

**NEW JERSEY PRESCHOOL AND LEARNING STANDARDS
ALIGNMENT TO STARFALL PRE K 4 CURRICULUM**

SOCIAL/EMOTIONAL DEVELOPMENT

Standard 0.1: Children demonstrate self-confidence.

Preschool Learning Outcomes	Starfall Alignment
0.1.1 Express individuality by making independent decisions about which materials to use.	Teacher's Guide p. 179 - Construction Center Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide p. 369 - Construction Center
0.1.2 Express ideas for activities and initiate discussions.	Teacher's Guide p. 22 - Learning Centers Teacher's Guide p. 513 - Dramatic Play Center Teacher's Guide p. 535 - Construction Center
0.1.3 Actively engage in activities and interactions with teachers and peers.	Teacher's Guide p. 298 - Computer Center Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 417 - Introduce Dinosaurs
0.1.4 Discuss their own actions and efforts.	Teacher's Guide p. 151 - Construction Center Teacher's Guide p. 228 - Discovery Center Teacher's Guide p. 558 - Writing Center

Standard 0.2: Children demonstrate self-direction.

Preschool Learning Outcomes	Starfall Alignment
0.2.1 Make independent choices and plans from a broad range of diverse interest centers.	Teacher's Guide p. 9 - Learning Centers Teacher's Guide p. 16 - Learning Centers Teacher's Guide p. 22 - Learning Centers Teacher's Guide p. 579 -Construction Center
0.2.2 Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).	Teacher's Guide p.19 - Learning Centers Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 579 - Dramatic Play Center Teacher's Guide p. 580 - Math Center
0.2.3 Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.	Teacher's Guide p. 9 - Learning Centers Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide p. 313 - Pre-K Book Club
0.2.4 Attend to tasks for a period of time.	Teacher's Guide p. 152 - Discovery Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 486 - Art Center Teacher's Guide p. 534 - Art Center

Standard 0.3: Children identify and express feelings.

Preschool Learning Outcomes	Starfall Alignment
<p>0.3.1 Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.</p>	<p>Teacher’s Guide p. 13 - Emotions: Happy Teacher’s Guide p. 16 - Emotions: Excited and Silly Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel</p>
<p>0.3.2 Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).</p>	<p>Teacher’s Guide p. 67 - Friends Teacher’s Guide pp. 187-188 What Would You Do? Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i></p>
<p>0.3.3 Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities)</p>	<p>Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 187 - 188 - What Would You Do? Teacher’s Guide p. 209 - Warm Up Your Brain Teacher’s Guide p. 347 - Construction Center</p>

Standard 0.4: Children exhibit positive interactions with other children and adults.

Preschool Learning Outcomes	Starfall Alignment
<p>0.4.1 Engage appropriately with peers and teachers in classroom activities.</p>	<p>Teacher’s Guide pp. 165-166 - Partner Sharing Teacher’s Guide p. 299 - Construction Center Teacher’s Guide p. 430 - “Dinosaur, Dinosaur...”</p>
<p>0.4.2 Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).</p>	<p>Teacher’s Guide p. 53 - Friendship Ball Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - Partner Sharing Teacher’s Guide p. 299 - Construction Center Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 397 - Ways People Feel</p>
<p>0.4.3 Say “thank you,” “please,” and “excuse me.”</p>	<p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 58 - “Please”and “Thank you” Teacher’s Guide p. 70 - Share Chair</p>
<p>0.4.4 Respect the rights of others (e.g., “This painting belongs to Carlos.”).</p>	<p>Teacher’s Guide p. 102 - Art Center Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide p. 168 - Share Chair Teacher’s Guide p. 178 - Art Center Teacher’s Guide p. 254 - Art Center</p>

<p>0.4.5 Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).</p>	<p>Teacher’s Guide p. 369 - Construction Center Teacher’s Guide p. 391 - Dramatic Play Center Teacher’s Guide p. 415 - Construction Center Teacher’s Guide p. 347 - Construction Center</p>
<p>0.4.6 Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</p>	<p>Teacher’s Guide p. 109 - Did the Little Red Hen Do the Right Thing? Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 229 - 230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 277 - Dramatic Play Center</p>

Standard 0.5: Children exhibit pro-social behaviors.

Preschool Learning Outcomes	Starfall Alignment
<p>0.5.1 Play independently and cooperatively in pairs and small groups.</p>	<p>Teacher’s Guide p. 17 - Create Photo Pages Teacher’s Guide p. 150 - Computer Center Teacher’s Guide p. 179 - Dramatic Play Center Teacher’s Guide p. 203 - Library Center Teacher’s Guide p. 203 - Dramatic Play Center Center</p>
<p>0.5.2 Engage in pretend play.</p>	<p>Teacher’s Guide Seasonal Holidays p. 24 - Musical Hibernation Game Teacher’s Guide p. 127 - Dramatic Play Center Teacher’s Guide p. 151 - Dramatic Play Center</p>
<p>0.5.3 Demonstrate how to enter into play when a group of children are already involved in play.</p>	<p>Teacher’s Guide p. 277 - Dramatic Play Center Teacher’s Guide p. 324 - Computer Center Teacher’s Guide p. - 369 - Dramatic Play Center</p>
<p>0.5.4 Take turns.</p>	<p>Teacher’s Guide Seasonal Holidays pp. 35 - 36 - Red Light, Green Light Teacher’s Guide p. 304 - Warm Up Your Brain Teacher’s Guide p. 496 - Warm Up Your Brain</p>
<p>0.5.5 Demonstrate understanding the concept of sharing by attempting to share.</p>	<p>Teacher’s Guide p. 277 - Construction Center Teacher’s Guide p. 368 - Computer Center Teacher’s Guide p. 431 - “My Turn, Your Turn”</p>

VISUAL & PERFORMING ARTS

Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance.

Preschool Learning Outcomes	Starfall Alignment
<p>1.1.1 Move the body in a variety of ways, with and without music.</p>	<p>Teacher’s Guide p. 140 - Warm Up Your Brain Teacher’s Guide p. 189 - Find Pairs Teacher’s Guide p. 205 - Warm Up Your Brain Teacher’s Guide p. 473 - Warm Up Your Brain</p>
<p>1.1.2 Respond to changes in tempo and a variety of musical rhythms through body movement.</p>	<p>Teacher’s Guide Seasonal Holiday p. 7 - Leaf Dancing Teacher’s Guide p. 143 - Warm Up Your Brain Teacher’s Guide p. 473 - Warm Up Your Brain Teacher’s Guide p. 479 - Warm Up Your Brain</p>
<p>1.1.3 Participate in simple sequences of movements.</p>	<p>Teacher’s Guide p. 8 - <i>Open Them, Shut Them</i> Teacher’s Guide p. 137 - Warm Up Your Brain Teacher’s Guide p. 568 - Warm Up Your Brain</p>
<p>1.1.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.</p>	<p>Teacher’s Guide Seasonal Holiday p. 40 - Musical Raindrops Teacher’s Guide p. 116 - “The Farmer in the Dell” Teacher’s Guide p. 419 - Dinosaur Dance Starfall.com- Motion Songs</p>
<p>1.1.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.</p>	<p>Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p. 34 -African Music Teacher’s Guide Seasonal Holidays p. 51 - Mexican Hat Dance</p>
<p>1.1.6 Use movement/dance to convey meaning around a theme or to show feelings.</p>	<p>Teacher’s Guide p. 53 - Warm Up Your Brain Teacher’s Guide p. 181 - Warm Up Your Brain Teacher’s Guide p. 419 - Dinosaur Dance</p>
<p>1.1.7 Describe feelings and reactions in response to a creative movement/dance performance.</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - African Music Teacher’s Guide p. 13 - Emotions: Happy Teacher’s Guide p. 57 - Warm Up Your Brain Starfall.com - It’s Fun to Read: Music</p>
<p>1.1.8 Begin to demonstrate appropriate audience skills during creative movement and dance performances.</p>	<p>Starfall.com - It’s Fun to Read -Scott Joplin Starfall.com - Historical Folk Songs Starfall.com - It’s Fun to Read: Music - Peter Tchaikovsky Starfall.com - It’s Fun to Read: Music -Scott Joplin</p>

