacher's Guide p. 536 - Discovery Center</b> <b>Teacher's Guide p. 542 - Play Dough Shapes</b> <b>Teacher's Guide p. 556 - Art Center</b> <b>Teacher's Guide p. 558 - Discovery Center</b> <b>Teacher's Guide p. 565 - Create Patterns</b>

**GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy.	<b>Teacher's Guide p. 51 - Dramatic Play Center</b> <b>Teacher's Guide p. 76 - Dramatic Play Center</b> <b>Teacher's Guide p. 103 - Dramatic Play Center</b> <b>Teacher's Guide pp. 112-113 - Helping Your Family</b> <b>Teacher's Guide p. 116 - "The Farmer in the Dell"</b> <b>Teacher's Guide p. 127 - Dramatic Play Center</b> <b>Teacher's Guide p. 127 - Construction Center</b> <b>Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i></b> <b>Teacher's Guide pp. 233-234 - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i></b> <b>Teacher's Guide p. 487 - Dramatic Play Center</b>

**GOAL 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION INCLUDING PLAY, MOVEMENT, ARTS, NUMERACY, AND LITERACY.**



Idaho Standards	Starfall Alignment
Use symbols in arts, communication, and numeracy.	<p><b>Teacher’s Guide p. 43</b> - Classify Letters, Shapes, and Numbers</p> <p><b>Teacher’s Guide pp. 78-79</b> - Introduce <i>Red</i> and <i>Orange</i></p> <p><b>Teacher’s Guide p. 179</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 203</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 255</b> - Construction Center</p> <p><b>Teacher’s Guide p. 277</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 282</b> - Pajama Fashion Show</p> <p><b>Teacher’s Guide p. 284</b> - Stuffed Animal Imaginations</p> <p><b>Teacher’s Guide p. 284</b> - Pajama Day Nursery Rhymes</p> <p><b>Teacher’s Guide p. 287</b> - Numbers Everywhere</p> <p><b>Teacher’s Guide p. 299</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 308</b> - List <i>Cc</i> words, ASL <i>Cc</i></p> <p><b>Teacher’s Guide p. 368</b> - Art Center</p> <p><b>Teacher’s Guide p. 378</b> - List <i>Ff</i> words, ASL <i>Ff</i></p> <p><b>Teacher’s Guide</b> - Writing Center (daily)</p>

**DOMAIN 2: MOTOR DEVELOPMENT, PHYSICAL WELL-BEING, AND HEALTH  
SUB-DOMAIN: MOTOR DEVELOPMENT**

**GROSS MOTOR SKILLS: BALANCE, MOVEMENT, AND COORDINATION**

**GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.**

Idaho Standards	Starfall Alignment
Coordinate whole body to move in complex ways with strength, agility, and balance.	<p><b>Teacher’s Guide Seasonal Holidays p. 16</b> - Harvest Obstacle Course</p> <p><b>Teacher’s Guide Seasonal Holidays p. 39</b> - Jump Over the Puddle</p> <p><b>Teacher’s Guide p. 47</b> - “Simon Says”</p> <p><b>Teacher’s Guide p. 263</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 411</b> - Move Like a Dinosaur</p> <p><b>Teacher’s Guide p. 427</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 437</b> - Wolf’s Dinner Time</p> <p><b>Teacher’s Guide p. 447</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 467</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 473</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 483</b>- Caboose on the Loose</p>

**FINE-MOTOR SKILLS: PRETENSION, REACHING, AND MANIPULATION**

**GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Use fingers and hands for purposeful tasks.	<b>Teacher's Guide p. 32</b> - Design Sheep <b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy <b>Teacher's Guide p. 77</b> - Writing Center <b>Teacher's Guide p. 202</b> - Art Center <b>Teacher's Guide p. 204</b> - Writing Center <b>Teacher's Guide p. 226</b> - Art Center <b>Teacher's Guide p. 255</b> - Construction Center <b>Teacher's Guide p. 276</b> - Art Center <b>Teacher's Guide p. 392</b> - Discovery Center <b>Teacher's Guide p. 536</b> - Math Center

**SENSORY MOTOR SKILLS**

**GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Coordinate motor activities based on sensory input.	<b>Teacher's Guide Seasonal Holidays p. 12</b> - Apple Toss <b>Teacher's Guide p. 25</b> - Outside Activity <b>Teacher's Guide p. 47</b> - "Simon Says" <b>Teacher's Guide p. 53</b> - The Friendship Ball <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. 137</b> - Warm Up Your Brain <b>Teacher's Guide p. 147</b> - Outside Activity <b>Teacher's Guide p. 304</b> - Warm Up Your Brain <b>Teacher's Guide p. 411</b> - Move Like a Dinosaur <b>Teacher's Guide p. 417</b> - Warm Up Your Brain <b>Teacher's Guide p. 437</b> - Follow the Leader <b>Teacher's Guide p. 509</b> - Alphabet Toss/Ball Toss

**PHYSICAL FITNESS**

**GOAL 20: CHILDREN DEMONSTRATE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Engage in organized and spontaneous physical activity both indoors and outside.	<b>Teacher's Guide Seasonal Holidays p. 16</b> -Harvest Obstacle Course <b>Teacher's Guide Seasonal Holidays p. 29</b> - Groundhog Tunnel Game

	<p><b>Teacher’s Guide Seasonal Holidays p. 36</b> - Red Light, Green Light</p> <p><b>Teacher’s Guide p. 25</b> - Outside Activity</p> <p><b>Teacher’s Guide p. 65</b> - “The Ants Go Marching”</p> <p><b>Teacher’s Guide p. 73</b> - Outside Activity</p> <p><b>Teacher’s Guide p. 86</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 99</b> - Outside Activity</p> <p><b>Teacher’s Guide p. 119</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 175</b> - Outside Activity</p> <p><b>Teacher’s Guide p. 483</b> - Outside Activity</p> <p><b>Teacher’s Guide p. 587</b> - Warm Up Your Brain</p>
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**GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.**

Idaho Standards	Starfall Alignment
Engage in complex physical movements embedded in play activities.	<p><b>Teacher’s Guide Seasonal Holidays p. 12</b> - Apple Toss</p> <p><b>Teacher’s Guide Seasonal Holidays p. 16</b> - Pin the Stem on the Pumpkin</p> <p><b>Teacher’s Guide Seasonal Holidays p. 23</b> - Indoor Ice-skating</p> <p><b>Teacher’s Guide Seasonal Holidays p. 39</b> - Bean Bag Puddle Toss</p> <p><b>Teacher’s Guide Seasonal Holidays p. 44</b> - “Tape the Gold in the Pot”</p> <p><b>Teacher’s Guide p. 235</b> - “Ten Bears in a Bed”</p> <p><b>Teacher’s Guide p. 411</b> - Move Like a Dinosaur</p> <p><b>Teacher’s Guide p. 419</b> - Dinosaur Dance</p> <p><b>Teacher’s Guide p. 461</b> - Rolling Relays</p> <p><b>Teacher’s Guide p. 509</b> - Alphabet Toss/Ball Toss</p> <p><b>Teacher’s Guide p. 531</b> - Quarter Spoon Relay</p> <p><i>Starfall.com</i> - Motion Songs</p>

