



**New Mexico Early Learning Guidelines  
Alignment to Starfall Pre K 4 Curriculum**

**Domain 1 : Physical Development, Health, and Well-Being**

**1. The child independently uses gross motor control, including balance, spatial awareness, and stability.**

| New Mexico Standards   | Starfall Pre K 4 Alignment   |
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| <p><b>1.1</b> Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles, and scooters.</p> | <p><b>Teacher’s Guide Seasonal Holidays p. 16</b> - Harvest Obstacle Course<br/> <b>Teacher’s Guide Seasonal Holidays p. 39</b> - Jump Over the Puddle<br/> <b>Teacher’s Guide p. 47</b> - “Simon Says”<br/> <b>Teacher’s Guide p. 263</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 411</b> - Move Like a Dinosaur<br/> <b>Teacher’s Guide p. 427</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 437</b> - Wolf’s Dinner Time<br/> <b>Teacher’s Guide p. 447</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 467</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 473</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 483</b>- Caboose on the Loose<br/> <b>Teacher’s Guide</b> - Outside Activities (daily)<br/> <b>Teacher’s Guide</b> - Warm Up Your Brain (throughout curriculum)</p>   |
| <p><b>1.2</b> Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games [i.e., “Duck, Duck, Goose”]).</p>                  | <p><b>Teacher’s Guide Seasonal Holidays p. 12</b> - Apple Toss<br/> <b>Teacher’s Guide p. 25</b> - Outside Activity<br/> <b>Teacher’s Guide p. 47</b> - “Simon Says”<br/> <b>Teacher’s Guide p. 53</b> - The Friendship Ball<br/> <b>Teacher’s Guide p. 57</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 65</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 137</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 147</b> - Outside Activity<br/> <b>Teacher’s Guide p. 304</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 411</b> - Move Like a Dinosaur<br/> <b>Teacher’s Guide p. 417</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide p. 437</b> - Follow the Leader<br/> <b>Teacher’s Guide p. 509</b> - Alphabet Toss/Ball Toss<br/> <b>Teacher’s Guide</b> - Outside Activities (daily)<br/> <b>Teacher’s Guide</b> - Warm Up Your Brain</p> |

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|  | (throughout curriculum) |
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## 2. The child independently uses fine motor skills.

| New Mexico Standards   | Starfall Pre K 4 Alignment  |
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| <p><b>2.1</b> Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.</p>             | <p><b>Teacher's Guide Seasonal Holidays p. 7</b> - Season Dress Up<br/> <b>Teacher's Guide p. 32</b> - Design Sheep<br/> <b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy<br/> <b>Teacher's Guide p. 77</b> - Writing Center<br/> <b>Teacher's Guide p. 202</b> - Art Center<br/> <b>Teacher's Guide p. 204</b> - Writing Center<br/> <b>Teacher's Guide p. 226</b> - Art Center<br/> <b>Teacher's Guide p. 255</b> - Construction Center<br/> <b>Teacher's Guide p. 255</b> - Dramatic Play Center<br/> <b>Teacher's Guide p. 276</b> - Art Center<br/> <b>Teacher's Guide p. 392</b> - Discovery Center<br/> <b>Teacher's Guide p. 536</b> - Math Center</p> |
| <p><b>2.2</b> Coordinates eye-hand movements using beads, laces, pegs, puzzles, and other manipulatives and small objects, and when dressing and undressing.</p> | <p><b>Teacher's Guide p. 51</b> - Writing Center<br/> <b>Teacher's Guide p. 76</b> - Art Center<br/> <b>Teacher's Guide p. 77</b> - Writing Center<br/> <b>Teacher's Guide p. 178</b> - Art Center<br/> <b>Teacher's Guide p. 276</b> - Art Center<br/> <b>Teacher's Guide p. 281</b> - Create Paper Suns<br/> <b>Teacher's Guide p. 299</b> - Writing Center<br/> <b>Teacher's Guide p. 414</b> - Art Center<br/> <b>Teacher's Guide p. 416</b> - Writing Center<br/> <b>Teacher's Guide p. 514</b> - Math Center</p>  |
| <p><b>2.3</b> Holds writing tool in pincer grasp to draw, scribble write, and make letter-like shapes and/or letters.</p>  | <p><b>Teacher's Guide p. 68</b> - Introduce Writing Journals<br/> <b>Teacher's Guide p. 85</b> - Draw and Write About Dragons<br/> <b>Teacher's Guide p. 111</b> - My Family<br/> <b>Teacher's Guide p. 240</b> - Draw Goldilocks with the Three Bears<br/> <b>Teacher's Guide p. 351</b> - Create a Class Farm Book<br/> <b>Teacher's Guide p. 423</b> - Draw Dinosaur Pictures<br/> <b>Teacher's Guide p. 441</b> - Writing Center<br/> <b>Teacher's Guide p. 466</b> - Writing Center<br/> <b>Teacher's Guide p. 498</b> - Make Namer Trains<br/> <b>Teacher's Guide p. 501</b> - Class Travel Journal<br/> <b>Teacher's Guide</b> - Writing Center (daily)</p>    |