Standard 1.2: Children express themselves through and develop an appreciation of music.

Preschool Learning Outcomes	Starfall Alignment
<p>1.2.1 Sing a variety of songs with expression, independently and with others.</p>	<p>Teacher's Guide Seasonal Holidays p. 19 - <i>Songs and Rhymes</i> Teacher's Guide p. 185 - <i>Parts of My Body</i> Teacher's Guide p. 355 - <i>Five Little Bees</i></p>
<p>1.2.2 Use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations.</p>	<p>Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide Seasonal Holidays p. 39 - Rainsticks Teacher's Guide Seasonal Holidays p. 50 - Maracas</p>
<p>1.2.3 Clap or sing songs with repetitive phrases and rhythmic patterns.</p>	<p>Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> Teacher's Guide p. 83 - "One, Two, Tie My Shoe" Teacher's Guide p. 92 - "Where Are the Colors?"</p>
<p>1.2.4 Listen to, imitate, and improvise sounds, patterns, or songs.</p>	<p>Teacher's Guide p. 63 - <i>A Tisket, A Tasket</i> Teacher's Guide p. 116 - Warm Up Your Brain Teacher's Guide p. 189 - <i>Yonder in the Pair Pair Patch</i></p>
<p>1.2.5 Participate in and listen to music from a variety of cultures and times.</p>	<p>Teacher's Guide Seasonal Holidays p. 26 - <i>Chinese Ribbon Dance</i> Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide Seasonal Holidays p. 51 - <i>Mexican Hat Dance</i></p>
<p>1.2.6 Recognize and name a variety of music elements using appropriate music vocabulary.</p>	<p>Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin: Tempo Starfall.com - It's Fun to Read:-Music:Frederic Chopin Starfall.com - It's Fun to Read: Music Peter Tchaikovsky</p>
<p>1.2.7 Describe feelings and reactions in response to diverse musical genres and style.</p>	<p>Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide p. 13 - Emotions: Happy Starfall.com Songs & Rhymes: <i>Sing-Along Volumes 1 & 2</i> Starfall.com Songs & Rhymes: <i>Historical Folk Songs</i></p>
<p>1.2.8 Begin to demonstrate appropriate audience skills during recordings and music performances.</p>	<p>Starfall.com Songs & Rhymes: <i>Motion Songs</i> Starfall.com - It's Fun to Read: Music Starfall.com - Songs & Rhymes: <i>Sing-Along Volumes 1 & 2</i></p>

Standard 1.3: Children express themselves through and develop an appreciation of dramatic play and storytelling.

Preschool Learning Outcomes	Starfall Alignment
<p>1.3.1 Play roles observed through life experiences (e.g., mom/dad, baby, firefighter, police officer, doctor, mechanic).</p>	<p>Teacher's Guide Seasonal Holidays p. 15 - Open Market Dramatic Play Teacher's Guide p. 51 - Dramatic Play Center</p>

	<p>Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i></p> <p>Teacher's Guide p. 179 - Dramatic Play Center</p>
1.3.2 Use memory, imagination, creativity, and language to make up new roles and act them out.	<p>Teacher's Guide p. 299 - Dramatic Play Center</p> <p>Teacher's Guide p. 492 - "I've Been Working on the Railroad"</p> <p>Teacher's Guide p. 499 - A Plane Ride</p>
1.3.3 Participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.	<p>Teacher's Guide p. 309 - Dramatic Play Center</p> <p>Teacher's Guide p. 465 - Dramatic Play Center</p> <p>Teacher's Guide p. 548 - Dramatize "The Turnip"</p>
1.3.4 Differentiate between fantasy/pretend play and real events.	<p>Teacher's Guide p. 415 - Dramatic Play Center</p> <p>Teacher's Guide p. 513 - Dramatic Play Center</p> <p>Teacher's Guide p. 528 - Learn About Pennies and Nickels</p>
1.3.5 Sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next).	<p>Teacher's Guide Seasonal Holidays p. 24 - Musical Hibernation Game</p> <p>Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher Guide p. 591 - Dramatize "The Four Friends"</p>
1.3.6 Participate in and listen to stories and dramatic performances from a variety of cultures and times.	<p>Teacher's Guide Seasonal Holidays p. 49 - Cinco de Mayo Book Suggestions</p> <p>Teacher's Guide Seasonal Holidays p. 18 - Thanksgiving Book Suggestions</p> <p>Teacher's Guide Seasonal Holidays p. 26 - Chinese New Year Book Suggestions</p> <p>Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i></p> <p>Starfall.com - I'm Reading: <i>Chinese Fables</i></p>
1.3.7 Describe feelings and reactions and make increasingly informed responses to stories and dramatic performances.	<p>Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i></p> <p>Teacher's Guide pp. 353-354 - Dramatize "The Little Rooster"</p> <p>Starfall.com - Talking Library: <i>Quotations From Shakespeare</i></p>
1.3.8 Begin to demonstrate appropriate audience skills during storytelling and performances.	<p>Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i></p> <p>Teacher's Guide p. 229 - Safety</p> <p>Teacher's Guide p. 503 - Dramatize <i>A Tale of Two Little Engines</i></p>

Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing).