**DAILY LIVING SKILLS**

**GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.**

Idaho Standards	Starfall Alignment
Initiate and carry out personal care routines, with and without assistance.	<p><b>Teacher’s Guide Seasonal Holidays p. 19</b> - Count the Popcorn</p> <p><b>Teacher’s Guide Seasonal Holidays p. 31</b> - Valentine Estimation</p> <p><b>Teacher’s Guide p. 11</b> - Make Handprints</p> <p><b>Teacher’s Guide pp. 205-206</b> - Let’s Stay Healthy</p> <p><b>Teacher’s Guide pp. 212-213</b> - Let’s Stay Healthy: Germs</p> <p><b>Teacher’s Guide p. 215</b> - Let’s Stay Healthy: Sleep</p>

	<p>and Water</p> <p><b>Teacher's Guide p. 217</b> - Healthy Habits</p> <p><b>Teacher's Guide p. 218</b> - Warm Up Your Brain</p> <p><b>Teacher's Guide p. 269</b> - Warm Up Your Brain</p> <p><b>Teacher's Guide</b> - Snack Time (daily)</p> <p><b>Teacher's Guide</b> - Lunchtime (daily)</p>
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**GOAL 23: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS.**

Idaho Standards	Starfall Alignment
Demonstrate independence in personal hygiene skills.	<p><b>Teacher's Guide Seasonal Holidays p. 19</b> - Count the Popcorn</p> <p><b>Teacher's Guide Seasonal Holidays p. 31</b> - Valentine Estimation</p> <p><b>Teacher's Guide p. 11</b> - Make Handprints</p> <p><b>Teacher's Guide pp. 205-206</b> - Let's Stay Healthy</p> <p><b>Teacher's Guide pp. 212-213</b> - Let's Stay Healthy: Germs</p> <p><b>Teacher's Guide p. 215</b> - Let's Stay Healthy: Sleep and Water</p> <p><b>Teacher's Guide p. 217</b> - Healthy Habits</p>

**NUTRITION AND FEEDING**

**GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.**

Idaho Standards	Starfall Alignment
Participate in mealtime routines with increasing independence and using utensils.	<p><b>Teacher's Guide Seasonal Holidays p. 13</b> - <i>Ants on an Apple</i></p> <p><b>Teacher's Guide Seasonal Holidays p. 36</b> - Friendship Snack</p> <p><b>Teacher's Guide Seasonal Holidays p. 41</b> - Flowers for Snack (broccoli/cauliflower florets)</p> <p><b>Teacher's Guide p. 53</b> - Introduce "Mr. Bunny's Carrot Soup"</p> <p><b>Teacher's Guide pp. 59-60</b> - Make Carrot Soup/Taste Vegetables</p> <p><b>Teacher's Guide p. 199</b> - Snack Suggestion</p> <p><b>Teacher's Guide p. 531</b> - Snack Suggestion</p> <p><b>Teacher's Guide p. 546</b> - Fruits and Vegetables</p> <p><b>Teacher's Guide</b> - Morning/Breakfast Time (daily where applicable)</p> <p><b>Teacher's Guide</b> - Snack Time (daily)</p> <p><b>Teacher's Guide</b> - Lunchtime (daily)</p>

**SAFE PRACTICES**

**GOAL 25: CHILDREN DEMONSTRATE KNOWLEDGE ABOUT AND AVOID HARMFUL OBJECTS AND SITUATIONS.**

Idaho Standards	Starfall Alignment
Demonstrate an awareness and understanding of harmful objects and situations and respond to the danger, with and without assistance	<b>Teacher’s Guide p. 39</b> - Cinnamon Play Dough <b>Teacher’s Guide p. 151</b> - Dramatic Play Center <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 <b>Teacher’s Guide p. 160</b> - Get Low and Go <b>Teacher’s Guide pp. 222-245</b> - Week 10: Being Safe <b>Teacher’s Guide pp. 229-230</b> - Safety: Inside School and on the Playground <b>Teacher’s Guide p. 243</b> - Teacher’s Literature Choice: Safety <b>Teacher’s Guide p. 244</b> - Review Safety

**SAFETY RULES AND REGULATIONS**

**GOAL 26: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.**

Idaho Standards	Starfall Alignment
Follow safety rules, with and without assistance.	<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 p. 151</b> - Dramatic Play Center <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 <b>Teacher’s Guide p. 160</b> - Get Low and Go <b>Teacher’s Guide pp. 229-230</b> - Safety: Inside School and on the Playground <b>Teacher’s Guide pp. 233-234</b> - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> <b>Teacher’s Guide p. 237</b> - Safety: <i>Tub and Shower</i> <b>Teacher’s Guide p. 243</b> - Teacher’s Literature Choice: Safety <b>Teacher’s Guide p. 244</b> - Review Safety <b>Teacher’s Guide</b> - Outdoor Activities

**DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT**  
**SUB-DOMAIN: SOCIAL DEVELOPMENT**

**INTERACTION WITH ADULTS**

**GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Shows confidence in seeking assistance from familiar adults.	<b>Teacher’s Guide Seasonal Holidays p. 8</b> - Grandparent’s Day <b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher’s Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i> <b>Teacher’s Guide p. 431</b> - Recognizing Letters: “My Turn, Your Turn” <b>Teacher’s Guide</b> - Gathering (daily) <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)

**INTERACTIONS WITH PEERS**

**GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Engages in mutual social play that involves cooperation and shared purpose.	<b>Teacher’s Guide p. 53</b> - The Friendship Ball <b>Teacher’s Guide p. 56</b> - Friendship Quilt <b>Teacher’s Guide p. 63</b> - “A-Ticket, A-Tasket” <b>Teacher’s Guide p. 70</b> - Share Chair <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher’s Guide p. 431</b> - Recognizing Letters “My Turn, Your Turn” <b>Teacher’s Guide p. 453</b> - What Happens After <b>Teacher’s Guide p. 483</b> - Caboose on the Loose <b>Teacher’s Guide p. 491</b> - Train Game <b>Teacher’s Guide</b> - Learning Centers - (daily) <b>Teacher’s Guide</b> - Outside Activities - (daily)

**GOAL 29: CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS**

Idaho Standards	Starfall Alignment
Solves problems and communicate ideas with a peer, with adult supervision.	<p><b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World</p> <p><b>Teacher's Guide p. 107</b> - How Does the Little Red Hen Feel?</p> <p><b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?"</p> <p><b>Teacher's Guide p. 135</b> - The "Talking Stone"</p> <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> <p><b>Teacher's Guide p. 400</b> - Sequence the Ugly Duckling</p> <p><b>Teacher's Guide</b> - Learning Centers - (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities - (daily)</p>

