

# Starfall®



Massachusetts State  
Early Learning Standards  
Alignment to Starfall

Social and Emotional Learning Standards

Self-Awareness

Massachusetts Standards	Starfall Pre K Alignment
<p><b>SEL1:</b> The child will be able to recognize, identify, and express his/her emotions.</p>	<p><b>Teacher's Guide p. 13</b> - Emotions: <i>Happy</i>  <b>Teacher's Guide p. 16</b> - Emotions: <i>Excited</i> and <i>Silly</i>  <b>Teacher's Guide p. 20</b> - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i>  <b>Teacher's Guide p. 42</b> - Review Emotions  <b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends  <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers  <b>Teacher's Guide pp. 187-188</b> - What Would You Do?  <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions  <b>Teacher's Guide pp. 397-398</b> - Ways People Feel  <b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i>  <b>Teacher's Guide</b> - Learning Centers - (daily)  <b>Teacher's Guide</b> - Outside Activities - (daily)</p>
<p><b>SEL2:</b> The child will demonstrate accurate self-perception.</p>	<p><b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day  <b>Teacher's Guide p. 88</b> - Eye Color Graph  <b>Teacher's Guide p. 105</b> - Introduce Grandmother  <b>Teacher's Guide p. 108</b> - Design a House  <b>Teacher's Guide p. 111</b> - Teacher's Literature Choice: Families  <b>Teacher's Guide p. 111</b> - My Family  <b>Teacher's Guide pp. 112-113</b> - Helping Your Family  <b>Teacher's Guide p. 116</b> - "The Farmer in the Dell"  <b>Teacher's Guide p. 119</b> - Sharing Family Pictures  <b>Teacher's Guide p. 121</b> - Teacher's Literature Choice: Grandmothers  <b>Teacher's Guide pp. 129-130</b> - Introduce</p>

	Neighbors and Community
<b>SEL3:</b> The child will demonstrate self-efficacy (confidence/competence).	<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>

**Self-Management**

Massachusetts Standards	Starfall Pre K Alignment
<b>SEL4:</b> The child will demonstrate impulse control and stress management.	<p><b>Teacher’s Guide Seasonal Holidays p. 53</b>- Mother’s Day Tea</p> <p><b>Teacher’s Guide p. 13</b> - Emotions: <i>Happy</i></p> <p><b>Teacher’s Guide p. 16</b> - Emotions: <i>Excited</i> and <i>Silly</i></p> <p><b>Teacher’s Guide p. 20</b> - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i></p> <p><b>Teacher’s Guide p. 42</b> - Review Emotions</p> <p><b>Teacher’s Guide p. 135</b> - The “Talking Stone”</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. 362</b> - Class Farm Book</p> <p><b>Teacher’s Guide pp. 397-398</b> - Ways People Feel</p> <p><b>Teacher’s Guide</b> - Learning Centers - (daily)</p> <p><b>Teacher’s Guide</b> - Outside Activities - (daily)</p>

**Social Awareness**

Massachusetts Standards	Starfall Pre K Alignment
<b>SEL5:</b> The child will display empathetic characteristics.	<b>Teacher’s Guide p. 67</b> - Teacher’s Literature Choice: Friends

	<p><b>Teacher's Guide p. 102</b> - Computer Center  <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers  <b>Teacher's Guide pp. 187-188</b> - What Would You Do?  <b>Teacher's Guide p. 192</b> - Gathering  <b>Teacher's Guide p. 229</b> - Safety: Inside School and on the Playground  <b>Teacher's Guide pp. 397-398</b> - Ways People Feel  <b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i>  <b>Teacher's Guide</b> - Learning Centers - (daily)  <b>Teacher's Guide</b> - Outside Activities - (daily)</p>
<p><b>SEL6:</b> The child will recognize diversity and demonstrate respect for others.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 33</b> - Black History Month  <b>Teacher's Guide Seasonal Holidays p. 33</b> - Different Eggs  <b>Teacher's Guide Seasonal Holidays p. 33</b> - Diversity Sheet  <b>Teacher's Guide Seasonal Holidays p. 26</b> - Chinese New Year  <b>Teacher's Guide Seasonal Holidays p. 49</b> - Cinco de Mayo  <b>Teacher's Guide p. 22</b> - Share Photo Pages  <b>Teacher's Guide p. 65</b> - Gathering  <b>Teacher's Guide p. 70</b> - Share Chair  <b>Teacher's Guide p. 84</b> - <i>Draw Dragon Dot Eyes and other Chinese Fables</i>  <b>Teacher's Guide p. 88</b> - Eye Color Graph  <b>Teacher's Guide pp. 105-106</b> - Introduce Grandmother  <b>Teacher's Guide p. 203</b> - Dramatic Play Center  <b>Teacher's Guide p. 203</b> - Library Center  <b>Teacher's Guide</b> - Learning Centers - (daily)  <b>Teacher's Guide</b> - Outside Activities - (daily)  <b>Starfall.com</b> - Talking Library: Ruby Bridges</p>

**Relationship Skills**

Massachusetts Standards	Starfall Pre K Alignment
<p><b>SEL7:</b> The child will demonstrate the ability to communicate with others in a variety of ways.</p>	<p><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-Tisket, A-Tasket"  <b>Teacher's Guide p. 70</b> - Share Chair  <b>Teacher's Guide p. 111</b> - My Family  <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers  <b>Teacher's Guide p. 168</b> - Share Chair  <b>Teacher's Guide p. 310</b> - Class Story: Space Trip  <b>Teacher's Guide p. 431</b> - Recognizing Letters "My</p>

	<p>Turn, Your Turn”  <b>Teacher’s Guide p. 453</b> - What Happens After  <b>Teacher’s Guide p. 480</b> - Review Letters and ASL Signs  <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)</p>
<p><b>SEL8:</b> The child will engage socially, and build relationships with other children and with adults.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Peppermint Play Dough Leaf Prints  <b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day  <b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day  <b>Teacher’s Guide p. 53</b> - The Friendship Ball  <b>Teacher’s Guide p. 54</b> - Class Rules  <b>Teacher’s Guide p. 56</b> - Friendship Quilt  <b>Teacher’s Guide p. 127</b> - Dramatic Play Center  <b>Teacher’s Guide p. 168</b> - Share Chair (compliments others)  <b>Teacher’s Guide p. 229</b> - Safety: Inside School and On the Playground  <b>Teacher’s Guide p. 362</b> - Class Farm Book  <b>Teacher’s Guide p. 391</b> - Dramatic Play  <b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i>  <b>Teacher’s Guide p. 582</b> - Review <i>The Little Red Hen</i>  <b>Teacher’s Guide</b> - Learning Centers - (daily)  <b>Teacher’s Guide</b> - Outside Activities - (daily)</p>
<p><b>SEL9:</b> The child will demonstrate the ability to manage conflict.</p>	<p><b>Teacher’s Guide p. 9</b> - Learning Centers Activity  <b>Teacher’s Guide p. 33</b> - Where is Gingerbread Boy?  <b>Teacher’s Guide p. 92</b> - “Where Are the Colors?”  <b>Teacher’s Guide p. 214</b> - Say “Thank You”  <b>Teacher’s Guide pp. 229-230</b> - Safety <i>Inside School and On the Playground</i>  <b>Teacher’s Guide p. 236</b> - Small, Medium, Large  <b>Teacher’s Guide p. 279</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 406</b> - Sink or Float?  <b>Teacher’s Guide p. 424</b> - Fossils  <b>Teacher’s Guide p. 427</b> - Write a Class Story  <b>Teacher’s Guide p. 431</b> - Recognizing Letters “My Turn, Your Turn”  <b>Teacher’s Guide pp. 493-494</b> - Introduce Yy, List Yy Words, ASL Yy  <b>Teacher’s Guide p. 521</b> - Warm Up Your Brain  <b>Teacher’s Guide</b> - Learning Centers - (daily)  <b>Teacher’s Guide</b> - Outside Activities - (daily)</p>
<p><b>SEL10:</b> The child will demonstrate the ability to seek help and offer help.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World  <b>Teacher’s Guide p. 107</b> - How Does the Little Red</p>

	<p>Hen Feel?  <b>Teacher’s Guide p. 109</b> - “Did Little Red Hen Do the Right Thing?”  <b>Teacher’s Guide p. 135</b> - The “Talking Stone”  <b>Teacher’s Guide pp. 187-188</b> - What Would You Do?  <b>Teacher’s Guide p. 239</b> - Goldilocks Story  Emotions  <b>Teacher’s Guide pp. 397-398</b> - Ways People Feel  <b>Teacher’s Guide p. 400</b> - Sequence the Ugly Duckling  <b>Teacher’s Guide</b> - Learning Centers - (daily)  <b>Teacher’s Guide</b> - Outside Activities - (daily)</p>
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**Responsible Decision Making**

Massachusetts Standards	Starfall Pre K Alignment
<p><b>SEL11:</b> The child will demonstrate beginning personal, social, and ethical responsibility.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 33</b> - Diversity Sheet  <b>Teacher’s Guide Seasonal Holidays p. 33</b> - Different Eggs  <b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World  <b>Teacher’s Guide p. 9</b> - Learning Centers  <b>Teacher’s Guide p. 13</b> - Emotions: Happy  <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”  <b>Teacher’s Guide p. 67</b> - Teacher’s Literature Choice: Friends  <b>Teacher’s Guide p. 70</b> - Share Chair  <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>
<p><b>SEL12:</b> The child will demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World  <b>Teacher’s Guide Seasonal Holidays pp. 46 - 48</b> - Earth Day  <b>Teacher’s Guide p. 19</b> - Learning Centers Activity  <b>Teacher’s Guide p. 54</b> - Class Rules  <b>Teacher’s Guide p. 69</b> - Review Rules  <b>Teacher’s Guide pp. 107-108</b> - How Does the Little Red Hen Feel?  <b>Teacher’s Guide pp. 112-113</b> - Helping Your Family  <b>Teacher’s Guide p. 127</b> - Construction Center  <b>Teacher’s Guide p. 135</b> - The “Talking Stone”</p>

	<p><b>Teacher's Guide p. 178</b> - Computer Center  <b>Teacher's Guide p. 226</b> - Art Center  <b>Teacher's Guide p. 227</b> - Dramatic Play  <b>Teacher's Guide pp. 229-230</b> Safety: <i>Inside School</i> and <i>On the Playground</i>  <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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**Approaches to Play and Learning Standards**