Preschool Learning Outcomes	Starfall Alignment
1.4.1 Demonstrate the safe and appropriate use and care of art materials and tools.	<p>Teacher's Guide p. 64 - Create Character Puppets</p> <p>Teacher's Guide p. 76 - Art Center</p> <p>Teacher's Guide p. 440 - Art Center</p>

<p>1.4.2 Create two- and three-dimensional works of art while exploring color, line, shape, form, texture, and space.</p>	<p>Teacher’s Guide p. 41 - Decorate Gingerbread Boy Teacher’s Guide p. 50 - Art Center Teacher’s Guide p. 403 - Create an Octopus Teacher’s Guide p. 414- Art Center</p>
<p>1.4.3 Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer) and elements in the visual arts.</p>	<p>Teacher’s Guide p. 155 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Starfall.com - It’s Fun to Read: Art Gallery</p>
<p>1.4.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination.</p>	<p>Teacher’s Guide p. 276 - Art Center Teacher’s Guide p. 298 - Art Center Teacher’s Guide p. 303 - Create Nighttime Chalk Drawings Teacher’s Guide p. 390 - Art Center</p>
<p>1.4.5 Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process.</p>	<p>Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 64 - Create Character Puppets Teacher’s Guide p. 202 - Art Center Teacher’s Guide p. 449 - Construct a House</p>
<p>1.4.6 Create more recognizable representations as eye-hand coordination and fine-motor skills develop.</p>	<p>Teacher’s Guide p. 487 - Writing Center Teacher’s Guide p. 514 - Writing Center Teacher’s Guide p. 564 - Creative Writing</p>
<p>1.4.7 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p>	<p>Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 207 - “One Rice Thousand Gold” Starfall.com - I’m Reading: <i>Chinese Fables</i> Starfall.com - I’m Reading: <i>Greek Myths</i></p>

HEALTH, SAFETY, AND PHYSICAL EDUCATION

Standard 2.1: Children develop self-help and personal hygiene skills.

Preschool Learning Outcomes	Starfall Alignment
<p>2.1.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p>	<p>Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy Teacher’s Guide p. 212 - Let’s Stay Healthy: Germs Teacher’s Guide p. 215 - Let’s Stay Healthy: Sleep and Water Teacher’s Guide p. 217 - Healthy Habits</p>
<p>2.1.2 Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p>	<p>Teacher’s Guide p. 76 - Dramatic Play Center Teacher’s Guide pp. 205-206 - Let’s Stay Healthy Teacher’s Guide p. 237 - Safety: Tub and Shower</p>

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Preschool Learning Outcomes	Starfall Alignment
<p>2.2.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p>	<p>Teacher’s Guide Seasonal Holidays p. 51 - Burritos Teacher’s Guide Seasonal Holidays p. 90 - Recipes Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables Teacher’s Guide p. 90 - Make Fruit Salad Teacher’s Guide p. 207 - “One Rice Thousand Gold”</p>
<p>2.2.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p>	<p>Teacher’s Guide p. 204 - Writing Center Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy Teacher’s Guide p. 211 - My Healthy Food Classroom Book</p>

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

Preschool Learning Outcomes	Starfall Alignment
<p>2.3.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p>	<p>Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide pp. 233-234 Safety Teacher’s Guide p. 237 - Safety Teacher’s Guide p. 241 - Safety</p>
<p>2.3.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p>	<p>Teacher’s Guide Seasonal Holidays p. 35 - <i>Red Light, Green Light</i> Teacher’s Guide pp. 140-141 - Safety Signs Starfall.com - Sing Along Volume 1: Track 37 “Traffic Lights”</p>
<p>2.3.3 Identify community helpers who assist in maintaining a safe environment.</p>	<p>Teacher’s Guide p. 153 - Firefighters Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide p. 165 - Partner Sharing : Community Helpers</p>
<p>2.3.4 Know how to dial 911 for help.</p>	<p>Teacher’s Guide pp. 157-158 - Dial 9-1-1 Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide p. 241 - Safety</p>

Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills.

Preschool Learning Outcomes	Starfall Alignment
2.4.1 Develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching).	Teacher’s Guide Seasonal Holidays p. 12 - Apple Relay Teacher’s Guide p. 175 - Outside Activities Teacher’s Guide p. 387 - Outside Activity
2.4.2 Develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter).	Teacher’s Guide p. 77 - Writing Center Teacher’s Guide p. 152 - Discovery Center Teacher’s Guide p. 179 - Writing Center Teacher’s Guide p. 204 - Writing Center Teacher’s Guide p. 324 - Art Center Teacher’s Guide p. 346 - Art Center Teacher’s Guide p. 368 - Art Center Teacher’s Guide p. 403 - Create an Octopus
2.4.3 Use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton).	Teacher’s Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher’s Guide Seasonal Holidays p. 24 - Indoor Snowball Fun Teacher’s Guide p. 147 - Outside Activity Teacher’s Guide p. 273 - Outside Activity

ENGLISH LANGUAGE ARTS

Reading Literature

Key Ideas and Details

Preschool Learning Outcomes	Starfall Alignment
RL.PK.1 With prompting and support, ask and answer key elements in a familiar story or poem.	Teacher’s Guide p. 16 - Read <i>The Gingerbread Boy</i> Teacher’s Guide pp. 59 - 60 - Make Carrot Soup Teacher’s Guide pp. 231-232 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i>
RL.PK.2 With prompting and support, retell familiar stories or poems.	Teacher’s Guide p. 150 - Library Center Teacher’s Guide p. 197 - Dramatize “Chicken Little” Teacher’s Guide pp. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher’s Guide pp. 353-354 - Dramatize “The Little Rooster”
RL.PK.3 With prompting and support, identify characters, settings, and major events in a familiar story.	Teacher’s Guide p. 32 - Sequence <i>The Gingerbread Boy</i> Teacher’s Guide pp. 80 - 81 - Introduce <i>Draw Dragon Dot Eyes</i>

	<p>Teacher's Guide p. 150 - Library Center</p> <p>Teacher's Guide p. 235 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide p. 289 - Read <i>How the Turtle Cracked its Shell</i></p> <p>Teacher's Guide p. 356 - <i>The Troll Who Lived Under the Bridge</i></p>
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Craft and Structure

Preschool Learning Outcomes	Starfall Alignment
RL.PK.4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<p>Teacher's Guide p. 16 - Read <i>The Gingerbread Boy</i></p> <p>Teacher's Guide pp. 59 - 60 - Make Carrot Soup</p> <p>Teacher's Guide pp. 231 - 232 Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide pp. 286-287 - Introduce Autumn</p> <p>Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i></p> <p>Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i></p>
RL.PK.5 Recognize common types of literature (storybooks and poetry books).	<p>Teacher's Guide p. 207 - "One Rice Thousand Gold"</p> <p>Teacher's Guide p. 262 - Sequence <i>Who Likes the Rain</i></p> <p>Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i></p>
RL.PK.6 With prompting and support, identify the role of author and illustrator in telling the story.	<p>Teacher's Guide p. 10 - Teacher's Literature Choice: First Day of School</p> <p>Teacher's Guide p. 67 - Teacher's Literature Choice: Friends</p> <p>Teacher's Guide p.131 - Introduce <i>Stone Soup</i></p>

Integration of Knowledge and Ideas

Preschool Learning Outcomes	Starfall Alignment
RL.PK.7 With prompting and support, using a familiar storybook, tell how the illustrations support the story.	<p>Teacher's Guide p. 14 - Story Review: The First Day of School</p> <p>Teacher's Guide p. 23 - Use Illustrations to Predict</p> <p>Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup"</p> <p>Teacher's Guide pp. 57 - 58 - It's Raining!</p> <p>Teacher's Guide p. 131 - Introduce <i>Stone Soup</i></p> <p>Teacher's Guide p. 231 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide p. 259 - "Who Likes the Rain?" Graph</p> <p>Teacher's Guide p. 289 - 290 - Read <i>How the Turtle Cracked its Shell</i></p>
RL.PK.8 (Not applicable to literature)	