## 3. The child's behavior demonstrates health and hygiene skills.

| New Mexico Standards   | Starfall Pre K 4 Alignment  |
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| <p><b>3.1</b> Shows increasing awareness of hygiene in hand-washing, toileting, and/or dental hygiene.</p> | <p><b>Teacher Guide Seasonal Holidays p. 31</b> - Valentine Estimation (cleans hands)</p> |

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|   | <p><b>Teacher’s Guide p. 11</b> - Make Handprints<br/> <b>Teacher’s Guide pp. 205-206</b> - Let’s Stay Healthy<br/> <b>Teacher’s Guide p. 209</b> - Warm Up Your Brain<br/> <b>Teacher’s Guide pp. 212-213</b> - Let’s Stay Healthy: Germs<br/> <b>Teacher’s Guide p. 217</b> - Healthy Habits<br/> <b>Teacher Guide p. 368</b> - Art Center<br/> <b>Teacher Guide p. 379</b> - Make Handprint Trees<br/> <b>Teacher’s Guide</b> - Learning Centers (daily)</p>  |
| <p><b>3.2</b> Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).</p> | <p><b>Teacher’s Guide p. 53</b> - Introduce “Mr. Bunny’s Carrot Soup”<br/> <b>Teacher’s Guide p. 60</b> - Taste Vegetables<br/> <b>Teacher’s Guide pp. 78-79</b> - Introduce <i>Red</i> and <i>Orange</i><br/> <b>Teacher’s Guide p. 199</b> - Snack Suggestion<br/> <b>Teacher’s Guide p. 209</b> - Categorizing Healthy and Unhealthy<br/> <b>Teacher’s Guide p. 211</b> - My Healthy Food Classroom Book<br/> <b>Teacher’s Guide p. 217</b> - Teacher’s Literature Choice: Healthy Habits<br/> <b>Teacher’s Guide p. 531</b>- Snack Suggestion<br/> <b>Teacher’s Guide p. 535</b>- Dramatic Play<br/> <b>Teacher’s Guide p. 546</b> - Fruits and Vegetables</p> |

**4. The child demonstrates safe behaviors in increasing numbers of situations.**

| New Mexico Standards   | Starfall Pre K 4 Alignment  |
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| <p><b>4.1</b> Identifies potentially harmful objects, substances, and behaviors.</p>         | <p><b>Teacher’s Guide p. 151</b> - Dramatic Play Center<br/> <b>Teacher’s Guide pp. 157-158</b> - Dialing 911<br/> <b>Teacher’s Guide p. 160</b> - Get Low and Go<br/> <b>Teacher’s Guide pp. 229-230</b> - Safety: Inside School and on the Playground<br/> <b>Teacher’s Guide pp. 233-234</b> - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i><br/> <b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions<br/> <b>Teacher’s Guide p. 241</b> - Safety: <i>Fire Safety</i>, and Introduce <i>Strangers</i><br/> <b>Teacher’s Guide</b> - Learning Centers (daily)<br/> <b>Teacher’s Guide</b> - Outside Activities (daily)</p> |
| <p><b>4.2</b> Increasingly follows classroom, school, and safety rules most of the time.</p> | <p><b>Teacher’s Guide p. 5</b> - Outside Activity - Safety Rules<br/> <b>Teacher’s Guide p. 25</b> - Outside Activity - Review Safety Rules<br/> <b>Teacher’s Guide p. 54</b> - Class Rules<br/> <b>Teacher’s Guide p. 69</b> - Review Rules<br/> <b>Teacher’s Guide pp. 157-158</b> - Dialing 9-1-1<br/> <b>Teacher’s Guide p. 160</b> - Get Low and Go</p>  |

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|  | <p><b>Teacher’s Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i></p> <p><b>Teacher’s Guide pp. 233-234</b> - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i></p> <p><b>Teacher’s Guide pp. 237-238</b> - Safety: <i>Tub and Shower and At the Pool</i></p> <p><b>Teacher’s Guide pp. 241-242</b> - Safety: <i>Review Fire Safety and Introduce Strangers</i></p> <p><b>Teacher’s Guide p. 244</b> - Review Safety</p> |
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**Domain 2 : Literacy**