<b>Massachusetts Standards</b>	<b>Starfall Pre K 4 Alignment</b>
<p><b>APL1:</b> The child will demonstrate initiative, self-direction, and independence.</p>	<p><b>Teacher's Guide p. 211</b>- My Healthy Food Classroom Book  <b>Teacher's Guide p. 214</b> - Say "Thank You"  <b>Teacher's Guide p. 369</b> - Writing Center  <b>Teacher's Guide p. 376</b> - Draw Animals in Their Habitats  <b>Teacher's Guide p. 416</b> - Writing Center  <b>Teacher's Guide p. 427</b> - Write a Class Story  <b>Teacher's Guide p. 473</b> - Big Machines  <b>Teacher's Guide p. 476</b> - Estimate Rolling Speed  <b>Teacher's Guide p. 501</b> - Class Travel Journal  <b>Teacher's Guide p. 564</b> - Creative Writing  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>
<p><b>APL2:</b> The child will demonstrate eagerness and curiosity as a learner.</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 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. 499</b> - A Plane Ride  <b>Teacher's Guide</b> - Learning Centers (daily)  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>
<p><b>APL3:</b> The child will be able to maintain focus and attention, and persist in efforts to complete a task.</p>	<p><b>Teacher's Guide p. 64</b> - Create Character Puppets  <b>Teacher's Guide p. 184</b> - Create Leaf Rubbings  <b>Teacher's Guide pp. 185-186</b> - Senses Walk</p>

	<p><b>Teacher's Guide p. 202</b> - Art Center  <b>Teacher's Guide p. 254</b> - Art Center  <b>Teacher's Guide p. 416</b> - Writing Center  <b>Teacher's Guide p. 426</b> - Create Dinosaur Skeletons  <b>Teacher's Guide p. 582</b> - Play Alphabet Toss  <b>Teacher's Guide</b> - Learning Centers (daily)  <b>Teacher's Guide</b> - Gathering (daily)  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>
<p><b>APL4:</b> The child will demonstrate creativity in thinking and use of materials.</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. 501</b> - Class Travel Journal</p>
<p><b>APL5:</b> The child will cooperate with others in play and learning.</p>	<p><b>Teacher's Guide p. 9</b> - Learning Centers Activity  <b>Teacher's Guide p. 23</b> - What Animal Would You Bring to School?  <b>Teacher's Guide p. 33</b> - Where is Gingerbread Boy?  <b>Teacher's Guide p. 92</b> - "Where Are the Colors?"  <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers  <b>Teacher's Guide p. 214</b> - Say "Thank You"  <b>Teacher's Guide pp. 229-230</b> - Safety <i>Inside School and On the Playground</i>  <b>Teacher's Guide p. 236</b> - Small, Medium, Large  <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph  <b>Teacher's Guide p. 279</b> - Warm Up Your Brain  <b>Teacher's Guide p. 406</b> - Sink or Float?  <b>Teacher's Guide p. 424</b> - Fossils  <b>Teacher's Guide p. 427</b> - Write a Class Story  <b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn"</p>

	<b>Teacher’s Guide p. 521</b> - Warm Up Your Brain
<b>APL6:</b> The child will seek multiple solutions to a question, task, or problem.	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Sorting and Counting</p> <p><b>Teacher’s Guide Seasonal Holidays p. 34</b> - Be an Inventor</p> <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. 187-188</b> - What Would You Do?</p> <p><b>Teacher’s Guide p. 229</b> - Safety: Inside School and On the Playground</p> <p><b>Teacher’s Guide p. 240</b> - Draw Goldilocks with the Three Bears</p> <p><b>Teacher’s Guide p. 326</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 441</b> - Construction Center</p> <p><b>Teacher’s Guide p. 466</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 473</b> - Big Machines</p> <p><b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed</p> <p><b>Teacher’s Guide p. 488</b> - Discovery Center</p>
<b>APL7:</b> The child will demonstrate organizational skills.	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Fall Collage</p> <p><b>Teacher’s Guide Seasonal Holidays p. 34</b> - Be an Inventor</p> <p><b>Teacher’s Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math</p> <p><b>Teacher’s Guide p. 144</b> - Review /t/</p> <p><b>Teacher’s Guide p. 325</b> - Construction Center</p> <p><b>Teacher’s Guide p. 326</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 376</b> - Draw Animals in Their Habitats</p> <p><b>Teacher’s Guide p. 452</b> - Create Puppets</p> <p><b>Teacher’s Guide p. 465</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 466</b> - MathCenter</p> <p><b>Teacher’s Guide p. 488</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 524</b> - Solve Story Problem Equations</p> <p><b>Teacher’s Guide p. 534</b> - Art Center</p>
<b>APL8:</b> The child will be able to retain and recall information.	<p><b>Teacher’s Guide pp. 66-67</b> - “Where’s the Shape?”</p> <p><b>Teacher’s Guide p. 109</b> - “Did Little Red Hen Do the Right Thing?”</p> <p><b>Teacher’s Guide p. 211</b> - My Healthy Food Classroom Book</p> <p><b>Teacher’s Guide p. 244</b> - Review Safety</p> <p><b>Teacher’s Guide p. 351</b> - Create a Class Farm Book</p> <p><b>Teacher’s Guide p. 406</b> - Dolphins and Whales</p> <p><b>Teacher’s Guide p. 430</b> - “Dinosaur, Dinosaur” and “True or Not True”</p> <p><b>Teacher’s Guide p. 449</b> - Sequence <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 518</b> - Learn About Life Cycles -</p>



	<p>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</p>
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**English Language Arts and  
Literacy (ELA)**

**Reading: Literature**

**Key Ideas and Details**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>1.</b> With prompting and support, ask and answer questions about a story or poem read aloud.</p>	<p><b>Teacher’s Guide p. 80</b> - Introduce <i>Draw Dragon Dot Eyes</i>  <b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i>  <b>Teacher’s Guide p. 220</b> - Dramatize “One Rice Thousand Gold”  <b>Teacher’s Guide p. 259</b> - Who, Where, When, What, Why, and How  <b>Teacher’s Guide p. 303</b> - Why the Sun and the Moon Live in the Sky  <b>Teacher’s Guide p. 306</b> - Reach for the Stars  <b>Teacher’s Guide p. 351</b> - Introduce “The Little Rooster”  <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i>  <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i>  <b>Teacher’s Guide p. 494</b> - Introduce <i>A Tale of Two Engines</i></p>
<p><b>2.</b> With prompting and support, retell a sequence of events from a story read aloud.</p>	<p><b>Teacher’s Guide p. 64</b> - “Mr. Bunny’s Carrot Soup” Characters  <b>Teacher’s Guide pp. 235-236</b> - Sequence <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. 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. 400</b> - Sequence the Ugly</p>

	<p>Duckling  <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. 570</b> - Sequence <i>The Ant and the Chrysalis</i></p>
<p>3. With prompting and support, act out characters and events from a story or poem read aloud.</p>	<p><b>Teacher's Guide p. 93</b> - Dramatize <i>Draw Dragon Dot Eyes</i>  <b>Teacher's Guide pp. 156-157</b> - Dialing 9-1-1  <b>Teacher's Guide p. 197</b> - Dramatize "Chicken Little"  <b>Teacher's Guide p. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide p. 284</b> - Pajama Day Nursery Rhymes  <b>Teacher's Guide p. 340</b> - Dramatize <i>The Frog Prince</i>  <b>Teacher's Guide pp. 353-354</b> - Dramatize "The Little Rooster"  <b>Teacher's Guide p. 456</b> - <i>The Three Little Pigs</i> Puppet Show  <b>Teacher's Guide p. 503</b> - Dramatize <i>A Tale of Two Little Engines</i>  <b>Teacher's Guide p. 548</b> - Dramatize <i>The Turnip</i></p>

**Craft and Structure**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>4. With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.</p>	<p><b>Teacher's Guide pp. 34-35</b> - Spices for <i>Gingerbread Boy</i>  <b>Teacher's Guide p. 268</b> - Introduce <i>Thermometers</i>  <b>Teacher's Guide pp. 286-287</b> - Introduce <i>Autumn</i>  <b>Teacher's Guide p. 304</b> - <i>The Solar System</i>  <b>Teacher's Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher's Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i>  <b>Teacher's Guide p. 406</b> - <i>Dolphins and Whales</i>  <b>Teacher's Guide pp. 419</b> - <i>Dinosaur Dance</i>  <b>Teacher's Guide pp. 420</b> - <i>Dinosaur Names</i>  <b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i>  <b>Starfall.com</b> - It's Fun to Read: Poetry</p>

**Key Ideas and Details**

Massachusetts Standards	Starfall Pre K 4 Alignment
5. (Begins in kindergarten or when the individual child is ready)	
6. With prompting and support, “read” the illustrations in a picture book by describing a character or place depicted or by telling how a sequence of events unfolds.	<p><b>Teacher’s Guide p. 64</b> - “Mr. Bunny’s Carrot Soup” Characters</p> <p><b>Teacher’s Guide p. 187</b> - What Would You Do?</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. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide pp. 290-291</b> - Read <i>How the Turtle cracked its Shell</i></p> <p><b>Teacher’s Guide p. 298</b> - Library Center</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. 449</b> - Sequence <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 456</b> - <i>The Three Little Pigs</i> Puppet Show</p> <p><b>Teacher’s Guide p. 548</b> - Dramatize <i>The Turnip</i></p> <p><b>Teacher’s Guide p. 570</b> - Sequence <i>The Ant and the Chrysalis</i></p>

**Integration of Knowledge and Ideas**

Massachusetts Standards	Starfall Pre K 4 Alignment
7. With prompting and support, make predictions about what happens next in a picture book after examining and discussing the illustrations.	<p><b>Teacher’s Guide p. 80</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. 220</b> - Dramatize “One Rice Thousand Gold”</p> <p><b>Teacher’s Guide p. 259</b> - Who, Where, When, What, Why, and How</p> <p><b>Teacher’s Guide p. 303</b> - Why the Sun and the Moon Live in the Sky</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. 395</b> - Introduce <i>The Ugly Duckling</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. 494</b> - Introduce <i>A Tale of Two Engines</i></p>
8. (Not applicable in pre-k.)	