<p>RL.PK.9 With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.</p>	<p>Teacher’s Guide p. 41 - Gingerbread Story Comparison Teacher’s Guide pp. 57-58 It’s Raining Teacher’s Guide p. 105 - 106 - Introduce Grandmother Teacher’s Guide pp. 107 - 108 - How Does the Little Red Hen Feel? Teacher’s Guide p. 452 - Compare Versions of <i>The Three Little Pigs</i></p>
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Range of Reading and Level of Text Complexity

Preschool Learning Outcomes	Starfall Alignment
<p>RL.PK.10 Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.</p>	<p>Teacher’s Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Little Engines</i></p>

ENGLISH LANGUAGE ARTS
Reading Informational Text

Key Ideas and Details

Preschool Learning Outcomes	Starfall Alignment
<p>RI.PK.1 With prompting and support, ask and answer questions about key elements in a familiar text.</p>	<p>Teacher’s Guide p. 211 - Healthy Foods Teacher’s Guide p. 301- Introduce Earth Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p>
<p>RI.PK.2 With prompting and support, recall important facts from a familiar text.</p>	<p>Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p>
<p>RI.PK.3 With prompting and support, make a connection between pieces of essential information in a familiar text.</p>	<p>Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher’s Guide p. 306 - <i>Reach for the Stars</i></p>

Craft and Structure

Preschool Learning Outcomes	Starfall Alignment
RI.PK.4 With prompting and support, ask and answer questions about unfamiliar words in informational text.	Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 355 - <i>The Story of Milk</i> Teacher's Guide p. 422 - <i>Dinosaurs</i> Vocabulary Teacher's Guide p. 561 - Growing Up
RI.PK.5 Identify the front and back cover of a book.	Teacher's Guide p. 44 - Teacher's Literature Choice Teacher's Guide p. 277 - Library Center Teacher's Guide p. 557 - Library Center
RI.PK.6 With prompting and support, identify the role of author and illustrator in presenting ideas in informational text	Teacher's Guide p. 419 - Dinosaur Dance Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish</i>

Integration of Knowledge and Ideas

Preschool Learning Outcomes	Starfall Alignment
RI.PK.7 With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish</i> Teacher's Guide p. 406 - Dolphins and Whales
RI.PK.8 (Begins in kindergarten)	

Range of Reading and Level of Text Complexity

Preschool Learning Outcomes	Starfall Alignment
RI.PK.10 Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	Teacher's Guide p. 155 - <i>A Day on the Life of a Firefighter</i> Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i>

ENGLISH LANGUAGE ARTS
Reading: Foundational Skills

Print Concepts

Preschool Learning Outcomes	Starfall Alignment
RF.PK.1,a,b,c,d Begin to demonstrate understanding of basic features of print.	
a) Follow words from left to right, top to bottom, page by page.	Teacher's Guide p. 67 - Friends Teacher's Guide p. 155 - <i>A Day on the Life of a Firefighter</i> Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide p. 277 - Library Center
b) Recognize that spoken words can be written and read.	Teacher's Guide p. 113 - List <i>Bb</i> words, ASL <i>Bb</i> Teacher's Guide p. 159 - Introduce <i>Nn</i> Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 167 - A Letter to the Elves Teacher's Guide p. 336 - Review Beginning Sounds
c) Recognize that words are separated by spaces.	Teacher's Guide p. 189 - Gathering Teacher's Guide p. 330 - Read the "Pets" Chart
d) Recognize and name many upper and lower case letters of the alphabet.	Teacher's Guide p. 354 - Match Upper and Lowercase Letters Teacher's Guide p. 572 - Match Alphabet Letters Teacher's Guide p. 588 - Identify Upper and Lowercase Letters Teacher's Guide pp. 592-593 - Alphabet Hunt

Phonological Awareness

Preschool Learning Outcomes	Starfall Alignment
RF.PK.2,a,b,c,d,e Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes).	
a) Recognize and produce simple rhyming words.	Teacher's Guide p. 120 - Phonological Awareness: Rhyming Words Teacher's Guide p. 182 - Phonological Awareness: Rhyming Words Teacher's Guide p. 219 - Phonological Awareness: Rhyming Words Teacher's Guide p. 339 - Phonological Awareness: Rhyming

	Words
b) Segment syllables in spoken words by clapping out the number of syllables.	Teacher's Guide p. 89 - Gathering Teacher's Guide p. 92 - Gathering Teacher's Guide p. 117 - Phonological Awareness: Blend Syllables Teacher's Guide p. 336 - Phonological Awareness: Syllables in Words
c) Identify many initial sounds of familiar words.	Teacher's Guide p. 113 - List <i>Bb</i> Words, ASL <i>Bb</i> Teacher's Guide p. 138 - List <i>Tt</i> Words, ASL <i>Tt</i> Teacher's Guide p. 162 - List <i>Nn</i> Words, ASL <i>Nn</i> Teacher's Guide p. 196 - Phonemic Awareness: Discriminating /s/

Phonics and Word Recognition

Preschool Learning Outcomes	Starfall Alignment
RF.PK.3,a,b,c,d Demonstrate an understanding of beginning phonics and word skills.	
a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds.	Teacher's Guide p. 9 - Introduce the Alphabet Teacher's Guide p. 39 - Gathering Teacher's Guide p. 78 - Gathering Teacher's Guide p. 61 - Gathering Teacher's Guide p. 113 - Phonological Awareness: Blend Onset & Rime, List <i>Bb</i> Words, ASL <i>Bb</i> Teacher's Guide p. 136 - Review <i>Tt</i> and <i>Bb</i>
b) (Begins in kindergarten)	
c) Recognize their name in print as well as other familiar print in the environment.	Teacher's Guide p. 18 - Gathering Teacher's Guide p. 30 - Gathering Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 105 - Gathering Teacher's Guide pp. 140 - 141 - Safety Signs

Fluency

Preschool Learning Outcomes	Starfall Alignment
RF.PK.4 Begin to engage in a variety of texts with purpose and understanding.	Teacher's Guide p. 12 - Introduce Nursery Rhymes Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p. 557 - Library Center

ENGLISH LANGUAGE ARTS
WRITING

Text Types and Purposes

Preschool Learning Outcomes	Starfall Alignment
W.PK.1 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	Teacher’s Guide p. 58 - “Please” and “Thank You” Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide p. 278 - Writing Center
W.PK.2 Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 108 - Design a House Teacher’s Guide p. 111 - My Family

Production and Distribution of Writing

Preschool Learning Outcomes	Starfall Alignment
W.PK.4 (Begins in grade 3)	
W.PK.5 With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 347 - Writing Center Teacher’s Guide p. 564 - Creative Writing Teacher’s Guide p. 589 - Create a Class Book for Gingerbread Boy
W.PK.6 With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	Starfall.com - Holidays (Valentine Icon): “Send a Valentine” Starfall.com - It’s Fun to Read: “All About Me” Starfall.com - Holidays (Garden Shop Icon): “Garden Shop” Starfall.com - Holidays (Rabbit Icon): “Word Hunt” Starfall.com - Holidays (Writing Paper Icon): “Grandparents’ Day”