**PRAGMATIC BEHAVIOR**

**GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.**

Idaho Standards	Starfall Alignment
Anticipates the impact of self actions on others.	<p><b>Teacher's Guide p. 19</b> - Learning Centers Activity</p> <p><b>Teacher's Guide p. 39</b> - Cinnamon Play Dough</p> <p><b>Teacher's Guide p. 135</b> - The "Talking Stone"</p> <p><b>Teacher's Guide p. 160</b> - Get Low and Go</p> <p><b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School</i> and <i>On the Playground</i></p> <p><b>Teacher's Guide pp. 233-234</b> - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i></p> <p><b>Teacher's Guide pp. 237-238</b> - Safety: <i>Tub and Shower</i> and <i>At the Pool</i></p> <p><b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and <i>Introduce Strangers</i></p> <p><b>Teacher's Guide p. 244</b> - Review Safety</p>

**GOAL 31: CHILDREN PARTICIPATE POSITIVELY IN GROUP ACTIVITIES.**

Idaho Standards	Starfall Alignment
Participate cooperatively in group activities.	<p><b>Teacher's Guide p. 116</b> - "The Farmer in the Dell"</p> <p><b>Teacher's Guide p. 119</b> - Sharing Family Pictures</p> <p><b>Teacher's Guide p. 144</b> - Review /t/</p> <p><b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher's Guide p. 310</b> - Class Story: Space Trip</p>

	<p><b>Teacher's Guide p. 351</b> - Create a Class Farm Book</p> <p><b>Teacher's Guide p. 429</b> - Create Dinosaurs</p> <p><b>Teacher's Guide p. 443</b> - Things I Can Build</p> <p><b>Teacher's Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher's Guide p. 501</b> - Class Travel Journal</p> <p><b>Teacher's Guide p. 517</b> - Create Handprint Poem Gifts</p> <p><b>Teacher's Guide p. 545</b> - Write About Grass Plants</p> <p><b>Teacher's Guide</b> - Learning Centers (daily)</p> <p><b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities (daily)</p>
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**GOAL 32: CHILDREN DEMONSTRATE SYMPATHY AND EMPATHY.**

Idaho Standards	Starfall Alignment
Recognizes and responds to another's emotions and situation.	<p><b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends</p> <p><b>Teacher's Guide p. 102</b> - Computer Center</p> <p><b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher's Guide pp. 187-188</b> - What Would You Do?</p> <p><b>Teacher's Guide p. 192</b> - Gathering</p> <p><b>Teacher's Guide p. 229</b> - Safety: Inside School and on the Playground</p> <p><b>Teacher's Guide pp. 397-398</b> - Ways People Feel</p> <p><b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i></p> <p><b>Teacher's Guide</b> - Learning Centers - (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities - (daily)</p>

**GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.**

Idaho Standards	Starfall Alignment
Uses novel language, sounds, and meanings to initiate interaction with adults and peers. Uses physical humor for social purposes.	<p><b>Teacher Guide p. 23</b> - What Animal Would You Bring to School</p> <p><b>Teacher Guide p. 194</b> - Rhymes and Body Parts</p> <p><b>Teacher Guide p. 350</b> - Five Little Monkeys</p> <p><b>Teacher Guide p. 400</b> - Create a Class Book: "If I Were a Bird"</p> <p><b>Teacher Guide p. 407</b> - Rhyming Words: "Down by the Bay"</p> <p><b>Teacher Guide p. 427</b> - Write a Class Story</p> <p><b>Teacher Guide</b> - Learning Centers (daily)</p> <p><b>Starfall.com</b>- Math: Numbers</p> <p><b>Starfall.com</b>- Selected Nursery Rhymes</p>



**APPRECIATING DIVERSITY**

**GOAL 34: CHILDREN ADAPT TO DIVERSE SETTINGS**

Idaho Standards	Starfall Alignment
<p>Adjusts to unfamiliar settings and people, with minimal adult assistance.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 5</b> - Fall Walk  <b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk  <b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day  <b>Teacher’s Guide Seasonal Holidays p. 28</b> - Shadow Activities  <b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day  <b>Teacher’s Guide p. 9</b> - Learning Centers Activity  <b>Teacher’s Guide p. 25</b> - Outside Activity  <b>Teacher’s Guide p. 47</b> - Outside Activity  <b>Teacher’s Guide p. 60</b> - Taste Vegetables</p> <p><b>Teacher’s Guide pp. 185-186</b> - Senses Walk  <b>Teacher’s Guide p. 313</b> - Pre-K Book Club  <b>Teacher’s Guide p. 387</b> - Outside Activity  <b>Teacher’s Guide p. 416</b> - Math Center  <b>Teacher’s Guide</b> - Learning Centers (daily)  <b>Teacher’s Guide</b> - Small Group &amp; Exploration (daily)</p>

**GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE.**

Idaho Standards	Starfall Alignment
<p>Shows curiosity about differences and similarities between self and others.</p>	<p><b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day  <b>Teacher’s Guide Seasonal Holidays p. 26</b> - Chinese New Year  <b>Teacher’s Guide Seasonal Holidays p. 33</b> - Black History Month  <b>Teacher’s Guide Seasonal Holidays p. 49</b> - Cinco de Mayo  <b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day  <b>Teacher’s Guide pp. 105-106</b> - Introduce Grandmother  <b>Teacher’s Guide p. 107</b> - How Does the Little Red Hen Feel?</p>

	<p><b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?"</p> <p><b>Teacher's Guide p. 111</b> - My Family</p> <p><b>Teacher's Guide p. 135</b> - The "Talking Stone"</p> <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> <p><b>Teacher's Guide p. 400</b> - Sequence the Ugly Duckling</p> <p><b>Teacher's Guide</b> - Learning Centers - (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities - (daily)</p>
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**SELF-CONCEPT**

**GOAL 36: CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS.**

Idaho Standards	Starfall Alignment
Uses strategies to differentiate themselves from others, and to get their needs met.	<p><b>Teacher's Guide p. 9</b> - Learning Centers Activity</p> <p><b>Teacher's Guide p. 60</b> - Taste Vegetables</p> <p><b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph: Partner Sharing</p> <p><b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart</p> <p><b>Teacher's Guide p. 501</b> - Class Travel Journal</p> <p><b>Teacher's Guide</b> - Learning Centers (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities (daily)</p> <p><b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>

**SELF EFFICACY**

**GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.**

Idaho Standards	Starfall Alignment
Shows confidence and competence in managing simple, everyday skills for daily living, with and without assistance.	<p><b>Teacher's Guide p. 128</b> - Discovery Center</p> <p><b>Teacher's Guide p. 144</b> - Review /t/</p> <p><b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher's Guide p. 310</b> - Class Story: Space Trip</p> <p><b>Teacher's Guide p. 351</b> - Create a Class Farm Book</p> <p><b>Teacher's Guide p. 429</b> - Create Dinosaurs</p>