<p><b>8a.</b> Respond to a regular beat in poetry and song by movement or clapping</p>	<p><b>Teacher’s Guide Seasonal Holidays pp. 7-53</b> - Songs, Poems, Rhymes, and Fingerplays  <b>Teacher’s Guide p. 8</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 11</b> - <i>If You’re Happy and You Know It</i>  <b>Teacher’s Guide p. 36</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 42</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 59</b> - <i>Teddy Bear Says, “Thank You”</i>  <b>Teacher’s Guide p. 66</b> - <i>The Ants Go Marching</i>  <b>Teacher’s Guide p. 137</b> - <i>The Wheels on the Bus</i>  <b>Teacher’s Guide p. 167</b> - “One, Two, Tie My Shoe”  <b>Teacher’s Guide p. 185</b> - <i>Parts of My body</i>  <b>Starfall.com</b> - <i>Songs and Rhymes: Motion Songs</i>  <b>Starfall.com</b> - <i>Songs &amp; Rhymes: Historical Folk Songs</i></p>
<p><b>9.</b> With prompting and support, make connections between a story or poems and one’s own experiences</p>	<p><b>Teacher’s Guide Seasonal Holidays pp. 7-53</b> - Songs, Poems, Rhymes, and Fingerplays  <b>Teacher’s Guide pp. 80-81</b> - Introduce <i>Draw Dragon Dot Eyes</i>  <b>Teacher’s Guide p. 163</b> - Read <i>The Cobbler and the Elves</i>  <b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i>  <b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”  <b>Teacher’s Guide p. 307</b> - The Stars  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i></p>

**Range of Reading/Level of Text Complexity**

<p><b>Massachusetts Standards</b></p>	<p><b>Starfall Pre K 4 Alignment</b></p>
<p><b>10.</b> Listen actively as an individual and as a member of a group to a variety of age -appropriate literature read aloud.</p>	<p><b>Teacher’s Guide p. 118</b> - “The Little Red Hen’ Comparison  <b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>  <b>Teacher’s Guide p. 268</b> - Introduce <i>Thermometers</i>  <b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i>  <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i>  <b>Starfall.com</b> - It’s Fun to Read: Poetry</p>

**Reading: Informational Texts**

**Key Ideas and Details**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>1. With prompting and support, ask and answer questions about an informational text read aloud.</p>	<p><b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>  <b>Teacher’s Guide p. 268</b> - Introduce <i>Thermometers</i>  <b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i>  <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p>
<p>2. With prompting and support, recall important facts from an informational text after hearing it read aloud</p>	<p><b>Teacher’s Guide pp. 82-83</b>- Introduce Yellow and Green  <b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>  <b>Teacher’s Guide p. 268</b> - Introduce <i>Thermometers</i>  <b>Teacher’s Guide p. 306</b> - Introduce <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i></p>
<p>3. With prompting and support, represent or act out concepts learned from hearing an informational text read aloud (e.g., make a skyscraper out of blocks after listening to a book about cities or, following a Read - aloud on animals, show how an elephant’s gait differs from a bunny’s hop)</p>	<p><b>Teacher’s Guide p. 192</b> - Use Your Senses: Popcorn  <b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph  <b>Teacher’s Guide p. 266</b> - “Will the Wind Blow?” Graph  <b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart  <b>Teacher’s Guide p. 310</b> - Class Story: Space Trip  <b>Teacher’s Guide p. 330</b> - Read the “Pets” Chart  <b>Teacher’s Guide p. 359</b> - Milk a Cow!</p>

**Craft and Structure**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>4. With prompting and support, ask and answer questions about unfamiliar words in an informational text read aloud.</p>	<p><b>Teacher’s Guide pp. 82-83</b>- Introduce Yellow and Green  <b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>  <b>Teacher’s Guide p. 268</b> - Introduce <i>Thermometers</i>  <b>Teacher’s Guide p. 306</b> - Introduce <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. 402</b> - Introduce <i>Dolphins Are Not Fish!</i></p> <p><b>Teacher's Guide p. 406</b> - Dolphins and Whales</p>
5. (Begins in kindergarten or when the individual child is ready)	
6. With prompting and support, "read" illustrations in an informational picture book by describing facts learned from the pictures (e.g., how a seed grows into a plant)	<p><b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i></p> <p><b>Teacher's Guide p. 268</b> - Introduce <i>Thermometers</i></p> <p><b>Teacher's Guide p. 306</b> - Introduce <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 pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i></p> <p><b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p> <p><b>Teacher's Guide pp. 542-543</b> - Mr. Bunny's Carrot Soup, Carrot Experiment</p>

**Integration of Knowledge and Ideas**

Massachusetts Standards	Starfall Pre K 4 Alignment
7. With prompting and support, describe important details from an illustration or photograph.	<p><b>Teacher's Guide pp. 133-134</b> - Where We Live</p> <p><b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i></p> <p><b>Teacher's Guide pp. 181-182</b> - The Five Senses</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 p. 237-238</b> - Safety: <i>Tub and Shower</i> and <i>At the Pool</i></p> <p><b>Teacher's Guide p. 257</b> - Introduce Weather</p> <p><b>Teacher's Guide p. 472</b> - Introduce the Playground Poster</p>
8. (Begins in kindergarten or when the individual child is ready)	
9. With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.	<p><b>Teacher's Guide p. 41</b> - Gingerbread Story Comparison</p> <p><b>Teacher's Guide p. 118</b> - Little Red Hen Comparison</p> <p><b>Teacher's Guide p. 313</b> - Pre-K Book Club</p> <p><b>Teacher's Guide p. 432</b> - Dinosaur Book Vote</p> <p><b>Teacher's Guide p. 481</b> - Pre-K Book Club</p> <p><b>Teacher's Guide</b> - Teacher's Literature Choice (weekly)</p>

	<b>Teacher's Guide</b> - Library Center (daily)
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**Range of Reading and Level of Text**

**Complexity**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>10.</b> Listen actively as an individual and as a member of a group to a variety of age - appropriate informational texts read aloud.</p>	<p><b>Teacher's Guide p. 78</b> - Introduce <i>Red</i> and <i>Orange</i>  <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i>  <b>Teacher's Guide p. 268</b> - Introduce <i>Thermometers</i>  <b>Teacher's Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher's Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i>  <b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p>

**Reading Foundations**

**Print Concepts**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>1.</b> With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <p>a. Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</p> <p>b. (Begins in kindergarten or when the individual child is ready)</p> <p>c. (Begins in kindergarten or when the individual child is ready)</p> <p>d. Recognize and name some upper-case letters of the alphabet and the lowercase letters in one's own name</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 p. 214</b> - Play Concentration  <b>Teacher's Guide p. 219</b> - Play "Say it Fast" with Aa, Bb, Nn, Ss, and Tt  <b>Teacher's Guide p. 324</b> - Library Center  <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. 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</p>

	Lowercase Letters
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### Phonological Awareness

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>2.</b> With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. With guidance and support recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p>b. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.</p> <p>c. Identify the initial sound of a spoken word and, with guidance and support, generate a several other words that have the same initial sound.</p> <p>d. (Begins in kindergarten or when the individual child is ready)</p> <p>e. (Begins in kindergarten or when the individual child is ready)</p>	<p><b>Teacher’s Guide p. 82</b> - Gathering</p> <p><b>Teacher’s Guide p. 89</b> - Gathering</p> <p><b>Teacher’s Guide p. 113</b> - Phonological Awareness: Blend Onset and Rime</p> <p><b>Teacher’s Guide p. 117</b> - Phonological Awareness: Blend Syllables</p> <p><b>Teacher’s Guide p. 120</b> - Phonological Awareness: Rhyming Words</p> <p><b>Teacher’s Guide p. 138</b> - Phonological Awareness</p> <p><b>Teacher’s Guide p. 144</b> - Phonological Awareness: Discriminating /t/</p> <p><b>Teacher’s Guide p. 162</b> - Phonological Awareness: Onset and Rime</p> <p><b>Teacher’s Guide p. 182</b> - Phonological Awareness: Rhyming Words</p> <p><b>Teacher’s Guide p. 219</b> - Phonological Awareness: Rhyming Words</p> <p><b>Teacher’s Guide p. 356</b> - Phonemic Awareness: Blending CVC</p> <p><b>Teacher’s Guide p. 378</b> - Phonological Awareness: Blend Phonemes</p> <p><b>Teacher’s Guide p. 407</b> - Rhyming Words: “Down by the Bay”</p> <p><b>Teacher’s Guide p. 408</b> - Phonological Awareness: Words in a Sentence</p> <p><b>Teacher’s Guide p. 421</b> - Phonological Awareness: Words in a Sentence</p> <p><b>Teacher’s Guide p. 457</b> - Phonological Awareness: Blending Onset and Rime</p>

### Phonics and Word Recognition

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>3.</b> Demonstrate beginning understanding of phonics and word analysis skills.</p> <p>a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written “B” ).</p> <p>b. (Begins in kindergarten or when the individual</p>	<p><b>a.</b></p> <p><b>Teacher’s Guide p. 113</b> - List <i>Bb</i> Words, ASL <i>Bb</i></p> <p><b>Teacher’s Guide p. 238</b> - List <i>Pp</i> Words, ASL <i>Pp</i></p> <p><b>Teacher’s Guide p. 242</b> - Phonological Awareness: Onset and Rime</p> <p><b>Teacher’s Guide p. 302</b> - Introduce /k/</p> <p><b>Teacher’s Guide pp. 336-337</b> - Review Beginning Sounds</p> <p><b>Teacher’s Guide p. 350</b> - Introduce /m/</p> <p><b>Teacher’s Guide p. 356</b> - Phonemic Awareness:</p>



<p>child is ready)</p> <p>c. Recognize one's own name and familiar common signs and labels (e.g., STOP).</p> <p>d. (Begins in kindergarten or when the individual child is ready)</p>	<p>Blending CVC  <b>Teacher's Guide p. 384</b> - Phonological Awareness: Isolating Beginning Sounds</p> <p><b>c.</b>  <b>Teacher's Guide p. 34</b> - "There's a Neat Little Clock"  <b>Teacher's Guide p. 36</b> - Analyze the Spice Graph  <b>Teacher's Guide p. 39</b> - Gathering  <b>Teacher's Guide p. 54</b> - Class Rules  <b>Teacher's Guide p. 61</b> - Gathering  <b>Teacher's Guide p. 78</b> - Gathering  <b>Teacher's Guide p. 88</b> - Eye Color Graph  <b>Teacher's Guide p. 111</b> - My Family  <b>Teacher's Guide p. 127</b> - Writing Center  <b>Teacher's Guide pp. 140-141</b> - Safety Signs  <b>Teacher's Guide p. 369</b> - Writing Center</p>
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**Writing**

**Text Types and Purposes**

<b>Massachusetts Standards</b>	<b>Starfall Pre K 4 Alignment</b>
<p><b>1.</b> Dictate words to express a preference or opinion about a topic (e.g., "I would like to go to the firestation to see the truck and meet the firemen.").</p>	<p><b>Teacher's Guide p. 278</b> - Writing Center  <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. 564</b> - Creative Writing</p>
<p><b>2.</b> Use a combination of dictating and drawing to explain information about a topic.</p>	<p><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 Were a Bird"  <b>Teacher's Guide p. 416</b> - Writing Center  <b>Teacher's Guide p. 545</b> - Write About Grass Plants  <b>Teacher's Guide p. 558</b> - Writing Center</p>
<p><b>3.</b> Use a combination of dictating and drawing to tell a real or imagined story.</p>	<p><b>Teacher's Guide p. 240</b> - Draw Goldilocks with the Three Bears  <b>Teacher's Guide p. 284</b> - Stuffed Animal Imaginations  <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. 589</b> - Create a Class Book for</p>

	Gingerbread Boy
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### Production and Distribution of Writing