Research to Build and Present Knowledge

Preschool Learning Outcomes	Starfall Alignment
W.PK.7 With guidance and support, participate in shared research and shared writing projects.	Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i> Teacher’s Guide p. 310 - Class Story: Space Trip Teacher’s Guide p. 352 - “The Farmer in the Dell”
W.PK.8 With guidance and support, recall	Teacher’s Guide p. 54 - Class Rules

information from experience or familiar topic to answer a question.	Teacher's Guide p. 165 - Partner Sharing Teacher's Guide p. 265 - Rain
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ENGLISH LANGUAGE ARTS

Speaking and Listening

Comprehension and Collaboration

Preschool Learning Outcomes	Starfall Alignment
SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.	
a) Follow-agreed upon rules for discussions during group interactions.	Teacher's Guide p. 13 - Emotions: <i>Happy</i> Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 69 - Review Rules Teacher's Guide p. 168 - Share Chair
b) Continue a conversation through several back and forth exchanges.	Teacher's Guide p. 19 - Learning Centers Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 313 - Pre-K Book Club
SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.	Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 349 - Farm Animals
SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.	Teacher's Guide p. 52 - Discovery Center Teacher's Guide pp. 286 - 287 - Introduce Autumn Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 309 - Review <i>Reach for the Stars</i>

Presentation of Knowledge and Ideas

Preschool Learning Outcomes	Starfall Alignment
SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.	Teacher's Guide p. 32 - Sequence <i>The Gingerbread Boy</i> Teacher's Guide p. 90 Make Fruit Salad Teacher's Guide p. 119 - Sharing Family Pictures
SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.	Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 284 - Stuffed Animal Imaginations Teacher's Guide p. 312 - Read the Class Story Teacher's Guide p. 455 - Draw and Write
SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.	Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 282 - Pajama Fashion Show Teacher's Guide p. 291 - "My Favorite Season" Chart

ENGLISH LANGUAGE ARTS
LANGUAGE

Conventions of Standard English

Preschool Learning Outcomes	Starfall Alignment
L.PK.1,a,b,c,d,e,f Begin to understand the conventions of standard English grammar when speaking during interactions and activities	
a) Print many alphabet letters.	Teacher’s Guide p. 466 - Writing Center Teacher’s Guide p. 589 -Create a Class Book for Gingerbread Boy Teacher’s Guide p. 579 - Writing Center
b) Use frequently occurring nouns and verbs.	Teacher’s Guide pp. 58 - 59 - “Please” and “Thank You” Teacher’s Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher’s Guide p. 373 - Read <i>The Gingerbread Boy</i>
c) Form regular plural nouns.	Teacher’s Guide p. 8 - Gathering Teacher’s Guide p. 11 - Make Handprints Teacher’s Guide p. 61 - Gathering (letter/letters)
d) Understand and use question words (e.g., who, what, where, when, why, how).	Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide pp. 183 - 184 - Introduce Chicken Little Teacher’s Guide pp. 235 -236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 259 - <i>Who, Where, When, What, Why, and How</i>
e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	Teacher’s Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher’s Guide p. 119 - Warm Up Your Brain Teacher’s Guide p. 335 - Follow Directional Words
f) Begin to speak in complete sentences.	Teacher’s Guide pp. 82 - 83 - Introduce <i>Yellow</i> and <i>Green</i> Teacher’s Guide p. 330 - Read the “Pets” Chart Teacher’s Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i>
g) Understands and can follow simple multi-step directions.	Teacher’s Guide p. 116 - “The Farmer in the Dell” Teacher’s Guide p. 165 - Warm Up Your Brain Teacher’s Guide p. 257 - Warm Up Your Brain Teacher’s Guide p. 306 - Create Star Wands

L.PK.2,a,b,c,d Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.	
a) (Begins in kindergarten)	
b) (Begins in kindergarten)	
c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.	Teacher's Guide p. 299 - Writing Center Teacher's Guide p. 332 - <i>The Frog Prince</i> Vocabulary Teacher's Guide p. 347 - Writing Center

Vocabulary Acquisition and Use

Preschool Learning Outcomes	Starfall Alignment
L.PK.4,a,b Begin to determine the meaning of new words and phrases introduced through preschool reading and content.	
a. With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).	Teacher's Guide pp. 143 -144 - Vehicles and Buildings Teacher's Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher's Guide p. 259 - <i>Who, Where, When, What, Why, and How</i>
L.PK.5,a,b,c,d With guidance and support, explore word relationships.	
a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).	Teacher's Guide Seasonal Holidays p. 6 - Leaf Sorting/Counting Teacher's Guide Seasonal Holidays p. 11 - Apple Sort Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animal
b) Begin to understand opposites of simple and familiar words.	Teacher's Guide p. 20 - Emotions: Sad, Angry, and Afraid Teacher's Guide p. 61 - Warm Up Your Brain Teacher's Guide p. 105 - Warm Up Your Brain Teacher's Guide p. 231 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 543 - Warm Up Your Brain
c) Identify real-life connections between words and their use (e.g., "Tell me the name of a place in the classroom that is noisy or quiet.>").	Teacher's Guide p. 13 - Emotions: Happy Teacher's Guide p. 63 - "A-Tisket, A-Tasket" Teacher's Guide pp. 86 - 87 - Introduce <i>Blue</i> and <i>Purple</i> Teacher's Guide pp. 143 - 144 - Vehicles and Buildings
L.PK.6 Use words and phrases acquired	Teacher's Guide pp. 16 -17 - Read <i>The Gingerbread Boy</i>

through conversations, activities and read alouds.	Teacher’s Guide pp. 58 -59 - “Please” and “Thank You” Teacher’s Guide p. 351 - Introduce “The Little Rooster” Teacher’s Guide p. 564 - Introduce <i>The Ant and the Chrysalis</i> Teacher’s Guide p. 528 - Learn About Pennies and Nickels
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APPROACHES TO LEARNING

Standard 9.1: Children demonstrate initiative, engagement, and persistence.

Preschool Learning Outcomes	Starfall Alignment
9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)	Teacher’s Guide p. 255 - Dramatic Play Center Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 415 - Construction Center Teacher’s Guide p. 417 - Introduce Dinosaurs
9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).	Teacher’s Guide p. 152 - Discovery Center Teacher’s Guide p. 180 - Discovery Center Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide p. 195 - Use Your Senses- What’s in the Bag? Teacher’s Guide p. 442 - Discovery Center Teacher’s Guide p. 513 - Construction Center
9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).	Teacher’s Guide p. 17 - Create Photo Pages Teacher’s Guide p. 226-227 - Art Center, Dramatic Play Center, Construction Center Teacher’s Guide p. 268 - Create Character Puppets
9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, “This is hard. Can you help me figure it out?”).	Teacher’s Guide p. 64 - Create Character Puppets Teacher’s Guide p. 254 - Art Center Teacher’s Guide p. 262 - Make Weather Plates Teacher’s Guide p. 440 - Art Center
9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).	Teacher’s Guide p. 103 - Dramatic Play, Construction, and Writing Centers Teacher’s Guide p. 415 - Construction Center Teacher’s Guide p. 442 - Math Center Teacher’s Guide p. 479 - Construct Letters

Standard 9.2: Children show creativity and imagination.