	<p><b>Teacher's Guide p. 443</b> - Things I Can Build</p> <p><b>Teacher's Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher's Guide p. 501</b> - Class Travel Journal</p> <p><b>Teacher's Guide p. 517</b> - Create Handprint Poem Gifts</p> <p><b>Teacher's Guide p. 545</b> - Write About Grass Plants</p> <p><b>Teacher's Guide</b> - Learning Centers (daily)</p> <p><b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities (daily)</p>
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**SELF-CONTROL**

**GOAL 38: CHILDREN REGULATE THEIR FEELINGS AND IMPULSES.**

Idaho Standards	Starfall Alignment
With adult assistance and guidance, controls aggressive actions, words, and emotions.	<p><b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World</p> <p><b>Teacher's Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i></p> <p><b>Teacher's Guide p. 107</b> - How Does the Little Red Hen Feel?</p> <p><b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?"</p> <p><b>Teacher's Guide p. 135</b> - The "Talking Stone"</p> <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> <p><b>Teacher's Guide p. 400</b> - Sequence the Ugly Duckling</p> <p><b>Teacher's Guide</b> - Learning Centers - (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities - (daily)</p>

**DOMAIN 4: GENERAL KNOWLEDGE  
SUB-DOMAIN: MATHEMATICS AND NUMERACY**

**NUMBER SENSE AND OPERATIONS**

**GOAL 39: CHILDREN DEMONSTRATE UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS, AND NUMBER SYSTEMS.**

Idaho Standards	Starfall Alignment
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<p>Uses number words and concepts to explore and manipulate quantity, size, and relationships.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 11</b> - Apple Math  <b>Teacher’s Guide p. 37</b> - “Five Gingerbread Men”  <b>Teacher’s Guide pp. 36-37</b> - Analyze the Spice Graph  <b>Teacher’s Guide p. 38</b> - One-to-One Correspondence  <b>Teacher’s Guide p. 81</b> - Make an Age Collage  <b>Teacher’s Guide p. 104</b> - Math Center  <b>Teacher’s Guide p. 152</b> - Math Center  <b>Teacher’s Guide p. 204</b> - Math Center  <b>Teacher’s Guide p. 373</b> - Make Animal Sets  <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 Problem Equations  <b>Teacher’s Guide p. 549</b> - Graph Fruits and Vegetables</p>
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**MEASUREMENT**

**GOAL 40: CHILDREN DEMONSTRATE UNDERSTANDING OF MEASURABLE ATTRIBUTES OF OBJECTS AND THE UNITS, SYSTEMS, AND PROCESSES OF MEASUREMENT (INCLUDING SIZE, VOLUME, HEIGHT, WEIGHT, LENGTH, AREA, AND TIME).**

Idaho Standards	Starfall Alignment
<p>Uses geometric modeling and spatial reasoning according to different dimensions.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 10</b> - Weighing an Apple  <b>Teacher’s Guide Seasonal Holidays p. 15</b> - Pumpkin Math  <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math  <b>Teacher’s Guide p. 217</b> - How Tall are You?  <b>Teacher’s Guide p. 218</b> - Order and Compare Short to Tall  <b>Teacher’s Guide p. 231</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 236</b> - Small, Medium, Large  <b>Teacher’s Guide p. 309</b> - Measure Rockets  <b>Teacher’s Guide p. 417</b> - Introduce Dinosaurs  <b>Teacher’s Guide p. 419</b> - Create Dinosaur Footprints  <b>Teacher’s Guide p. 446</b> - Heavy or Light?  <b>Teacher’s Guide p. 450</b> - Measure Height  <b>Teacher’s Guide p. 491</b> - Train Game  <b>Teacher’s Guide p. 523</b> - Compare Sizes  <b>Teacher’s Guide p. 536</b> - Math Center</p>

## PROPERTIES OF ORDERING

**GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.**

Idaho Standards	Starfall Alignment
Sorts, orders, classifies, and forms simple patterns among objects using color, number, size, and shape.	<b>Teacher's Guide Seasonal Holidays p. 6</b> - Fall Paper Chains <b>Teacher's Guide Seasonal Holidays p. 49</b> - ABC Pattern <b>Teacher's Guide p. 232</b> - Create a Pattern <b>Teacher's Guide p. 256</b> - Math Center <b>Teacher's Guide p. 265</b> - Create Weather Patterns <b>Teacher's Guide p. 278</b> - Math Center <b>Teacher's Guide p. 290</b> - Make Patterns with Coins <b>Teacher's Guide p. 300</b> - Math Center <b>Teacher's Guide p. 311</b> - 3D Geometric Shapes <b>Teacher's Guide p. 488</b> - Math Center <b>Teacher's Guide p. 565</b> - Create Patterns

## SCIENTIFIC INQUIRY

**GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM.**

Idaho Standards	Starfall Alignment
Calls attention to, describes, discusses, and explains similarities and differences among objects or events.	<b>Teacher's Guide Seasonal Holidays p. 5</b> - The Listening Walk <b>Teacher's Guide Seasonal Holidays p. 6</b> - Leaf Sorting <b>Teacher's Guide Seasonal Holidays p. 7</b> - Fall Walk <b>Teacher's Guide Seasonal Holidays p. 11</b> - Apple Sort <b>Teacher's Guide Seasonal Holidays p. 38</b> - Evaporation <b>Teacher's Guide pp. 181-182</b> - The Five Senses <b>Teacher's Guide pp. 185-186</b> - Senses Walk <b>Teacher's Guide p. 195</b> - Use Your Senses: What's in the Bag? <b>Teacher's Guide p. 204</b> - Discovery Center <b>Teacher's Guide p. 260</b> - How Clouds Are Formed <b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" Graph <b>Teacher's Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i> <b>Teacher's Guide p. 562</b> - Introduce the Butterfly

	Life Cycle
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**SCIENTIFIC INQUIRY—THINKING, ASKING, ACTING, AND SOLVING PROBLEMS**

**GOAL 43: CHILDREN ENGAGE IN EXPLORING AND MAKING SENSE OF THE NATURAL WORLD BY ASKING QUESTIONS AND MAKING PREDICTIONS ABOUT CAUSE AND EFFECT RELATIONS THAT CAN LEAD TO GENERALIZATIONS.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Investigates unfamiliar phenomena using both trial and error and systematic trials, with assistance.	<p><b>Teacher’s Guide Seasonal Holidays p. 10</b> - Sink or Float?</p> <p><b>Teacher’s Guide Seasonal Holidays p. 34</b> - Be an Inventor</p> <p><b>Teacher’s Guide Seasonal Holidays p. 38</b> - Measuring Rainfall</p> <p><b>Teacher’s Guide p. 128</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 260</b> - How Clouds Are Formed</p> <p><b>Teacher’s Guide p. 266</b> - “Will the Wind Blow?” Graph</p> <p><b>Teacher’s Guide p. 304</b> - The Solar System</p> <p><b>Teacher’s Guide p. 406</b> - Sink or Float?</p> <p><b>Teacher’s Guide p. 416</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 446</b> - Heavy or Light?</p> <p><b>Teacher’s Guide p. 466</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 475</b> - Predictions: Roll or Slide?</p> <p><b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed</p> <p><b>Teacher’s Guide pp. 542-543</b> - Introduce “Mr. Bunny’s Carrot Soup”/Carrot Experiment</p>