Massachusetts Standards	Starfall Pre K 4 Alignment
4 (Begins in grade 3)	
5. (Begins in kindergarten or when an individual student is ready)	
6. Recognize that digital tools (e.g., computers, cell phones, cameras, or other devices) are used for communication and, with support and guidance, Use them to convey messages in pictures and/or words.*	<b>Teacher's Guide p. 50</b> - Computer Center <b>Teacher's Guide p. 76</b> - Computer Center <b>Teacher's Guide p. 102</b> - Computer Center <b>Teacher's Guide p. 126</b> - Computer Center <b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1 <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> , and <i>Introduce Strangers</i> <b>Teacher's Guide p. 255</b> - Dramatic Play <b>Teacher's Guide</b> - Computer Center (daily) <b>Starfall.com</b> - Grandparent's Day Icon <b>Starfall.com</b> - Be My Valentine Icon

### Speaking and Listening

#### Comprehension and Collaboration

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>1. Participate in collaborative conversations with diverse partners during daily routines and play.</p> <p>Observe and use appropriate ways of interacting in a group (e.g. taking turns in talking; listening to peers; waiting to speak until another person is finished talking; asking questions and waiting for an answer; gaining the floor in appropriate ways).</p> <p>B. Continue a conversation through multiple exchanges</p>	<p><b>a.</b></p> <p><b>Teacher's Guide pp. 57-58</b> - It's Raining!  <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. 259</b> - "Who Likes the Rain?" Graph  <b>Teacher's Guide p. 313</b> - Pre-K Book Club  <b>Teacher's Guide p. 333</b> - Real or Make Believe</p> <p><b>b.</b></p> <p><b>Teacher's Guide pp. 58 - 59</b> - "Please" and "Thank</p>

	<p>You”</p> <p><b>Teacher’s Guide pp. 165-166</b> - Partner Share: Community Helpers</p> <p><b>Teacher’s Guide pp. 187-188</b> - What Would You Do?</p> <p><b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart</p> <p><b>Teacher’s Guide p. 310</b> - Class Story: Space Trip</p> <p><b>Teacher’s Guide p. 313</b> - Pre-K Book Club</p> <p><b>Teacher’s Guide p. 431</b> - Recognizing Letters: “My Turn, Your Turn”</p> <p><b>Teacher’s Guide p. 481</b> - Pre-K Book Club</p>
<p>2. Recall information for short periods of time and retell, act out, or represent information from a text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p>	<p><b>Teacher’s Guide p. 84</b> - Story Order</p> <p><b>Teacher’s Guide p. 197</b> - Dramatize “Chicken Little”</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. 298</b> - Library Center</p> <p><b>Teacher’s Guide pp. 353-354</b> - Dramatize “The Little Rooster”</p> <p><b>Teacher’s Guide p. 452</b> - Compare Versions of <i>The Three Little Pigs</i></p>
<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.*</p>	<p><b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”</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 pp. 289-290</b> - Read <i>How the Turtle Cracked its Shell</i></p> <p><b>Teacher’s Guide p. 313</b> - Pre-K Book Club</p> <p><b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i></p> <p><b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i></p> <p><b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p>

**Presentation of Knowledge and Ideas**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>4. Describe personal experiences, tell real or imagined stories.</p>	<p><b>Teacher’s Guide p. 10</b> - Teacher’s Literature Choice: First Day of School</p> <p><b>Teacher’s Guide pp. 35-36</b> - “Our Favorite Spice” Graph</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> - Teacher’s Literature Choice: Families</p> <p><b>Teacher’s Guide p. 187</b> - What Would You Do?</p> <p><b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions</p> <p><b>Teacher’s Guide p. 240</b> - Draw Goldilocks with the Three Bears</p> <p><b>Teacher’s Guide p. 265</b> - Teacher’s Literature Choice: Rain</p> <p><b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i></p> <p><b>Teacher’s Guide p. 335</b> - Teacher’s Literature Choice: Pets</p>
<p><b>5.</b> Create representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, or clay models) and explain them to others.</p>	<p><b>Teacher’s Guide p. 77</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 103</b> - Construction Center</p> <p><b>Teacher’s Guide p. 127</b> - Construction Center</p> <p><b>Teacher’s Guide p. 127</b> - Writing Center</p> <p><b>Teacher’s Guide p. 178</b> - Art Center</p> <p><b>Teacher’s Guide p. 179</b> - Writing Center</p> <p><b>Teacher’s Guide p. 348</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 424</b> - Fossils</p> <p><b>Teacher’s Guide p. 426</b> - Create Dinosaur Skeletons</p>
<p><b>6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Teacher’s Guide p. 19</b> - Learning Centers Activity</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. 114</b> - Little Red Hen Makes Pancakes</p> <p><b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”</p> <p><b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions</p> <p><b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph</p> <p><b>Teacher’s Guide p. 313</b> - Pre-K Book Club</p> <p><b>Teacher’s Guide p. 526</b> - Compare and Contrast</p>

**Language**

**Conventions of Standard English**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>1.</b> Demonstrate use of oral language in informal everyday activities.</p> <p>a. (Begins in kindergarten)</p>	<p><b>b.</b></p> <p><b>Teacher’s Guide p. 22</b> - Share Photo Pages</p> <p><b>Teacher’s Guide p. 70</b> - Share Chair</p> <p><b>Teacher’s Guide p. 85</b> - Draw and Write About</p>

B. Use frequently occurring nouns and verbs.

c. Form regular plural nouns.

d. Understand and use question words (e.g., who, what, where, when, why, how.)

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

f. Demonstrate the ability to speak in complete sentences.

g. Use vocabulary in the Massachusetts Mathematics Curriculum Framework Pre-kindergarten standards to express concepts related to length, area, weight, capacity, and volume

Dragons

**Teacher's Guide p. 119** - Sharing Family Pictures

**Teacher's Guide p. 168** - Share Chair: Community Helpers

**Teacher's Guide pp. 187-188** - What Would You Do?

c.

**Teacher's Guide pp. 58-59** - "Please" and "Thank You" (use of child's name)

**Teacher's Guide p. 83** - "One, Two, Tie My Shoe"

**Teacher's Guide pp. 153-154** - Firefighters

**Teacher's Guide p. 218** - Warm Up Your Brain

**Teacher's Guide p. 349** - Farm Animals

**Teacher's Guide p. 373** - Read *The Gingerbread Boy*

d.

**Teacher's Guide p. 168** - Share Chair: Community Helpers

**Teacher's Guide p. 259** - "Who Likes the Rain?" Graph

**Teacher's Guide p. 374** - Compare and Contrast Habitats

**Teacher's Guide p. 475** - Predictions: Roll or Slide?

**Teacher's Guide p. 499** - A Plane Ride

**Teacher's Guide p. 501** - Class Travel Journal

e.

**Teacher's Guide pp. 229-230** - Safety: *Inside School* and *On the Playground*

**Teacher's Guide pp. 233-234** - Safety: *Talking a Walk, In a Car, and Wheels, Wheels, Wheels*

**Teacher's Guide pp. 237-238** - Safety: *Tub and Shower* and *At the Pool*

**Teacher's Guide p. 278** - Discovery Center

**Teacher's Guide p. 514** - Math Center

**Teacher's Guide p. 536** - Math Center

**Teacher's Guide** - Construction Center (daily)

f.

**Teacher's Guide p. 114** - The Little Red Hen Makes Pancakes

**Teacher's Guide p. 135** - The "Talking Stone"

**Teacher's Guide pp. 157-158** - Dialing 9-1-1

**Teacher's Guide p. 310** - Class Story: Space Trip

**Teacher's Guide p. 313** - Pre-K Book Club

**Teacher's Guide p. 515** - Things We Can Do

g.

**Teacher's Guide Seasonal Holidays p. 10** - Balance Scale

**Teacher's Guide Seasonal Holidays p. 38** -

	<p>Measuring Rainfall  <b>Teacher's Guide p. 358</b> - Estimation  <b>Teacher's Guide p. 359</b> - Milk a Cow!  <b>Teacher's Guide p. 417</b> - Introduce Dinosaurs  <b>Teacher's Guide p. 441</b> - Construction Center  <b>Teacher's Guide p. 442</b> - Math Center  <b>Teacher's Guide p. 446</b> - Heavy or Light?</p>
2. (Begins in kindergarten)	

### Knowledge of Language

3. (Begins in grade 2)	

### Vocabulary Acquisition and Use

Massachusetts Standards	Starfall Pre K 4 Alignment
4. (Begins in kindergarten)	
<p>5. With guidance and support from adults, explore word relationships and nuances of word meanings.</p> <p>a. Demonstrate understanding of concepts by sorting common object into categories (e.g., sort objects by color, shape, or texture).</p> <p>b. (Begins in kindergarten)</p> <p>c. Apply words learned in classroom activities to real -life examples (e.g., name places in school that are fun, quiet, or noisy).</p> <p>d. (Begins in kindergarten)</p>	<p><b>a.</b>  <b>Teacher's Guide Seasonal Holidays p. 6</b> - Leaf Sorting  <b>Teacher's Guide Seasonal Holidays p. 11</b> - Apple Sort  <b>Teacher's Guide Seasonal Guide p. 47</b> - Recycling Activities  <b>Teacher's Guide p. 180</b> - Discovery Center  <b>Teacher's Guide p. 330</b> - "Read the Pets Chart"  <b>Teacher's Guide p. 361</b> - Compare Small, Medium, and Large  <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals  <b>Teacher's Guide p. 406</b> - Sink or Float?  <b>Teacher's Guide p. 416</b> - Discovery Center  <b>Teacher's Guide p. 446</b> - Heavy or Light  <b>Teacher's Guide p. 466</b> - Discovery Center  <b>Teacher's Guide p. 536</b> - Math Center</p> <p><b>c.</b>  <b>Teacher's Guide pp. 143-144</b> - Vehicles and Buildings  <b>Teacher's Guide p. 209</b> - Categorizing Healthy and Unhealthy  <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart  <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals</p>

	<p><b>Teacher’s Guide p. 526</b> - Compare and Contrast</p> <p><b>Teacher’s Guide p. 537</b> - Seeds</p> <p><b>Teacher’s Guide p. 546</b> - Fruits and Vegetables</p>
<p><b>6.</b> Use words and phrases acquired through conversations, listening to books read aloud, activities, and play.</p>	<p><b>Teacher’s Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i></p> <p><b>Teacher’s Guide p. 61</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 105</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide pp. 143-144</b> - Vehicles and Buildings</p> <p><b>Teacher’s Guide p. 209</b> - Categorizing Healthy and Unhealthy</p> <p><b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart</p> <p><b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats</p> <p><b>Teacher’s Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals</p> <p><b>Teacher’s Guide p. 526</b> - Compare and Contrast</p> <p><b>Teacher’s Guide p. 537</b> - Seeds</p> <p><b>Teacher’s Guide p. 546</b> - Fruits and Vegetables</p> <p><b>Teacher’s Guide p. 567</b> - Create the Butterfly Cycle</p>