Preschool Learning Outcomes	Starfall Alignment
<p>9.2.1 Show flexibility in approaching tasks by being open to new ideas (i.e., doesn't cling to one approach to a task, but is willing to experiment and to risk trying out a new idea or approach).</p>	<p>Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide p. 127 - Construction Center Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 325 - Construction Center</p>
<p>9.2.2 Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).</p>	<p>Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 465 - Dramatic Play Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 488 - Discovery Center</p>
<p>9.2.3 Use multiple means of communication to creatively express thoughts, ideas, and feelings (e.g., sing a song and act out the story of the life cycle of a butterfly).</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide p. 53 - <i>The More We Get Together</i> Teacher's Guide p. 85 - Draw and Write About Dragons</p>

Standard 9.3: Children identify and solve problems.

Preschool Learning Outcomes	Starfall Alignment
<p>9.3.1 Recognize a problem and describe or demonstrate ways to solve it alone or with others (e.g., "I know! Jamar and I can work together to clean off the table so that we can have a place to eat lunch.").</p>	<p>Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 112 - Helping Your Family</p>
<p>9.3.2 Use varied strategies to seek or recall information and to find answers (e.g., questioning, trial and error, testing, building on ideas, finding resources, drawing, or thinking aloud).</p>	<p>Teacher's Guide p. 469 - Introduce <i>The Cobbler and the Elves</i> Teacher's Guide p. 470 - Introduce Machines Teacher's Guide p. 473 - Big Machines</p>
<p>9.3.3 Predict what will happen next based on prior experience and knowledge and test the prediction for accuracy (e.g., raising the height of the ramp to see if the ball will roll farther than when the ramp was lower).</p>	<p>Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 476 - Estimate Rolling Speed</p>
<p>9.3.4 Reflect on, evaluate, and communicate</p>	<p>Teacher's Guide p. 489 - Introduce Transportation</p>

what was learned (e.g., children in the class demonstrating and explaining their project to children in a younger group).	Teacher's Guide p. 518 - Learn About Life Cycles Teacher's Guide p. 568 - Look What We've Learned
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Standard 9.4: Children apply what they have learned to new situations.

Preschool Learning Outcomes	Starfall Alignment
9.4.1 Use prior knowledge to understand new experiences or a problem in a new context (e.g., after learning about snakes, children make comparisons when finding a worm on the playground).	Teacher's Guide pp. 34-35 - Spices for Gingerbread Boy Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 361 - Compare Small, Medium, and Large
9.4.2 Make connections between ideas, concepts, and subjects (e.g., children take pictures from a field trip or nature walk, and use them to write and illustrate classroom books).	Teacher's Guide Fall Holidays p. 6 - Fall Tree Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide pp. 237-238 - Safety Teacher's Guide p. 284 - Stuffed Animal Imaginations
9.4.3 Demonstrate understanding of what others think and feel through words or actions (e.g., children act out a story that the teacher has told them, mirroring the characters' emotions).	Teacher's Guide Fall Holidays p. 33 - Different Eggs Teacher's Guide Fall Holidays p. 35 - Change the World Teacher's Guide p. 19 - Learning Centers Teacher's Guide p. 397 - Ways People Feel

MATHEMATICS

Standard 4.1: Children begin to demonstrate an understanding of number and counting.

Preschool Learning Outcomes	Starfall Alignment
4.1.1 Count to 20 by ones with minimal prompting.	Teacher's Guide p. 359 - Milk a Cow Teacher's Guide p. 466 - Math Center Teacher's Guide p. 514 - Math Center
4.1.2 Recognize and name one-digit written numbers up to 10 with minimal prompting.	Teacher's Guide p. 180 - Math Center Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 380 - Count Wild Animals
4.1.3 Know that written numbers are	Teacher's Guide p. 81 - Make an Age Collage

symbols for number quantities and, with support, begin to write numbers from 0 to 10.	Teacher's Guide p. 180 - Math Center Teacher's Guide p. 416 - Writing Center
4.1.4 Understand the relationship between numbers and quantities (i.e., the last word stated when counting tells "how many").	Teacher's Guide p. 42 - Gathering Teacher's Guide p. 152 - Math Center Teacher's Guide p. 254 - Art Center Teacher's Guide p. 416 - Math Center
(a) Accurately count quantities of objects up to 10, using one-to one-correspondence, and accurately count as many as 5 objects in a scattered configuration.	Teacher's Guide p. 37 - Circle Time Teacher's Guide p. 116 - Gathering Teacher's Guide p. 152 - Math Center Teacher's Guide p. 204 - Math Center <i>Starfall.com</i> Math- Numbers 1-10
(b) Arrange and count different kinds of objects to demonstrate understanding of the consistency of quantities (i.e., "5" is constant, whether it is a group of 5 people, 5 blocks or 5 pencils).	Teacher's Guide p. 152 - Math Center Teacher's Guide p. 348 - Math Center Teacher's Guide p. 370 - Math Center
4.1.5 Use one to one correspondence to solve problems by matching sets (e.g., getting just enough straws to distribute for each juice container on the table) and comparing amounts (e.g., collecting the number of cubes needed to fill the spaces in a muffin tin with one cube each).	Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 42 - Gathering Teacher's Guide p. 57 - Gathering
4.1.6 Compare groups of up to 5 objects (e.g., beginning to use terms such as "more," "less," "same").	Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 57 - Gathering Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 104 - Math Center Teacher's Guide p. 491 - Train Game

Standard 4.2: Children demonstrate an initial understanding of numerical operations.

Preschool Learning Outcomes	Starfall Alignment
4.2.1 Represent addition and subtraction by manipulating up to 5 objects:	Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 469 - Addition and Subtraction <i>Starfall.com</i> - Math: Addition and Subtraction
(a) putting together and adding to (e.g., "3 blue pegs, 2 yellow pegs, 5 pegs altogether."); and	Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 524 - Solve Story Problem Equations

	<i>Starfall.com</i> - Math: Addition and Subtraction
(b) taking apart and taking from (“I have four carrot sticks. I’m eating one. Now I have 3.”).	Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 524 - Solve Story Problem Equations <i>Starfall.com</i> - Math: Addition and Subtraction <i>Starfall.com</i> - Math: Math Songs
4.2.2 Begin to represent simple word problem data in pictures and drawings.	Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 208 - Solve Story Problems <i>Starfall.com</i> - Math: Numbers, Math Songs, Addition and Subtraction

Standard 4.3: Children begin to conceptualize measurable attributes of objects.