**SOCIAL STUDIES**

**GOAL 44: CHILDREN DIFFERENTIATE BETWEEN PEOPLE, PLACES, ACTIVITIES, AND EVENTS IN THE PAST AND PRESENT THAT RELATE TO SELF, GROUP IDENTITY, AND A SENSE OF THEIR COMMUNITY.**

<b>Idaho Standards</b>	<b>Starfall Alignment</b>
Shows awareness of personal membership of self and others in family, community, program, and culture.	<p><b>Teacher’s Guide Seasonal Holidays p. 8</b> - Grandparent’s Day Activities and Crafts</p> <p><b>Teacher’s Guide Seasonal Holidays pp. 18-20</b> - Thanksgiving</p> <p><b>Teacher’s Guide Seasonal Holidays pp. 26-27</b> - Chinese New Year</p> <p><b>Teacher’s Guide Seasonal Holidays p. 33</b> - Black History Month</p> <p><b>Teacher’s Guide Seasonal Holidays p. 34</b> - African Music/African Drum</p>

	<p><b>Teacher’s Guide Seasonal Holidays pp. 50-51</b> - Cinco de Mayo</p> <p><b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day</p> <p><b>Teacher’s Guide pp. 80-81</b> - Introduce Draw Dragon Dot Eyes</p> <p><b>Teacher’s Guide p. 84</b> - Draw Dragon Dot Eyes and other Chinese Fables</p> <p><b>Teacher’s Guide pp. 105-106</b> - Introduce Grandmother</p> <p><b>Teacher’s Guide p. 111</b>- My Family</p> <p><b>Teacher’s Guide p. 119</b> - Sharing Family Pictures</p> <p><b>Teacher’s Guide pp. 129-130</b> - Introduce <i>Neighbors and Community</i></p> <p><b>Teacher’s Guide pp. 143-144</b> - Vehicles and Buildings</p> <p><b>Teacher’s Guide p. 165</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher’s Guide p. 203</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”</p>
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**GOAL 45: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF INDIVIDUAL FAIRNESS, GROUP RIGHTS, AND RESPONSIBILITIES (DEMOCRATIC IDEALS) FOR MEMBERSHIP AND PARTICIPATION IN GROUP ACTIVITIES (SUCCESSFUL CITIZENSHIP).**

Idaho Standards	Starfall Alignment
Engages cooperatively in organized, culturally acceptable practices with familiar people, objects, settings, and play.	<p><b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day</p> <p><b>Teacher’s Guide Seasonal Holidays p. 34</b> - African Drum</p> <p><b>Teacher’s Guide Seasonal Holidays p. 46</b> - Earth Day</p> <p><b>Teacher’s Guide p. 19</b> - Learning Centers Activity</p> <p><b>Teacher’s Guide p. 25</b> - Outside Activity (Safety Rules)</p> <p><b>Teacher’s Guide p. 53</b> - The Friendship Ball</p> <p><b>Teacher’s Guide p. 54</b> - Class Rules</p> <p><b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”</p> <p><b>Teacher’s Guide p. 70</b> - Share Chair</p> <p><b>Teacher’s Guide p. 112</b> - Helping Your Family</p> <p><b>Teacher’s Guide p. 135</b> - The “Talking Stone”</p> <p><b>Teacher’s Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i></p> <p><b>Teacher’s Guide p. 313</b> - Pre-K Book Club</p> <p><b>Teacher’s Guide p. 369</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 481</b> - Pre-K Book Club</p> <p><b>Starfall.com</b> - Talking Library: Backpack Bear Learns the Rules</p>

	<i>Starfall.com</i> - Historical Folk Songs
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**EXPRESSION AND REPRESENTATION**

**GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.**

Idaho Standards	Starfall Alignment
Uses artistic expression and language to communicate emotions and make meaning of experiences.	<p><b>Teacher’s Guide Seasonal Holidays p. 7</b> - Leaf Dancing</p> <p><b>Teacher’s Guide Seasonal Holidays p. 26</b> - Chinese Ribbon Dance</p> <p><b>Teacher’s Guide Seasonal Holidays p. 50</b> - Dance Streamers</p> <p><b>Teacher’s Guide Seasonal Holidays p. 51</b> - Mexican Hat Dance</p> <p><b>Teacher’s Guide p. 31</b> - Compare/Contrast Body Parts</p> <p><b>Teacher’s Guide pp. 137-138</b> - “The Wheels on the Bus”</p> <p><b>Teacher’s Guide p. 240</b> - Draw Goldilocks with the Three Bears</p> <p><b>Teacher’s Guide p. 268</b> - Create Rainy Day Illustrations</p> <p><b>Teacher’s Guide p. 400</b> - Create a Class Book: “If I Were a Bird”</p> <p><b>Teacher’s Guide</b> - Dramatic Play (daily)</p> <p><b>Teacher’s Guide</b> - Warm Up Your Brain (musical activities throughout curriculum)</p> <p><i>Starfall.com</i> - <i>Sing-Along</i> Volumes 1 and 2 (throughout curriculum)</p>

**UNDERSTANDING AND APPRECIATION**

**GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.**

Idaho Standards	Starfall Alignment
Responds to and creates symbolic and representational art, music, dance, and dramatic themes.	<p><b>Teacher’s Guide p. 160</b> - Get Low and Go</p> <p><b>Teacher’s Guide p. 203</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 227</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 229</b> - Safety: <i>Inside School</i> and <i>On the Playground</i></p> <p><b>Teacher’s Guide p. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i></p>



	<p><b>Teacher’s Guide pp. 353-354</b> - Dramatize “The Little Rooster”</p> <p><b>Teacher’s Guide p. 369</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 391</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 415</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 419</b> - Dinosaur Dance</p> <p><b>Teacher’s Guide p. 441</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 456</b> - <i>The Three Little Pigs</i> Puppet Show</p> <p><b>Teacher’s Guide p. 487</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide pp. 492-493</b> - “I’ve Been Working on the Railroad”</p> <p><b>Teacher’s Guide p. 499</b> - A Plane Ride</p> <p><b>Teacher’s Guide p. 557</b> - Dramatic Play Center</p> <p><b>Starfall.com</b> - Songs &amp; Rhymes: <i>Sing-Along</i> Volumes 1 &amp; 2</p> <p><b>Starfall.com</b> - It’s Fun to Read: Music</p> <p><b>Starfall.com</b> - It’s Fun to Read: Art Gallery</p>
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**DOMAIN 5: COMMUNICATION, LANGUAGE, AND LITERACY**  
**SUB-DOMAIN: COMMUNICATION**