**Mathematics**

**Counting and Cardinality**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>Know number names and the counting sequence</p> <p><b>MA.1.</b> Listen to and say the names of numbers in meaningful contexts.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Sorting and Counting</p> <p><b>Teacher’s Guide p. 91</b> - Let’s Eat Sorting Activity</p> <p><b>Teacher’s Guide p. 165</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 279</b> - Gathering</p> <p><b>Teacher’s Guide p. 326</b> - Math Center</p> <p><b>Teacher’s Guide p. 358</b> - Estimation</p> <p><b>Teacher’s Guide p. 359</b> - Milk a Cow!</p> <p><b>Teacher’s Guide p. 371</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 373</b> - Make Animal Sets</p> <p><b>Starfall.com</b> - Math: Numbers</p>
<p><b>MA.2.</b> Recognize and name written numerals 0–10.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 42</b> - Shamrock Numbers</p> <p><b>Teacher’s Guide p. 104</b> - Math Center</p> <p><b>Teacher’s Guide p. 128</b> - Math Center</p> <p><b>Teacher’s Guide p. 132</b> - Introduce Money</p> <p><b>Teacher’s Guide p. 152</b> - Math Center</p> <p><b>Teacher’s Guide p. 153</b> - Math Center</p> <p><b>Teacher’s Guide p. 176</b> - One, Two, Tie My Shoe</p> <p><b>Teacher’s Guide p. 180</b> - Math Center</p>

	<p><b>Teacher’s Guide p. 287</b> - Numbers Everywhere  <b>Teacher’s Guide p. 392</b> - Math Center  <b>Teacher’s Guide p. 416</b> - Math Center  <b>Teacher’s Guide p. 491</b> - Train Game  <b>Teacher’s Guide p. 440</b> - Computer Center  <i>Starfall.com</i>: Math Songs: 10 Kids Went to Play  <i>Starfall.com</i> - Math: Math Songs, Numbers</p>
<p>Count to tell the number of objects.</p> <p><b>MA.3.</b> Understand the relationship between numerals and quantities up to ten.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 10</b> - Chinese Abacus  <b>Teacher’s Guide Seasonal Holidays p. 11</b> - Apple Math  <b>Teacher’s Guide Seasonal Holidays p. 19</b> - Count the Popcorn  <b>Teacher’s Guide p. 12</b> - Gathering  <b>Teacher’s Guide p. 18</b> - Gathering  <b>Teacher’s Guide p. 37</b>- Five Gingerbread Men  <b>Teacher’s Guide p. 116</b> - Gathering  <b>Teacher’s Guide pp. 205-206</b> - Let’s Stay Healthy  <b>Teacher’s Guide p. 358</b> - Estimation  <b>Teacher’s Guide p. 359</b> - Milk a Cow  <b>Teacher’s Guide p. 377</b>- Estimate Frog Jumps</p>
<p>Compare numbers.</p> <p><b>MA.4.</b> Count many kinds of concrete objects and actions up to ten, using one-to-one correspondence, and accurately count as many as seven things in a scattered configuration.</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 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</p>
<p><b>MA.5.</b> Use comparative language such as more/less than, equal to, to compare and describe collections of objects.</p>	<p><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. 358</b> - Estimation  <b>Teacher’s Guide p. 382</b> - Count Animal Sets  <b>Teacher’s Guide p. 396</b> - Play “High or Low”  <b>Teacher’s Guide p. 491</b>- Train Game  <b>Teacher’s Guide p. 549</b> - Graph Favorite Fruits &amp; Vegetables</p>

**Operations and Algebraic Thinking**



Massachusetts Standards	Starfall Pre K 4 Alignment
<p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p><b>MA.1.</b> Use concrete objects to model real-world addition (putting together) and subtraction (taking away) problems up through five.</p>	<p><b>Teacher’s Guide p. 37</b> - “Five Gingerbread Men”  <b>Teacher’s Guide p. 38</b> - One-to-One Correspondence  <b>Teacher’s Guide p. 208</b> - Solve Story Problems  <b>Teacher’s Guide p. 328</b> - <i>The Frog Prince</i>  <b>Teacher’s Guide p. 380</b> - Count Wild Animals  <b>Teacher’s Guide p. 382</b> - Count Animal Sets  <b>Teacher’s Guide p. 469</b> - Addition and Subtraction  <b>Teacher’s Guide p. 524</b> - Solve Story Problems  <b>Teacher’s Guide p. 528</b> - Learn About Pennies and Nickels  <b>Starfall.com:</b> Addition and Subtraction: “Addition Intro”  <b>Starfall.com:</b> Addition and Subtraction: “Subtraction Intro”  <b>Starfall.com:</b> Addition and Subtraction</p>

**Measurement and Data**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>Describe and compare measurable attributes.</p> <p><b>MA.1.</b> Recognize the attributes of length, area, weight, and capacity of everyday objects using appropriate vocabulary (e.g., long, short, tall, heavy, light, big, small, wide, narrow).</p>	<p><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 or Tall  <b>Teacher’s Guide p. 309</b> - Measure Rockets  <b>Teacher’s Guide p. 417</b> - Introduce Dinosaurs  <b>Teacher’s Guide p. 441</b> - Construction Center  <b>Teacher’s Guide p. 450</b> - Measure Height  <b>Teacher’s Guide p. 491</b> - Train Game  <b>Teacher’s Guide p. 520</b> - How Tall Are You?  <b>Starfall.com:</b> Math: Geometry and Measurement Activities</p>
<p><b>MA.2.</b> Compare the attributes of length and weight for two objects, including longer/shorter, same length; heavier/lighter, same weight; holds more/less, holds the same amount.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 23</b> - Marshmallow Math: Estimation  <b>Teacher’s Guide Seasonal Holidays p. 31</b> - Valentine Estimation  <b>Teacher’s Guide p. 103</b> - Dramatic Play (measuring cups and spoons)  <b>Teacher’s Guide p. 152</b> - Discovery Center  <b>Teacher’s Guide p. 218</b> - Order and Compare Short or Tall  <b>Teacher’s Guide p. 278</b> - Discovery Center  <b>Teacher’s Guide p. 358</b> - Estimation  <b>Teacher’s Guide p. 361</b>- Compare Small, Medium, and Large  <b>Teacher’s Guide p. 359</b> - Milk a Cow</p>

	<b>Teacher’s Guide p. 487</b> - Construction Center
<p>Classify objects and count the number of objects in each category.</p> <p><b>MA.3.</b> Sort, categorize, and classify objects by more than one attribute.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Sorting and Counting</p> <p><b>Teacher’s Guide Seasonal Holidays p. 11</b> - Apple Sort</p> <p><b>Teacher’s Guide p. 43</b> - Classify Letters, Shapes, and Numbers</p> <p><b>Teacher’s Guide Seasonal Guide p. 47</b> - Recycling Activities</p> <p><b>Teacher’s Guide p. 91</b> - Let’s Eat Sorting Activity</p> <p><b>Teacher’s Guide p. 180</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 330</b> - “Read the Pets Chart”</p> <p><b>Teacher’s Guide p. 361</b> - Compare Small, Medium, and Large</p> <p><b>Teacher’s Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals</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. 536</b> - Math Center</p>
<p>Work with money.</p> <p><b>MA.4.</b> Recognize that certain objects are coins and that dollars and coins represent money.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 47</b> - Sorting Cans</p> <p><b>Teacher’s Guide p. 132</b> - Introduce Money</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. 465</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 513</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 528</b> - Learn About Pennies and Nickels</p> <p><b>Starfall.com</b> - Math: Numbers - Help Coin Monkey Find Coins</p> <p><b>Starfall.com</b> - Math: Numbers - Coin Card Game</p> <p><b>Starfall.com</b> - Math: Numbers - Coin Sort</p>

**Geometry**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p>Identify and describe shapes (squares, circles, triangles, rectangles).</p> <p><b>MA.1.</b> Identify relative position of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Oral Language</p> <p><b>Teacher’s Guide p. 18</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 47</b> - Outside Activity “Simon Says”</p> <p><b>Teacher’s Guide p. 123</b> - Outside Activity - “Red Light, Green Light”</p> <p><b>Teacher’s Guide p. 129</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 335</b> - Follow Directional Words</p> <p><b>Teacher’s Guide p. 365</b> - Outside Activity “Run,</p>

	<p>Hop, Slither”</p> <p><b>Teacher’s Guide p. 442</b> - Math Center</p> <p><b>Teacher’s Guide p. 467</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide p. 492</b> - “I’ve Been Working on the Railroad”</p> <p><b>Teacher’s Guide p. 502</b> - Shape Game</p> <p><b>Teacher’s Guide p. 549</b> - Warm Up Your Brain</p>
<p><b>MA.2.</b> Identify various two-dimensional shapes using appropriate language.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math</p> <p><b>Teacher’s Guide p. 40</b> - Compare Shapes</p> <p><b>Teacher’s Guide p. 41</b> - Decorate Gingerbread Boy</p> <p><b>Teacher’s Guide pp. 66-67</b> - Where’s the Shape</p> <p><b>Teacher’s Guide p. 77</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 77</b> - Construction Center</p> <p><b>Teacher’s Guide p. 108</b> - Design a House</p> <p><b>Teacher’s Guide p. 256</b> - Math Center</p> <p><b>Teacher’s Guide p. 311</b> - 3D Geometric Shapes</p> <p><b>Teacher’s Guide p. 542</b> - Play Dough Shapes</p> <p><b>Teacher’s Guide p. 561</b> - Shape Orientation</p> <p><b>Starfall.com</b> - Math: Geometry and Measurement</p>
<p>Analyze, compare, create, and compose shapes.</p> <p><b>MA.3.</b> Create and represent three-dimensional shapes (ball/sphere, square box/cube, tube/cylinder) using various manipulative materials, such as popsicle sticks, blocks, pipe cleaners, pattern blocks, and so on.</p>	<p><b>Teacher’s Guide p. 40</b> - Compare Shapes</p> <p><b>Teacher’s Guide p. 77</b> - Construction Center</p> <p><b>Teacher’s Guide p. 108</b> - Design a House</p> <p><b>Teacher’s Guide p. 311</b> - 3D Geometric Shapes</p> <p><b>Teacher’s Guide p. 495</b> - Three Dimensional Shapes</p> <p><b>Teacher’s Guide p. 542</b> - Play Dough Shapes</p> <p><b>Teacher’s Guide p. 561</b> - Shape Orientation</p> <p><b>Teacher’s Guide p. 590</b> - Review Shapes</p> <p><b>Teacher’s Guide</b> - Construction Center (daily)</p> <p><b>Starfall.com</b> - Math: Geometry and Measurement</p>