Preschool Learning Outcomes	Starfall Alignment
4.3.1 Sort, order, pattern, and classify objects by non-measurable (e.g., color, texture, type of material) and measurable attribute (e.g., length, capacity, height).	Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide p. 77 - Math Center Teacher’s Guide p. 236 - Small, Medium, Large Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals <i>Starfall.com</i> - Math: Shape Sort
4.3.2 Begin to use appropriate vocabulary to demonstrate awareness of the measurable attributes of length, area, weight and capacity of everyday objects (e.g., long, short, tall, light, heavy, full).	Teacher’s Guide Seasonal Holidays p. 10 - Weighing an Apple Teacher’s Guide p. 417 - Introduce Dinosaurs Teacher’s Guide p. 446 - Heavy or Light?
4.3.3 Compare (e.g., which container holds more) and order (e.g., shortest to longest) up to 5 objects according to measurable attributes.	Teacher’s Guide p. 309 - Measure Rockets Teacher’s Guide p. 358 - Estimation Teacher’s Guide p. 417 - Introduce Dinosaurs Teacher’s Guide p. 523 - Compare Sizes <i>Starfall.com</i> - Math: Geometry and Measurement

Standard 4.4: Children develop spatial and geometric sense.

Preschool Learning Outcomes	Starfall Alignment
4.4.1 Respond to and use positional words (e.g., in, under, between, down, behind).	Teacher’s Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher’s Guide p. 133 - Where We Live Teacher’s Guide p. 335 - Follow Directional Words Teacher’s Guide p. 442 - Math Center
4.4.2 Use accurate terms to name and describe some two-dimensional shapes and begin to use accurate terms to name and	Teacher’s Guide p. 40 - Compare Shapes Teacher’s Guide pp. 66-67 - “Where’s the Shape” Teacher’s Guide p. 311 - 3-D Geometric Shapes

describe some three-dimensional shapes (e.g., circle, square, triangle, sphere, cylinder, cube, side point, angle).	
4.4.3 Manipulate, compare and discuss the attributes of:	
(a) two-dimensional shapes (e.g., use two dimensional shapes to make designs, patterns and pictures by manipulating materials such as paper shapes, puzzle pieces, tangrams; construct shapes from materials such as straws; match identical shapes; sort shapes based on rules [something that makes them alike/different]; describe shapes by sides/angles; use pattern blocks to compose/decompose shapes when making and taking apart compositions of several shapes).	Teacher’s Guide p. 41 - Decorate Gingerbread Boy Teacher’s Guide pp. 66-67 - “Where’s the Shape” Teacher’s Guide p. 77 - Math Center Teacher’s Guide p. 108 -Design a House Starfall.com Math- Geometry and Measurement
(b) three-dimensional shapes by building with blocks and with other materials having height, width and depth (e.g., unit blocks, hollow blocks, attribute blocks, boxes, empty food containers, plastic pipe).	Teacher’s Guide Seasonal Holidays p. 34 - African Drum Teacher’s Guide p. 179 - Construction Center Teacher’s Guide p. 227 - Construction Center Teacher’s Guide p. 311 - 3-D Geometric Shapes Teacher’s Guide p. 542 - Play Dough Shapes Teacher’s Guide p. 449 -Construct a House

SCIENCE

Standard 5.1: Children develop inquiry skills.

Preschool Learning Outcomes	Starfall Alignment
5.1.1 Display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry).	Teacher’s Guide p. 152 - Discovery Center Teacher’s Guide p. 195 - Use Your Senses: What’s in the Bag? Teacher’s Guide pp. 542 - 543 - Introduce “Mr. Bunny’s Carrot Soup”, Carrot Experiment
5.1.2 Observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a	Teacher’s Guide p. 260 - How Clouds are Formed Teacher’s Guide p. 442 - Discovery Center Teacher’s Guide p. 525 - Determine Living and Nonliving Teacher’s Guide p. 537 - Seeds

toy car in water to determine whether it sinks).	
5.1.3 Use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).	Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 263 - Weather Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide p. 467 - Build a House Teacher’s Guide p. 473 - Big Machines
5.1.4 Communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions	Teacher’s Guide p. 475 - Predictions Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 540 - Miss MacDonald Teacher’s Guide pp. 542-543 - Introduce “Mr. Bunny’s Carrot Soup”, Carrot Experiment
5.1.5 Represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants).	Teacher’s Guide p. 184 - Create Leaf Rubbings Teacher’s Guide p. 262 - Make Weather Plates Teacher’s Guide p. 278 - Discovery Center Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 545 - Write About Grass Plants

Standard 5.2: Children observe and investigate matter and energy.

Preschool Learning Outcomes	Starfall Alignment
5.2.1 Observe, manipulate, sort, and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.	Teacher’s Guide Seasonal Holidays p. 6 - Leaf Sorting Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 514 - Discovery Center Teacher’s Guide p. 536 - Discovery Center
5.2.2 Explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water; preparing gelatin; mixing different colors of tempera paint; and longer term investigations, such as the freezing and melting of water and other liquids).	Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide p. 180 - Discovery Center Teacher’s Guide p. 260 - How Clouds are Formed Teacher’s Guide p. 300 - Discovery Center Teacher’s Guide p. 326 - Discovery Center
5.2.3 Investigate sound, heat, and light energy through one or more of the senses	Teacher’s Guide Seasonal Holidays p. 34 - Black History Month (African Music and Drums)

(e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamplight to make shadows indoors).	Teacher's Guide, Holiday Plans p. 39 - Rain Sticks Teacher's Guide, Holiday Plans p. 40 - Solar Oven Teacher's Guide pp. 279 -280 - Day and Night Teacher's Guide p. 301 - Introduce Earth
5.2.4 Investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll).	Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide?

Standard 5.3: Children observe and investigate living things.

Preschool Learning Outcomes	Starfall Alignment
5.3.1 Investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers).	Teacher's Guide p. 31 - Compare/Contrast Body Parts Teacher's Guide p. 349 - Farm Animals Teacher's Guide p. 393 - Introduce Birds Teacher's Guide pp. 402-403 - <i>Introduce Dolphins Are Not Fish!</i> Teacher's Guide p. 526 - Compare and Contrast Teacher's Guide p. 543 - Carrot Experiment
5.3.2 Observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell).	Teacher's Guide p. 521 - Characteristics of Living Things Teacher's Guide p. 525 - Determine Living and Nonliving Teacher's Guide p. 526 - Compare and Contrast Teacher's Guide p. 537 - Seeds
5.3.3 Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium).	Teacher's Guide Seasonal Holidays p. 46 - Pollution Pond Teacher's Guide p. 539 - Plant Seeds Teacher's Guide p. 540 - Miss MacDonald Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 374 - Compare and Contrast Habitats Starfall.com - Earth Day Icon
5.3.4 Observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children's baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants).	Teacher's Guide p. 543 - Carrot Experiment Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle

Standard 5.4: Children observe and investigate the Earth.