**LISTENING**

**GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING**

Idaho Standards	Starfall Alignment
Receives messages in conversations, directions, music, and stories.	<p><b>Teacher’s Guide p. 14</b> - Story Review: The First Day of School</p> <p><b>Teacher’s Guide pp. 17-18</b> - Read <i>The Gingerbread Boy</i></p> <p><b>Teacher’s Guide p. 47</b> - “Simon Says”</p> <p><b>Teacher’s Guide p. 116</b> - “The Farmer in the Dell”</p> <p><b>Teacher’s Guide pp. 157-158</b> - Dialing 9-1-1</p> <p><b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher’s Guide p. 187</b> - What Would You Do?</p> <p><b>Teacher’s Guide pp. 231-232</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide p. 257</b> - Introduce Weather</p> <p><b>Teacher’s Guide pp. 286-287</b> - Introduce Autumn</p> <p><b>Teacher’s Guide p. 306</b> - Reach for the Stars</p> <p><b>Teacher’s Guide p. 351</b>- Introduce “The Little Rooster”</p> <p><b>Teacher’s Guide p. 359</b> - Milk a Cow!</p> <p><b>Teacher’s Guide p. 362</b> - Class Farm Book</p> <p><b>Teacher’s Guide p. 374</b> - Compare and Contrast</p>

	<p>Habitats  <b>Teacher's Guide p. 383</b> - Review Pets, Animals, and Wild Animals  <b>Teacher's Guide</b> - Warm Up Your Brain (musical activities throughout curriculum)  <b>Starfall.com</b> - <i>Sing-Along</i> Volumes 1 and 2 (throughout curriculum)  <b>Starfall.com</b> - Motion Songs</p>
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**ORAL COMMUNICATION**

**GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.**

Idaho Standards	Starfall Alignment
Uses a variety of communication forms with purpose to convey a message.	<p><b>Teacher's Guide p. 19</b> - Learning Centers Activity  <b>Teacher's Guide pp. 57-58</b> - It's Raining!  <b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank You"  <b>Teacher's Guide p. 69</b> - Review Rules  <b>Teacher's Guide p. 70</b> - Share Chair  <b>Teacher's Guide p. 92</b> - "Where Are the Colors?"  <b>Teacher's Guide p. 114</b> - Little Red Hen Makes Pancakes  <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. 239</b> - Goldilocks Story Emotions  <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph  <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart  <b>Teacher's Guide p. 313</b> - Pre-K Book Club  <b>Teacher's Guide p. 333</b> - Real or Make Believe  <b>Teacher's Guide p. 480</b> - Review Letters and ASL Signs  <b>Teacher's Guide p. 526</b> - Compare and Contrast  <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels</p>

**CONVENTIONS OF SOCIAL COMMUNICATION**

**GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.**

Idaho Standards	Starfall Alignment
Sustains interactions using social conventions.	<b>Teacher's Guide pp. 57-58</b> - It's Raining!

	<p><b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”</p> <p><b>Teacher’s Guide p. 69</b> - Review Rules</p> <p><b>Teacher’s Guide p. 70</b> - Share Chair</p> <p><b>Teacher’s Guide p. 92</b> - “Where Are the Colors?”</p> <p><b>Teacher’s Guide p. 114</b> - Little Red Hen Makes Pancakes</p> <p><b>Teacher’s Guide p. 135</b> - The “Talking Stone”</p> <p><b>Teacher’s Guide p. 160</b> - What I Want to Be</p> <p><b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher’s Guide p. 168</b> - Share Chair: Community Helpers</p> <p><b>Teacher’s Guide p. 214</b> - Say “Thank You”</p> <p><b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph</p> <p><b>Teacher’s Guide p. 282</b> - Pajama Fashion Show</p> <p><b>Teacher’s Guide p. 313</b> - Pre-K Book Club</p> <p><b>Teacher’s Guide p. 333</b> - Real or Make Believe</p>
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**VOCABULARY**

**GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.**

Idaho Standards	Starfall Alignment
Demonstrates increased comprehension of spoken language, vocabulary, and gestures.	<p><b>Teacher’s Guide pp. 231-232</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide pp. 286-287</b> - Introduce Autumn</p> <p><b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart</p> <p><b>Teacher’s Guide p. 360</b> - Sequence <i>The Troll Who Lived Under the Bridge</i></p> <p><b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats</p> <p><b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i></p> <p><b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 469</b> - Introduce <i>The Cobbler and the Elves</i></p> <p><b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p> <p><b>Teacher’s Guide p. 564</b> - Introduce <i>The Ant and the Chrysalis</i></p>

**GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.**

Idaho Standards	Starfall Alignment
<p>Uses phrases and sentences with functional and descriptive vocabulary.</p>	<p><b>Teacher’s Guide pp. 16-17</b> - Read <i>The Gingerbread Boy</i>  <b>Teacher’s Guide p. 19</b> - Learning Centers Activity  <b>Teacher’s Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i>  <b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”  <b>Teacher’s Guide p. 63</b> - “A-Ticket, A-Tasket”  <b>Teacher’s Guide p. 70</b> - Share Chair  <b>Teacher’s Guide p. 109</b> - “Did Little Red Hen Do the Right Thing?”  <b>Teacher’s Guide pp. 143-144</b> - Vehicles and Buildings  <b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”  <b>Teacher’s Guide p. 209</b> - Categorizing Healthy and Unhealthy  <b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions  <b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart  <b>Teacher’s Guide p. 313</b> - Pre-K Book Club  <b>Teacher’s Guide p. 515</b> - Things We Can Do  <b>Teacher’s Guide p. 526</b> - Compare and Contrast  <b>Teacher’s Guide p. 528</b> - Learn About Pennies and Nickels</p>

**GRAMMAR AND SYNTAX**

**GOAL 53: CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX**

Idaho Standards	Starfall Alignment
<p>Uses basic conventions of grammar and syntax.</p>	<p><b>Teacher’s Guide p. 8</b> - Gathering  <b>Teacher’s Guide p. 22</b> - Share Photo Pages  <b>Teacher’s Guide p. 42</b> - Review Emotions  <b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You” (use of child’s name)  <b>Teacher’s Guide pp. 82-83</b> - Introduce <i>Yellow</i> and <i>Green</i>  <b>Teacher’s Guide p. 83</b> - “One, Two, Tie My Shoe”  <b>Teacher’s Guide p. 119</b> - Sharing Family Pictures  <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. 351</b> - Create a Class Farm Book  <b>Teacher’s Guide p. 376</b> - Draw Animals in Their Habitats  <b>Teacher’s Guide p. 400</b> - Create a Class Book: “If I</p>