**Science, Technology and Engineering**

**Earth And Space Sciences**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>ESS1-1.</b> Demonstrate awareness that the moon can be seen in the daytime and at night, and of the different apparent shapes of the moon over a month.</p>	<p><b>Teacher’s Guide p. 260</b> - How Clouds Are Formed</p> <p><b>Teacher’s Guide p. 277</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide pp. 279-280</b> - Day and Night</p> <p><b>Teacher’s Guide p. 281</b> - Teacher’s Literature Choice: Day and Night</p> <p><b>Teacher’s Guide p. 285</b> - Patterns: Day/Night and Seasons</p> <p><b>Teacher’s Guide pp. 286-287</b> - Introduce Autumn</p> <p><b>Teacher’s Guide p. 303</b> - <i>Why the Sun and Moon</i></p>

	<p><i>Live in the Sky</i>  <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. 307</b> - The Stars  <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher’s Guide</b> - Gathering (daily)</p>
<p><b>ESS1-2.</b> Observe and use evidence to describe that the sun is in different places in the sky during the day.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 28</b> - Shadow Activities  <b>Teacher’s Guide pp. 279-280</b> - Day and Night  <b>Teacher’s Guide p. 281</b> - Teacher’s Literature Choice: Day and Night  <b>Teacher’s Guide p. 285</b> - Patterns: Day/Night and Seasons  <b>Teacher’s Guide p. 301</b> - Introduce Earth  <b>Teacher’s Guide p. 303</b> - <i>Why the Sun and Moon Live in the Sky</i>  <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. 307</b> - The Stars  <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher’s Guide</b> - Gathering (daily)</p>
<p><b>ESS2-1.</b> Raise questions and engage in discussions about how different types of local environments (including water) provide homes for different kinds of living things.</p>	<p><b>Teacher’s Guide Seasonal Holidays pp. 46-47</b> - Earth Day  <b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats  <b>Teacher’s Guide p. 376</b> - The Forest  <b>Teacher’s Guide p. 379</b> - Introduce <i>Over in the Meadow</i>  <b>Teacher’s Guide p. 379</b> - Handprint Trees  <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i>  <b>Teacher’s Guide p. 401</b> - Introduce <i>Ocean Animals</i>  <b>Starfall.com</b> - Holiday Icon: “Every Day is Earth Day”  <b>Starfall.com</b> - <i>I’m Reading</i>: Nonfiction, “A House in a Tree”</p>
<p><b>ESS2-2.</b> Observe and classify non-living materials, natural and human made, in their local environment.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Sorting and Counting  <b>Teacher’s Guide Seasonal Holidays p. 10</b> - Leaf  <b>Teacher’s Guide Seasonal Holidays p. 11</b> - Sink or Float?  <b>Teacher’s Guide Seasonal Holidays p. 11</b> - Apple Sort  <b>Teacher’s Guide Seasonal Holidays p. 15</b> - Apples and Pumpkins  <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Sorting Cans  <b>Teacher’s Guide Seasonal Holidays p. 47</b> -</p>

	<p>Recycling Activities for Math  <b>Teacher’s Guide p. 204</b> - Math Center  <b>Teacher’s Guide p. 442</b> - Discovery Center  <b>Teacher’s Guide p. 406</b> - Sink or Float?</p>
<p><b>ESS2-3.</b> Explore and describe different places water is found in the local environment.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk  <b>Teacher’s Guide pp. 129-130</b> - Introduce Neighbors and Community  <b>Teacher’s Guide pp. 133-134</b> - Where We Live  <b>Teacher’s Guide p. 265</b> - Teacher’s Literature Choice: Rain  <b>Teacher’s Guide p. 301</b> - Introduce Earth  <b>Teacher’s Guide p. 371</b> - Wild Animals  <b>Teacher’s Guide p. 401</b> - Introduce Ocean Animals  <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i>  <b>Starfall.com</b> - Holiday Icon: “Every Day is Earth Day”  <b>Starfall.com</b> - Backpack Bear’s Books - “The Bottle in the River”</p>
<p><b>ESS2-4.</b> Use simple instruments to collect and record data on elements of daily weather, including sun or clouds, wind, snow or rain, and higher or lower temperature.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 38</b> - Measuring Rainfall  <b>Teacher’s Guide Seasonal Holidays p. 40</b> - Solar Oven  <b>Teacher’s Guide p. 15</b> - Introduce the Weather  <b>Teacher’s Guide p. 18</b> - Gathering  <b>Teacher’s Guide pp. 18-19</b> - “What’s the Weather?”  <b>Teacher’s Guide p. 129</b> - Gathering  <b>Teacher’s Guide p. 251</b> - Outside Activity  <b>Teacher’s Guide p. 260</b> - How Clouds Are Formed  <b>Teacher’s Guide p. 262</b> - Make Weather Plates  <b>Teacher’s Guide p. 266</b> - “Will the Wind Blow?” Graph  <b>Teacher’s Guide p. 268</b> - Introduce Thermometers</p>
<p><b>ESS2-5.</b> Describe how local weather changes from day to day and over the seasons and recognize patterns in those changes.</p>	<p><b>Teacher’s Guide p. 255</b> - Dramatic Play Center  <b>Teacher’s Guide p. 257</b> - Introduce Weather  <b>Teacher’s Guide p. 260</b> - How Clouds Are Formed  <b>Teacher’s Guide p. 262</b> - Make Weather Plates  <b>Teacher’s Guide pp. 263-264</b> - Weather: Cause and Effect  <b>Teacher’s Guide p. 265</b> - Teacher’s Literature Choice: Rain  <b>Teacher’s Guide p. 265</b> - Create Weather Patterns  <b>Teacher’s Guide p. 268</b> - Introduce Thermometers  <b>Teacher’s Guide pp. 269-270</b> - Weather Riddles  <b>Teacher’s Guide p. 271</b> - Teacher’s Literature Choice: Rain  <b>Teacher’s Guide p. 277</b> - Dramatic Play Center  <b>Teacher’s Guide p. 285</b> - Patterns: day/Night and Seasons</p>

	<b>Teacher's Guide</b> - Gathering (daily)
<b>ESS2-6.</b> Understand the impact of weather on living things.	<p><b>Teacher's Guide p. 62</b> - Where Rain Comes From  <b>Teacher's Guide p. 255</b> - Dramatic Play Center  <b>Teacher's Guide p. 257</b> - Introduce Weather  <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph  <b>Teacher's Guide pp. 263-264</b> - Weather: Cause and Effect  <b>Teacher's Guide p. 265</b> - Teacher's Literature Choice: Rain  <b>Teacher's Guide p. 268</b> - Introduce Thermometers  <b>Teacher's Guide pp. 269-270</b> - Weather Riddles  <b>Teacher's Guide p. 271</b> - Teacher's Literature Choice: Rain  <b>Teacher's Guide p. 277</b> - Dramatic Play Center  <b>Teacher's Guide</b> - Gathering (daily)</p>
<b>ESS3-1.</b> Engage in discussion and raise questions using examples about local resources, (including soil and water) humans use to meet their needs.	<p><b>Teacher's Guide p. 351</b> - Introduce "The Little Rooster"  <b>Teacher's Guide p. 352</b> - "The Farmer in the Dell"  <b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher's Guide p. 359</b> - Milk a Cow!  <b>Teacher's Guide p. 441</b> - Writing Center  <b>Teacher's Guide p. 445</b> - Introduce <i>The Three Little Pigs</i>  <b>Teacher's Guide p. 449</b> - Construct a House  <b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p>
<b>ESS3-2.</b> Observe and discuss the impact of people's activities on the local environment.	<p><b>Teacher's Guide Seasonal Holidays p. 19</b> - Thanksgiving Meal (use recycled materials)  <b>Teacher's Guide Seasonal Holidays pp. 46-47</b> - Earth Day  <b>Teacher's Guide Seasonal Holidays p. 47</b> - Sorting Cans  <b>Teacher's Guide Seasonal Holidays p. 47</b> - Recycling  <b>Teacher's Guide p. 513</b> - Construction Center (use recycled materials)  <b>Teacher's Guide p. 535</b> - Dramatic Play Center (reusable grocery bags) Activities for Math (use collected rainfall to water plants)  <b>Starfall.com</b> - Earth Icon: Every Day is Earth Day  <b>Starfall.com</b> - Backpack Bear's Books - "The Bottle in the River"</p>

**Life Sciences**

<b>Massachusetts Standards</b>	<b>Starfall Pre K 4 Alignment</b>
<p><b>LS1-1.</b> Compare, using descriptions and drawings, the external body parts of animals (including humans) and plants and explain functions of some of the observable body parts.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Fall Tree  <b>Teacher’s Guide p. 324</b> - Art Center  <b>Teacher’s Guide p. 329</b> - Create Speckled Frogs  <b>Teacher’s Guide p. 346</b> - Art Center  <b>Teacher’s Guide p. 351</b> - Create a Class Farm Book  <b>Teacher’s Guide p. 368</b> - Art Center  <b>Teacher’s Guide p. 376</b> - Draw Animals in Their Habitats  <b>Teacher’s Guide pp. 526-527</b> - Compare and Contrast  <b>Teacher’s Guide p. 527</b> - Symmetry  <b>Teacher’s Guide p. 536</b> - Writing Center  <b>Teacher’s Guide p. 540</b> - Miss MacDonald  <b>Teacher’s Guide p. 571</b> - Riddles: What Am I?</p>
<p><b>LS1-2.</b> Recognize that all plants and animals grow and change over time.</p>	<p><b>Teacher’s Guide pp. 286-287</b> - Introduce Autumn  <b>Teacher’s Guide p. 515</b> - Things We Can Do  <b>Teacher’s Guide p. 518</b> - Learn About Life Cycles  <b>Teacher’s Guide pp. 521-522</b> - Characteristics of Living Things  <b>Teacher’s Guide p. 526</b> - Compare and Contrast  <b>Teacher’s Guide p. 537</b> - Seeds  <b>Teacher’s Guide p. 539</b> - Plant Seeds  <b>Teacher’s Guide p. 540</b> - Miss MacDonald  <b>Teacher’s Guide p. 542</b> - Introduce “Mr. Bunny’s Carrot Soup”  <b>Teacher’s Guide p. 543</b> - Carrot Experiment  <b>Teacher’s Guide p. 545</b> - Write About Grass Plants</p>
<p><b>LS1-3.</b> Explain that most animals have 5 senses they use to gather information about the world around them.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 5</b> - The Listening Walk  <b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk  <b>Teacher’s Guide Seasonal Holidays pp. 46-47</b> - Earth Day  <b>Teacher’s Guide p. 60</b> - Taste Vegetables  <b>Teacher’s Guide p. 104</b> - Discovery Center  <b>Teacher’s Guide p. 180</b> - Discovery Center  <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. 192</b> - Use Your Senses: Popcorn  <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 pp. 327-432</b> - Unit 5: Animals Everywhere</p>
<p><b>LS1-4.</b> Use their five senses in their exploration and play to gather information.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 5</b> - The Listening Walk</p>