Preschool Learning Outcomes	Starfall Alignment
<p>5.4.1 Explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects).</p>	<p>Teacher’s Guide p. 256 - Discovery Center Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 266 - “Will the Wind Blow?” Teacher’s Guide p. 424 - Fossils Teacher’s Guide p. 466 - Discovery Center</p>
<p>5.4.2 Explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects).</p>	<p>Teacher’s Guide p. 279 - Day and Night Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 537 - Seeds Teacher’s Guide p. 540 - Miss MacDonald</p>
<p>5.4.3 Observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors).</p>	<p>Teacher’s Guide Seasonal Holidays p. 38 - Measuring Rainfall Teacher’s Guide p. 251 - Outside Activity Teacher’s Guide - Daily - Gathering</p>
<p>5.4.4 Demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects).</p>	<p>Teacher’s Guide Seasonal Holidays pp. 46 - 47 - Earth Day Starfall.com - Earth Day Icon Starfall.com - I’m Reading: Nonfiction, “It’s Earth Day, Dear Dragon”</p>

Standard 5.5: Children gain experience in using technology.

Preschool Learning Outcomes	Starfall Alignment
<p>5.5.1 Identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders).</p>	<p>Teacher’s Guide p. 466 - Discovery Center Teacher’s Guide p. 467 - Build a House Teacher’s Guide p. 475 - Predictions: Roll or Slide? Starfall.com - Earth Day Icon Starfall.com - I’m Reading: Nonfiction</p>

SOCIAL STUDIES, FAMILY, AND LIFE SKILLS

Standard 6.2: Children become contributing members of the classroom community.

Preschool Learning Outcomes	Starfall Alignment
6.2.1 Demonstrate understanding of rules by following most classroom routines.	Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 58-59 - "Please" and "Thank You" Teacher's Guide pp. 229-230 - Safety Starfall.com - Talking Library: Backpack Bear Learns the Rules
6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.	Teacher's Guide p. 9 - Learning Centers Teacher's Guide p. 19 - Learning Centers Teacher's Guide p. 58-59 - "Please" and "Thank You" Starfall.com - Talking Library: Backpack Bear Learns the Rules
6.2.3 Demonstrate appropriate behavior when collaborating with others.	Teacher's Guide p. 165 - Partner Sharing Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 259 - <i>Who, What, When, Where, Why, and How</i>

Standard 6.3: Children demonstrate knowledge of neighborhood and community.

Preschool Learning Outcomes	Starfall Alignment
6.3.1 Develop an awareness of the physical features of the neighborhood/community.	Teacher's Guide p. 127 - Construction Center Teacher's Guide pp. 129-130 - Introduce Neighbors and Community Teacher's Guide p. 133 - Where We Live
6.3.2 Identify, discuss, and role-play the duties of a range of community workers.	Teacher's Guide pp. 153-154 - Firefighters Teacher's Guide p. 165 - Partner Sharing Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 352 - The "Farmer in the Dell"

Standard 6.4: Children develop an awareness of the cultures within their classroom and their community.

Preschool Learning Outcomes	Starfall Alignment
6.4.1 Learn about and respect other cultures within the classroom and community.	Teacher’s Guide Seasonal Holidays p. 33 - Black History Month p. 26 - Chinese New Year p. 49 - Cinco de Mayo Teacher’s Guide p. 84 - Draw Dragon Dot Eyes and other Chinese Fables Teacher’s Guide pp. 105-106 - Introduce Grandmother Starfall.com - Talking Library: Ruby Bridges

WORLD LANGUAGES

Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own.

Preschool Learning Outcomes	Starfall Alignment
7.1.1 Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song).	Teacher’s Guide Seasonal Holidays p. 50 -Words and Phrases in Spanish Teacher’s Guide Seasonal Holidays p. 50 - Counting in Spanish Starfall.com - ABC’s Available in Spanish and French Teacher Guide Seasonal Holidays p. 51 - Songs and Poems
7.1.2 Say simple greetings, words, and phrases in a language other than their own.	Teacher’s Guide Seasonal Holidays p. 50 -Words and Phrases in Spanish Teacher’s Guide Seasonal Holidays p. 50 - Counting in Spanish Teacher’s Guide Seasonal Holidays p. 51 - Songs and Poems
7.1.3 Comprehend previously learned simple vocabulary in a language other than their own.	Teacher’s Guide Seasonal Holidays p. 50 -Words and Phrases in Spanish Teacher’s Guide Seasonal Holidays p. 50 - Counting in Spanish Teacher’s Guide Seasonal Holidays p. 51 - Songs and Poems
7.1.4 Communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language.	Teacher’s Guide p. 13 - Emotions: Happy Teacher’s Guide p. 16 - Emotions: Excited and Silly Teacher’s Guide pp. 78-79 - ASL *ASL integrated throughout curriculum

TECHNOLOGY

Standard 8.1: Navigate simple on screen menus.

Preschool Learning Outcomes	Starfall Alignment
8.1.1 Use the mouse to negotiate a simple menu on the screen (e.g., to print a picture).	Teacher's Guide p. 50 - Computer Center Teacher's Guide p. 76 - Computer Center Teacher's Guide p. 102 - Computer Center
8.1.2 Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.	Teacher's Guide p. 50 - Computer Center Teacher's Guide p. 76 - Computer Center Teacher's Guide p. 254 - Computer Center Teacher's Guide p. 298 - Computer Center

Standard 8.2: Use electronic devices independently.

Preschool Learning Outcomes	Starfall Alignment
8.2.1 Identify the "power keys" (e.g., ENTER, spacebar) on a keyboard.	Teacher's Guide p. 50 - Computer Center Teacher's Guide p. 76 - Computer Center Teacher's Guide - Daily Computer Centers
8.2.2 Access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press "play" and "stop."	Teacher's Guide p. 50 - Library Center Teacher's Guide p. 126 - Library Center Teacher's Guide p. 254 - Library Center
8.2.3 Turn smart toys on and/or off.	Teacher's Guide p. 102 - Computer Center Teacher's Guide p. 202 - Computer Center Teacher's Guide - Daily Library Centers
8.2.4 Recognize that the number keys are in a row on the top of the keyboard.	Teacher's Guide p. 440 - Computer Center Teacher's Guide - Daily Computer Centers
8.2.5 Operate frequently used, high quality, interactive games or activities in either screen or toy-based formats.	Teacher's Guide - Daily Computer Centers: <i>Starfall.com</i> Teacher's Guide - Library Centers
8.2.6 Use a digital camera to take a picture.	Teacher's Guide p. 556 - Computer Center

Standard 8.3: Begin to use electronic devices to communicate.

Preschool Learning Outcomes	Starfall Alignment
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8.3.1 Use electronic devices (e.g., computer) to type name and to create stories with pictures and letters/words.	Teacher's Guide p. 254 - Computer Center Teacher's Guide - Computer Centers
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Standard 8.4: Use common technology vocabulary.

Preschool Learning Outcomes	Starfall Alignment
8.4.1 Use basic technology terms in conversations (e.g. digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer).	Teacher's Guide p. 50 - Computer Center Teacher's Guide p. 76 - Computer Center Teacher's Guide p. 298 - Computer Center

Standard 8.5: Begin to use electronic devices to gain information.

Preschool Learning Outcomes	Starfall Alignment
8.5.1 Use the Internet to explore and investigate questions with a teacher's support.	Teacher's Guide p. 202 - Computer Center Teacher's Guide p. 226 - Computer Center Teacher's Guide p. 276 - Computer Center

*The standards in this document were copied directly from the New Jersey State Department of Education Preschool Teaching and Learning Standards.