	<p>Were a Bird”</p> <p><b>Teacher’s Guide p. 501</b> - Class Travel Journal</p> <p><b>Teacher’s Guide p. 545</b> - Write About Grass Plants</p>
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**COMPREHENSION**

**GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.**

Idaho Standards	Starfall Alignment
<p>Demonstrates increased comprehension of language structure and content and vocabulary.</p>	<p><b>Teacher’s Guide pp. 80-81</b> - Introduce <i>Draw Dragon Dot Eyes</i></p> <p><b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i></p> <p><b>Teacher’s Guide p. 195</b> - Use Your Senses: What’s In the Bag?</p> <p><b>Teacher’s Guide pp. 235-236</b> - Sequence <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide p. 259</b> - <i>Who, Where, When, What, and How</i></p> <p><b>Teacher’s Guide pp. 289-290</b> - Read <i>How the Turtle Cracked its Shell</i></p> <p><b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i></p> <p><b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i></p> <p><b>Teacher’s Guide p. 406</b> - <i>Dolphins and Whales</i></p> <p><b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p> <p><b>Teacher’s Guide p. 564</b> - Introduce <i>The Ant and the Chrysalis</i></p>

**EXPRESSIVE/ORAL LANGUAGE**

**GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES.**

Idaho Standards	Starfall Alignment
<p>Follows social conventions of language to access, gain, and share information.</p>	<p><b>Teacher’s Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i></p> <p><b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”</p> <p><b>Teacher’s Guide p. 70</b> - Share Chair</p> <p><b>Teacher’s Guide pp. 107-108</b> - How Does the Little Red Hen Feel?</p>

	<p><b>Teacher’s Guide p. 111</b> - My Family  <b>Teacher’s Guide p. 135</b> - The “Talking Stone”  <b>Teacher’s Guide pp. 157-158</b> - Dialing 9-1-1  <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers  <b>Teacher’s Guide p. 168</b> - Share Chair: Community Helpers  <b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph  <b>Teacher’s Guide pp. 279-280</b> - Day and Night  <b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart  <b>Teacher’s Guide p. 313</b> - Pre-K Book Club  <b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats</p>
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**READING**

**GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.**

Idaho Standards	Starfall Alignment
Recognizes phonemes as both initial and ending sounds.	<p><b>Teacher’s Guide p. 39</b> - Gathering  <b>Teacher’s Guide p. 113</b> - Phonological Awareness: Blend Onset &amp; Rime  <b>Teacher’s Guide p. 113</b> - List <i>Bb</i> Words, ASL <i>Bb</i>  <b>Teacher’s Guide p. 117</b> - Introduce Final /b/  <b>Teacher’s Guide p. 138</b> - Phonological Awareness  <b>Teacher’s Guide p. 141</b> - Introduce Final /t/  <b>Teacher’s Guide p. 162</b> - Phonological Awareness: Onset &amp; Rime  <b>Teacher’s Guide p. 166</b> - Introduce Final /n/  <b>Teacher’s Guide p. 190</b> - Phonological Awareness: Blending  <b>Teacher’s Guide p. 193</b> - Introduce Final /s/  <b>Teacher’s Guide p. 213</b> - Phonological Awareness: Onset and Rime  <b>Teacher’s Guide p. 238</b> - Phonological Awareness  <b>Teacher’s Guide p. 242</b> - Phonological Awareness: Onset and Rime  <b>Teacher’s Guide pp. 242-243</b> - Introduce Final /p/  <b>Teacher’s Guide pp. 336-337</b> - Review Beginning Sounds  <b>Teacher’s Guide p. 381</b> - Introduce Final /f/  <b>Teacher’s Guide p. 384</b> - Phonological Awareness: Isolating Beginning Sounds</p>

**GOAL 57: READING- CHILDREN MAKE CONNECTIONS BETWEEN SOUNDS, SYMBOLS, AND LETTERS.**

Idaho Standards	Starfall Alignment
<p>Recognizes letters as special symbols to represent spoken language.</p>	<p><b>Teacher's Guide p. 8</b> - Gathering  <b>Teacher's Guide p. 15</b> - Gathering  <b>Teacher's Guide p. 18</b> - Gathering  <b>Teacher's Guide p. 39</b> - Gathering  <b>Teacher's Guide p. 78</b> - Gathering  <b>Teacher's Guide p. 113</b> - List <i>Bb</i> Words, ASL <i>Bb</i>  <b>Teacher's Guide p. 117</b> - Phonological Awareness: Blend Syllables  <b>Teacher's Guide p. 216</b> - Identify Aa, Bb, Nn, Ss, and Tt  <b>Teacher's Guide p. 219</b> - Play "Say it Fast" with Aa, Bb, Nn, Ss, and Tt  <b>Teacher's Guide p. 312</b> - Review Cc/k/  <b>Teacher's Guide p. 334</b> - Phonemic Awareness: Blend CVC  <b>Teacher's Guide p. 339</b> - Alphabet Bingo  <b>Teacher's Guide p. 354</b> - Match Upper and Lowercase Letters  <b>Teacher's Guide p. 356</b> - Phonemic Awareness: Blending CVC  <b>Teacher's Guide p. 457</b> - Review Letters and Sounds  <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</p>

**GOAL 58: READING - CHILDREN DEMONSTRATE AWARENESS OF PRINT CONCEPTS.**

Idaho Standards	Starfall Alignment
<p>Knows that languages and words have a written form that can be read, and shows awareness of reading conventions.</p>	<p><b>Teacher's Guide p. 12</b> - Introduce Nursery Rhymes  <b>Teacher's Guide pp. 17-18</b> - Read <i>The Gingerbread Boy</i>  <b>Teacher's Guide p. 39</b> - Gathering  <b>Teacher's Guide p. 76</b> - Library Center  <b>Teacher's Guide p. 78</b> - Gathering  <b>Teacher's Guide p. 113</b> - List <i>Bb</i> Words, ASL <i>Bb</i>  <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>  <b>Teacher's Guide p. 178</b> - Library Center  <b>Teacher's Guide pp. 183-184</b> - Introduce <i>Chicken Little</i>  <b>Teacher's Guide p. 214</b> - Play Concentration  <b>Teacher's Guide p. 216</b> - Identify Aa, Bb, Nn, Ss, and Tt  <b>Teacher's Guide p. 219</b> - Play "Say it Fast" with Aa, Bb, Nn, Ss, and Tt</p>

	<p><b>Teacher’s Guide p. 277</b> - Library Center  <b>Teacher’s Guide p. 286</b> - Phonological Awareness: Words in a Sentence  <b>Teacher’s Guide p. 324</b> - Library Center  <b>Teacher’s Guide p. 399</b> - Introduce <i>Dd</i>, List <i>Dd</i> Words, ASL <i>Dd</i></p>
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**GOAL 59: READING - CHILDREN DEMONSTRATE COMPREHENSION OF PRINTED MATERIALS AND ORAL STORIES.**