	<p><b>Teacher's Guide Seasonal Holidays p. 7</b> - Fall Walk</p> <p><b>Teacher's Guide Seasonal Holidays p. 40</b> - Worm Home</p> <p><b>Teacher's Guide p. 152</b> - Discovery Center</p> <p><b>Teacher's Guide pp. 174-197 (Unit 3, Week 8)</b> - Your Five Senses</p> <p><b>Teacher's Guide p. 228</b> - Discovery Center</p> <p><b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i></p> <p><b>Teacher's Guide p. 536</b> - Discovery Center</p> <p><b>Teacher's Guide</b> - Learning Centers (daily)</p>
<p><b>LS2-1.</b> Use evidence from animals and plants to define several characteristics of living things that distinguish them from non-living things.</p>	<p><b>Teacher's Guide p. 512</b> - Art Center</p> <p><b>Teacher's Guide p. 512</b> - Library Center</p> <p><b>Teacher's Guide p. 514</b> - Discovery Center</p> <p><b>Teacher's Guide p. 521</b> - Characteristics of Living Things</p> <p><b>Teacher's Guide p. 525</b> - Determine Living and Nonliving</p> <p><b>Teacher's Guide pp. 526-527</b> - Compare and Contrast</p> <p><b>Teacher's Guide p. 529</b> - Teacher's Literature Choice: Living and Nonliving</p> <p><b>Teacher's Guide p. 537</b> - Seeds</p> <p><b>Teacher's Guide p. 540</b> - Miss MacDonald</p>
<p><b>LS2-2.</b> Using evidence from the local environment explain how familiar plants and animals meet their needs where they live.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 5</b> - The Listening Walk</p> <p><b>Teacher's Guide Seasonal Holidays p. 7</b> - Fall Walk</p> <p><b>Teacher's Guide Seasonal Holidays pp. 46 - 47</b> - Earth Day</p> <p><b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i></p> <p><b>Teacher's Guide p. 374</b> - Compare and Contrast Habitats</p> <p><b>Teacher's Guide p. 376</b> - The Forest</p> <p><b>Teacher's Guide p. 379</b> - Introduce <i>Over in the Meadow</i></p> <p><b>Teacher's Guide p. 401</b> - Introduce <i>Ocean Animals</i></p> <p><b>Teacher's Guide p. 537</b> - Seeds</p> <p><b>Teacher's Guide p. 540</b> - Miss MacDonald</p> <p><b>Starfall.com</b> - Earth Icon: Every Day is Earth Day</p> <p><b>Starfall.com</b> - Backpack Bear's Books - "The Bottle in the River"</p>
<p><b>LS2-3.</b> Give examples from the local environment of how animals and plants are dependent on one another to meet their basic needs.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 40</b> - Worm Home</p> <p><b>Teacher's Guide p. 327</b> - Pets</p> <p><b>Teacher's Guide p. 349</b> - Farm Animals</p> <p><b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i></p>



	<p><b>Teacher's Guide p. 359</b> - Milk a Cow!  <b>Teacher's Guide p. 363</b> - Teacher's Literature Choice: Farms  <b>Teacher's Guide p. 371</b> - Wild Animals  <b>Teacher's Guide p. 374</b> - Compare and Contrast Habitats  <b>Teacher's Guide p. 401</b> - Introduce ocean Animals  <b>Starfall.com</b> - Earth Icon: Every Day is Earth Day  <b>Starfall.com</b> - Backpack Bear's Books - "The Bottle in the River"</p>
<p><b>LS3-1.</b> Use observations to explain that young plants and animals are like but not exactly like their parents.</p>	<p><b>Teacher's Guide p. 395</b> - Introduce <i>The Ugly Duckling</i>  <b>Teacher's Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i>  <b>Teacher's Guide p. 406</b> - Dolphins and Whales  <b>Teacher's Guide p. 514</b> - Discovery Center  <b>Teacher's Guide p. 518</b> - Learn About Life Cycles  <b>Teacher's Guide p. 559</b> - Growing and Changing  <b>Teacher's Guide p. 561</b> - Teacher's Literature Choice: Growing Up  <b>Teacher's Guide p. 568</b> - Create the Butterfly Life Cycle  <b>Teacher's Guide p. 571</b> - Riddles: What Am I?</p>
<p><b>LS3-2.</b> Use observation to recognize differences and similarities among themselves and their friends.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 33</b> - Diversity Sheet  <b>Teacher's Guide Seasonal Holidays p. 33</b> - Different Eggs  <b>Teacher's Guide p. 88</b> - Eye Color Graph  <b>Teacher's Guide p. 217</b> - How Tall Are You?  <b>Teacher's Guide p. 515</b> - Things We Can Do  <b>Teacher's Guide p. 518</b> - Learn About Life Cycles  <b>Teacher's Guide pp. 521-522</b> - Characteristics of Living Things  <b>Teacher's Guide p. 559</b> - Growing and Changing  <b>Teacher's Guide p. 561</b> - Teacher's Literature Choice: Growing Up  <b>Teacher's Guide p. 568</b> - Look What We've Learned!</p>

### Physical Science

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>PS1-1.</b> Raise questions and investigate the differences between liquids and solids and develop awareness that a liquid can become a solid and vice versa.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 15</b> - Slime  <b>Teacher's Guide Seasonal Holidays p. 23</b> - Ice Melting Chart  <b>Teacher's Guide Seasonal Holidays p. 23</b> - Animals in the Arctic: What keeps them warm?  <b>Teacher's Guide Seasonal Holidays p. 43</b> - St.</p>

	<p>Patrick's Day Mixing Colors Activities  <b>Teacher's Guide pp. 59-60</b> - Make Carrot Soup/Taste Vegetables  <b>Teacher's Guide p. 326</b> - Discovery Center  <b>Teacher's Guide p. 348</b> - Discovery Center  <b>Teacher's Guide p. 370</b> - Discovery Center  <b>Teacher's Guide p. 582</b> - Make Play Dough</p>
<p><b>PS1-2.</b> Investigate natural and human-made objects; describe, compare, sort and classify objects based on observable physical characteristics, uses, and whether something is manufactured or occurs in nature.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 6</b> - Leaf Sorting  <b>Teacher's Guide Seasonal Holidays p. 10</b> - Sink or Float?  <b>Teacher's Guide Seasonal Holidays p. 11</b> - Apple Sort  <b>Teacher's Guide p. 152</b> - Discovery Center  <b>Teacher's Guide p. 406</b> - Sink or Float?  <b>Teacher's Guide p. 475</b> - Predictions: Roll or Slide?  <b>Teacher's Guide p. 488</b> - Discovery Center  <b>Teacher's Guide</b> - Learning Centers  <b>Teacher's Guide</b> - Small Group &amp; Exploration</p>
<p><b>PS1-3.</b> Differentiate between the properties of an object and those of the material of which it is made.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 7</b> - Fall Feely Box  <b>Teacher's Guide Seasonal Holidays p. 13</b> - Applesauce  <b>Teacher's Guide Seasonal Holidays p. 34</b> - Be An Inventor  <b>Teacher's Guide Seasonal Holidays p. 35</b> - Inventor: George Washington Carver  <b>Teacher's Guide pp. 436-458</b> - Week 19: <i>Let's Build It!</i>  <b>Teacher's Guide</b> - Discovery Center (daily)  <b>Teacher's Guide</b> - Small Group &amp; Exploration</p>
<p><b>PS1-4.</b> Recognize through investigation that physical objects and materials can change under different circumstances.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 13</b> - Applesauce  <b>Teacher's Guide Seasonal Holidays p. 15</b> - Slime  <b>Teacher's Guide Seasonal Holidays p. 23</b> - Ice Melting Chart  <b>Teacher's Guide pp. 59-60</b> - Make Carrot Soup/Taste Vegetables  <b>Teacher's Guide p. 326</b> - Discovery Center  <b>Teacher's Guide p. 348</b> - Discovery Center  <b>Teacher's Guide p. 370</b> - Discovery Center</p>
<p><b>PS2-1.</b> Using evidence, discuss ideas about what is making something move the way it does and how some movements can be controlled.</p>	<p><b>Teacher's Guide p. 466</b> - Discovery Center  <b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i>  <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 p. 478</b> - Make Bulldozer Paintings</p>

<p><b>PS2-2.</b> Through experience, develop awareness of factors that influence whether things stand or fall.</p>	<p><b>Teacher’s Guide p. 144</b> - Review /t/  <b>Teacher’s Guide p. 227</b>- Construction Center  <b>Teacher’s Guide p. 255</b> - Construction Center  <b>Teacher’s Guide p. 299</b> - Dramatic Play Center  <b>Teacher’s Guide p. 299</b> - Construction Center  <b>Teacher’s Guide p. 309</b> - Measure Rockets  <b>Teacher’s Guide p. 415</b> - Dramatic Play Center  <b>Teacher’s Guide p. 441</b> - Construction Center</p>
<p><b>PS4-1.</b> Investigate different sounds made by different objects and different materials and reasonably discuss explanations about what is causing the sounds. Through play and investigations, identify ways to manipulate different objects and materials that make sound to change volume and pitch.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 5-</b> <i>The Listening Walk</i>  <b>Teacher’s Guide Seasonal Holidays p. 34-</b> African Music  <b>Teacher’s Guide Seasonal Holidays p. 39</b> - Rain Sticks  <b>Teacher’s Guide Seasonal Holidays p. 50</b> - Maraca’s  <b>Teacher’s Guide p. 192</b> - Use Your Senses: Popcorn  <b>Teacher’s Guide p. 204</b> - Discovery Center  <b>Teacher’s Guide p. 228</b> - Discovery Center  <b>Teacher’s Guide p. 256</b> - Discovery Center</p>
<p><b>PS4-2.</b> Connect daily experience and investigations to demonstrate the relationships between the size and shape of shadows, the objects creating the shadow, and the light source.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 28</b> - Shadow Activities  <b>Teacher’s Guide Seasonal Holidays p. 29-</b> Groundhog Day Prediction  <b>Teacher’s Guide p. 128</b> - Discovery Center  <b>Teacher’s Guide pp. 279-280</b> - Day and Night  <b>Teacher’s Guide p. 281</b> - Teacher’s Literature Choice: Day and Night  <b>Teacher’s Guide p. 301</b> - Introduce Earth  <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher’s Guide</b> - Gathering (daily)</p>

**History and Social Science**

**Civics: fairness, friendship, responsibility, and respect**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>Topic 1.1</b> -With prompting and support, give reasons for rules in the classroom and at home.</p>	<p><b>Teacher’s Guide p. 5</b> - Outside Activity - Discuss Safety Rules  <b>Teacher’s Guide p. 13</b> - Learning Centers (Review Rules for Exploration)  <b>Teacher’s Guide p. 19</b> - Learning Centers Activity  <b>Teacher’s Guide p. 24</b> - Outside Activity - Review safety rules  <b>Teacher’s Guide p. 54</b> - Class Rules  <b>Teacher’s Guide p. 58</b> - “Please” and “Thank You”</p>