Idaho Standards	Starfall Alignment
Understands information from oral stories, reading books, and pictures.	<p><b>Teacher’s Guide p. 64</b> - “Mr. Bunny’s Carrot Soup” Characters  <b>Teacher’s Guide p. 187</b> - What Would You Do?  <b>Teacher’s Guide p. 209</b> - Categorizing Healthy and Unhealthy  <b>Teacher’s Guide pp. 235-236</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 290-291</b> - Read <i>How the Turtle cracked its Shell</i>  <b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart  <b>Teacher’s Guide p. 298</b> - Library Center  <b>Teacher’s Guide p. 360</b> - Sequence <i>The Troll Who Lived Under the Bridge</i>  <b>Teacher’s Guide p. 449</b> - Sequence <i>The Three Little Pigs</i>  <b>Teacher’s Guide p. 456</b> - <i>The Three Little Pigs</i> Puppet Show  <b>Teacher’s Guide p. 548</b> - Dramatize <i>The Turnip</i>  <b>Teacher’s Guide p. 570</b> - Sequence <i>The Ant and the Chrysalis</i></p>

**GOAL 60: READING- CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES**

Idaho Standards	Starfall Alignment
Uses books and written materials to gain information and enjoyment in a variety of settings	<p><b>Teacher’s Guide p. 50</b> - Library Center  <b>Teacher’s Guide p. 51</b> - Dramatic Play Center  <b>Teacher’s Guide p. 76</b> - Library Center  <b>Teacher’s Guide p. 77</b> - Discovery Center  <b>Teacher’s Guide p. 102</b> - Library Center  <b>Teacher’s Guide p. 103</b> - Construction Center  <b>Teacher’s Guide p. 103</b> - Dramatic Play Center  <b>Teacher’s Guide p. 150</b> - Library Center  <b>Teacher’s Guide p. 254</b> - Library Center</p>



	<b>Teacher's Guide p. 313</b> - Pre-K Book Club <b>Teacher's Guide p. 324</b> - Library Center <b>Teacher's Guide p. 465</b> - Dramatic Play Center <b>Teacher's Guide p. 481</b> - Pre-K Book Club <i>Starfall.com</i> - It's Fun to Read: Poetry
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**WRITING**

**GOAL 61: WRITING - CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.**

Idaho Standards	Starfall Alignment
Represents ideas and spoken language using drawing, scribbles, symbols, and letters.	<b>Teacher's Guide p. 240</b> - Draw Goldilocks with the Three Bears <b>Teacher's Guide p. 351</b> - Create a Class Farm Book <b>Teacher's Guide p. 400</b> - Create a Class Book: "If I Were a Bird" <b>Teacher's Guide p. 423</b> - Draw Dinosaur Pictures <b>Teacher's Guide p. 441</b> - Writing Center <b>Teacher's Guide p. 455</b> - Draw and Write <b>Teacher's Guide p. 501</b> - Class Travel Journal <b>Teacher's Guide p. 536</b> - Writing Center <b>Teacher's Guide p. 545</b> - Write About Grass Plants <b>Teacher's Guide p. 558</b> - Writing Center

**GOAL 62: WRITING- CHILDREN USE WRITING SKILLS AND DEMONSTRATE KNOWLEDGE OF WRITING CONVENTIONS.**

Idaho Standards	Starfall Alignment
Writes and draws with increasing coordination using a variety of tools.	<b>Teacher's Guide Seasonal Holidays p. 23</b> - "Shaving Cream Snow" <b>Teacher's Guide p. 51</b> - Writing Center <b>Teacher's Guide p. 77</b> - Writing Center <b>Teacher's Guide p. 91</b> - Finger Painting <b>Teacher's Guide p. 179</b> - Writing Center <b>Teacher's Guide p. 227</b> - Writing Center <b>Teacher's Guide p. 240</b> - Draw Goldilocks with the Three Bears <b>Teacher's Guide p. 255</b> - Writing Center <b>Teacher's Guide p. 276</b> - Art Center <b>Teacher's Guide p. 299</b> - Writing Center <b>Teacher's Guide p. 303</b> - Create Nighttime Chalk Drawings <b>Teacher's Guide p. 423</b> - Draw Dinosaur Pictures

**GOAL 63: WRITING- CHILDREN USE WRITING FOR A VARIETY OF PURPOSES.**

Idaho Standards	Starfall Alignment
<p>Makes scribbles, pictures, symbols and letters with meaning and purpose.</p>	<p><b>Teacher’s Guide p. 160</b> - What I Want to Be  <b>Teacher’s Guide p. 167</b> - A Letter to the Elves  <b>Teacher’s Guide p. 310</b> - Class Story: Space Trip  <b>Teacher’s Guide p. 351</b> - Create a Class Farm Book  <b>Teacher’s Guide p. 400</b> - Create a Class Book: “If I Were a Bird”  <b>Teacher’s Guide p. 416</b> - Writing Center  <b>Teacher’s Guide p. 455</b> - Draw and Write  <b>Teacher’s Guide p. 501</b> - Class Travel Journal  <b>Teacher’s Guide p. 536</b> - Writing Center  <b>Teacher’s Guide p. 545</b> - Write About Grass Plants  <b>Teacher’s Guide p. 558</b> - Writing Center  <b>Teacher’s Guide p. 589</b> - Create a Class Book for Gingerbread Boy</p>

**DUAL LANGUAGE ACQUISITION**

**GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.**

Idaho Standards	Starfall Alignment
<p>Demonstrates varying competency in learning English depending on age, onset, and amount of language exposure.</p> <p>Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 8</b> - Grandparent’s Day  <b>Teacher’s Guide Seasonal Holidays p. 50</b> - Hablemos Espanol!  <b>Teacher’s Guide Seasonal Holidays p. 50</b> - Counting in Spanish  <b>Teacher’s Guide p. 70</b> - Share Chair  <b>Teacher’s Guide p. 111</b> - My Family  <b>Teacher’s Guide p. 165</b> - Partner Sharing: Community Helpers  <b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart  <b>Teacher’s Guide p. 313</b> - Pre-K Book Club  <b>Teacher’s Guide p. 501</b> - Class Travel Journal  <b>Teacher’s Guide</b> - Gathering (daily)  <b>Teacher’s Guide</b> - Learning Centers (daily)  <b>Teacher’s Guide</b> - Small Group &amp; Exploration (daily)  <b>Starfall.com</b> - ABC’s in Spanish and French Espanol:  <a href="http://more.starfall.com/m/abc-es/abc-index-es/load.htm">http://more.starfall.com/m/abc-es/abc-index-es/load.htm</a>  Francais:  <a href="http://more.starfall.com/m/abc-index-fr/load.htm">http://more.starfall.com/m/abc-index-fr/load.htm</a></p>

\*The standards in this document were copied directly from Idaho State Prekindergarten Foundation.

**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 in the Starfall Parent-Teacher Center on [Starfall.com](http://Starfall.com).