	<p><b>Teacher’s Guide p. 69</b> - Review Rules  <b>Teacher’s Guide pp. 112-113</b> - Helping Your Family  <b>Teacher’s Guide p. 114</b> - Little Red Hen Makes Pancakes  <b>Teacher’s Guide pp. 129-130</b> - Introduce <i>Neighbors and Community</i>  <b>Teacher’s Guide p. 157</b> - Dialing 9-1-1  <b>Teacher’s Guide p. 160</b> - Get Low and Go  <b>Teacher’s Guide p. 202</b> - Computer Center  <b>Teacher’s Guide pp. 222-243</b> - Week 10: Being Safe  <b>Starfall.com</b> - Talking Library: Backpack Bear Learns the Rules</p>
<p><b>Topic 1.2</b> - With prompting and support, follow agreed-upon rules, limits, and expectations.</p>	<p><b>Teacher’s Guide p. 19</b> - Learning Centers Activity  <b>Teacher’s Guide p. 53</b> - The Friendship Ball  <b>Teacher’s Guide p. 54</b> - Class Rules  <b>Teacher’s Guide p. 58</b> - “Please” and “Thank You”  <b>Teacher’s Guide p. 70</b> - Share Chair  <b>Teacher’s Guide p. 90</b> - Make Fruit Salad  <b>Teacher’s Guide p. 91</b> - Finger Painting  <b>Teacher’s Guide p. 132</b> - Introduce Money  <b>Teacher’s Guide p. 135</b> - The “Talking Stone”  <b>Teacher’s Guide p. 178</b> - Art Center  <b>Teacher’s Guide p. 202</b> - Art Center  <b>Teacher’s Guide p. 277</b> - Construction Center  <b>Teacher’s Guide p. 368</b> - Art Center  <b>Teacher’s Guide p. 406</b> - Sink or Float?  <b>Teacher’s Guide p. 431</b> - Recognizing Letters “My Turn, Your Turn”  <b>Teacher’s Guide p. 580</b> - Math Center</p>
<p><b>Topic 1.3</b> -Show willingness to take on responsibilities (e.g., being a helper or a leader).</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World  <b>Teacher’s Guide pp. 112-113</b> - Helping Your Family  <b>Teacher’s Guide p. 144</b> - Review /t/  <b>Teacher’s Guide pp. 187-188</b> - What Would You Do?  <b>Teacher’s Guide p. 202</b> - Computer Center  <b>Teacher’s Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i>  <b>Teacher’s Guide p. 313</b> - Pre-K Book Club  <b>Teacher’s Guide p. 369</b> - Dramatic Play Center  <b>Teacher’s Guide</b> - Gathering (daily)</p>
<p><b>Topic 1.4</b> - With prompting and support, ask and answer questions about literature and informational social studies texts read aloud, and act out or give examples of characters who show fairness, friendship, kindness, responsibility, and respect for one another.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 33</b> - Diversity Sheet  <b>Teacher’s Guide Seasonal Holidays p. 33</b> - Different Eggs  <b>Teacher’s Guide Seasonal Holidays p. 35</b> - Change the World</p>

	<p><b>Teacher’s Guide p. 67</b> - Teacher’s Literature Choice: Friends</p> <p><b>Teacher’s Guide pp. 80-81</b> - Introduce Draw Dragon Dot Eyes</p> <p><b>Teacher’s Guide p. 109</b> - “Did the Little Red Hen Do the Right Thing?”</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>
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**Geography: maps and places**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>Topic 2.5</b> - With prompting and support, describe location of people, animals, objects, and places, using words and phrases such as <i>up, down, on, off, close, far away, beside, inside, next to, close to, above, below, apart</i> correctly.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 5</b> - The Listening Walk</p> <p><b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk</p> <p><b>Teacher’s Guide Seasonal Holidays p. 28</b> - Shadow Activities</p> <p><b>Teacher’s Guide Seasonal Holidays p. 29</b> - Groundhog Tunnel game</p> <p><b>Teacher’s Guide pp. 129-130</b> - Introduce Neighbors and Community</p> <p><b>Teacher’s Guide pp. 133-134</b> - Where We Live</p> <p><b>Teacher’s Guide p. 139</b> - Create a Neighborhood Scene</p> <p><b>Teacher’s Guide p. 352</b> - “The Farmer in the Dell”</p> <p><b>Teacher’s Guide pp. 356-357</b> - <i>The Troll Who Lived Under the Bridge</i></p> <p><b>Teacher’s Guide p. 472</b> - Introduce the Playground Poster</p> <p><b>Teacher’s Guide p. 487</b> - Dramatic Play</p> <p><b>Teacher’s Guide p. 513</b> - Construction Center</p> <p><b>Starfall.com</b> - Backpack Bear’s Books: “The Map”</p> <p><b>Starfall.com</b> - Backpack Bear’s Books - “The Bottle in the River”</p>
<p><b>Topic 2.6</b> -With prompting and support, explain what a map or another kind of representation of a place can show.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 44</b> - Finding Ireland</p> <p><b>Teacher’s Guide Seasonal Holidays p. 49</b> - Where is Mexico?</p> <p><b>Teacher’s Guide p. 33</b> - Where Is Gingerbread Boy?</p> <p><b>Teacher’s Guide pp. 80-81</b> - Introduce <i>Draw Dragon Dot Eyes</i></p> <p><b>Teacher’s Guide p. 472</b> - Introduce the Playground Poster</p>

	<b>Teacher's Guide p. 487</b> - Dramatic Play Center
<b>Topic 2.7</b> - With guidance and support, use a combination of drawing, building with blocks or other materials, or dictating to construct maps and other representations of familiar places.	<b>Teacher's Guide p. 127</b> - Construction Center <b>Teacher's Guide p. 127</b> - Writing Center <b>Teacher's Guide p. 139</b> - Create a Neighborhood Scene <b>Teacher's Guide p. 151</b> - Dramatic Play <b>Teacher's Guide p. 203</b> - Construction Center <b>Teacher's Guide p. 225</b> - Dramatic Play <b>Teacher's Guide p. 487</b> - Construction Center

**History: personal experiences and memories**

Massachusetts Standards	Starfall Pre K 4 Alignment
<b>Topic 3.8</b> - With guidance and support, recall and describe events that happened in the classroom or in a story, using words and phrases relating to chronology and time, including <i>first, next, last</i> (e.g., describe something that happened <i>yesterday</i> or <i>last week</i> ).	<b>Teacher's Guide p. 84</b> - Story Order <b>Teacher's Guide p. 111</b> - My Family <b>Teacher's Guide p. 284</b> - Pajama Day Nursery Rhymes <b>Teacher's Guide p. 285</b> - Patterns: Day/Night and Seasons <b>Teacher's Guide p. 417</b> - Introduce Dinosaurs <b>Teacher's Guide p. 424</b> - Fossils <b>Teacher's Guide p. 496</b> - Introduce Trains <b>Teacher's Guide p. 515</b> - Things We Can Do <b>Teacher's Guide p. 559</b> - Growing and Changing <b>Teacher's Guide p. 568</b> - Look What We've Learned! <b>Teacher's Guide</b> - Gathering (daily)
<b>Topic 3.9</b> -With guidance and support, explain how the concepts of days, weeks, and months relate to the passage of time.	<b>Teacher's Guide Seasonal Holidays p. 39</b> - Four Seasons <b>Teacher's Guide pp. 279-280</b> - Day and Night <b>Teacher's Guide p. 281</b> - Teacher's Literature Choice: Day and Night <b>Teacher's Guide p. 282</b> - Pajama Fashion Show <b>Teacher's Guide p. 285</b> - Patterns: Day/Night and Seasons <b>Teacher's Guide pp. 286-287</b> - Introduce Autumn <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart <b>Teacher's Guide p. 559</b> - Growing and Changing <b>Teacher's Guide</b> - Gathering (daily) <b>Starfall.com</b> - Calendar Icon
<b>Topic 3.10</b> - With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.	<b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays pp. 18-20</b> - Thanksgiving <b>Teacher's Guide Seasonal Holidays pp. 26-29</b> - Chinese New Year

	<p><b>Teacher’s Guide Seasonal Holidays pp. 33-36</b> - Black History Month</p> <p><b>Teacher’s Guide Seasonal Holidays pp. 49-51</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 p. 80-81</b>- Introduce <i>Draw Dragon Dot Eyes</i></p> <p><b>Teacher’s Guide p. 105</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 p. 207</b>- <i>One Rice Thousand Gold</i></p>
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**Economics: work and commerce**

Massachusetts Standards	Starfall Pre K 4 Alignment
<p><b>Topic 4.11</b> - With prompting and support, describe some things people do when they work inside and outside of the home, drawing on personal experience, literature, and informational texts.</p>	<p><b>Teacher’s Guide p. 103</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 151</b> - Writing Center</p> <p><b>Teacher’s Guide pp. 153-154</b> - Firefighters</p> <p><b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i></p> <p><b>Teacher’s Guide p. 160</b> - What I Want to Be</p> <p><b>Teacher’s Guide p. 165</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher’s Guide p. 299</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 352</b> - “The Farmer in the Dell”</p> <p><b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i></p> <p><b>Teacher’s Guide p. 465</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p>
<p><b>Topic 4.12</b> - With prompting and support, ask and answer questions about buying, selling or trading something and explain how people make choices about the things they need and want.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 51</b> - Products from Mexico</p> <p><b>Teacher’s Guide p. 103</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 132</b> - Introduce Money</p> <p><b>Teacher’s Guide p. 352</b> - “The Farmer in the Dell”</p> <p><b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i></p> <p><b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 465</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 487</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide p. 528</b> - Learn About Pennies and Nickels</p>
<p><b>Topic 4.13</b> - With prompting and support, give examples from personal experience, literature, or informational texts of goods and services that people purchase with money they earn.</p>	<p><b>Teacher’s Guide p. 103</b> - Dramatic Play</p> <p><b>Teacher’s Guide p. 132</b> - Introduce Money</p> <p><b>Teacher’s Guide pp. 143-144</b> - Vehicles and Buildings (<i>To Market, To Market</i>)</p>

	<p><b>Teacher’s Guide p. 203</b> - Dramatic Play Center  <b>Teacher’s Guide p. 227</b> - Dramatic Play Center  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i>  <b>Teacher’s Guide p. 465</b> - Dramatic Play Center  <b>Teacher’s Guide p. 487</b> - Dramatic Play Center  <b>Teacher’s Guide p. 513</b> - Dramatic Play Center  <b>Teacher’s Guide p. 528</b> - Learn About Pennies and Nickels  <b>Teacher’s Guide p. 535</b> - Dramatic Play Center</p>
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\*The standards in this document were copied directly from *Massachusetts Elementary and Secondary Education Curriculum Framework*.

**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.