**5. The child demonstrates development and expansion of listening skills.**

| New Mexico Standards   | Starfall Pre K 4 Alignment  |
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| <p><b>5.1</b> Listens with understanding to directions and conversations.</p>                                | <p><b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”</p> <p><b>Teacher’s Guide p. 63</b> - “A-Ticket, A-Tasket”</p> <p><b>Teacher’s Guide p. 70</b> - Share Chair</p> <p><b>Teacher’s Guide p. 116</b> - Warm Up Your Brain</p> <p><b>Teacher’s Guide pp. 187-188</b> - “What Would You Do?”</p> <p><b>Teacher’s Guide p. 189</b> - Find Pairs</p> <p><b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph</p> <p><b>Teacher’s Guide p. 262</b> - Make Weather Plates</p> <p><b>Teacher’s Guide p. 313</b> - Pre-K Book Club</p> <p><b>Teacher’s Guide p. 321</b> - Outside Activity</p> <p><b>Teacher’s Guide p. 498</b> - Make Name Trains</p> <p><b>Teacher’s Guide</b> - Gathering (daily)</p> |
| <p><b>5.2</b> Follows increasingly complex directions.</p>   | <p><b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher’s Guide p. 262</b> - Make Weather Plates</p> <p><b>Teacher’s Guide p. 265</b> - Create Weather Patterns</p> <p><b>Teacher’s Guide p. 282</b> - Pajama Fashion Show</p> <p><b>Teacher’s Guide p. 298</b> - Art Center</p> <p><b>Teacher’s Guide p. 329</b> - Create Speckled Frogs</p> <p><b>Teacher’s Guide p. 373</b> - Make Animal Sets</p> <p><b>Teacher’s Guide p. 491</b> - Train Game</p> <p><b>Teacher’s Guide p. 499</b> - A Plane Ride</p> <p><b>Teacher’s Guide</b> - Outside Activities (daily)</p>   |
| <p><b>5.3</b> Hears and discriminates the sounds of language in words to develop phonological awareness.</p> | <p><b>Teacher’s Guide p. 182</b> - Phonological Awareness: Rhyming Words</p> <p><b>Teacher’s Guide p. 206</b> - Introduce /a/</p> <p><b>Teacher’s Guide p. 194</b> - Rhymes and Body Parts</p> <p><b>Teacher’s Guide p. 219</b> - Phonological Awareness: Rhyming Words</p> <p><b>Teacher’s Guide p. 286</b> - Phonological Awareness: Words in a Sentence</p>  |

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|  | <p><b>Teacher’s Guide p. 308</b> - Phonological Awareness: Words in a Sentence</p> <p><b>Teacher’s Guide p. 328</b> - Phonological Awareness: Blending Syllables</p> <p><b>Teacher’s Guide p. 353</b> - Phonological Awareness: Words in Sentences</p> <p><b>Teacher’s Guide p. 384</b> - Phonological Awareness: Isolating Beginning Sounds</p> <p><b>Teacher’s Guide p. 457</b>- Phonological Awareness: Blending Onset and Rime</p>  |
| <p><b>5.4</b> Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.</p> | <p><b>Teacher’s Guide pp. 231-232</b> - Introduce <i>Goldilocks and the Three Bears</i></p> <p><b>Teacher’s Guide pp. 279-280</b> - Day and Night</p> <p><b>Teacher’s Guide pp. 286-287</b> - Introduce Autumn</p> <p><b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart</p> <p><b>Teacher’s Guide p. 360</b> - Sequence <i>The Troll Who Lived Under the Bridge</i></p> <p><b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats</p> <p><b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i></p> <p><b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher’s Guide p. 469</b> - Introduce <i>The Cobbler and the Elves</i></p> <p><b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i></p> <p><b>Teacher’s Guide p. 564</b> - Introduce <i>The Ant and the Chrysalis</i></p> |

**6. The child communicates experiences, ideas, and feelings through speaking.**

| New Mexico Standards   | Starfall Pre K 4 Alignment  |
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| <p><b>6.1</b> Converses effectively in his or her home language, English, or Sign language for a variety of purposes relating to real experiences and different audiences.</p> | <p><b>Teacher’s Guide p. 22</b> - Share Photo Pages</p> <p><b>Teacher’s Guide pp. 157-158</b> - Dialing 9-1-1</p> <p><b>Teacher’s Guide p. 160</b> - What I Want to Be</p> <p><b>Teacher’s Guide p. 168</b> - Share Chair: Community Helpers</p> <p><b>Teacher’s Guide p. 214</b> - Say “Thank You”</p> <p><b>Teacher’s Guide pp. 229-230</b> - Safety: <i>Inside School</i> and <i>On the Playground</i></p> <p><b>Teacher’s Guide pp. 237-238</b> - Safety: <i>Tub and Shower</i> and <i>At the Pool</i></p> <p><b>Teacher’s Guide p. 282</b> - Pajama Fashion Show</p> <p><b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart</p> <p><b>Teacher’s Guide p. 480</b> - Review Letters and ASL Signs</p> |

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| <p><b>6.2</b> Asks and answers relevant questions.</p>                     | <p><b>Teacher’s Guide pp. 55</b> - Introduce “Mr. Bunny’s Carrot Soup”<br/> <b>Teacher’s Guide p. 135</b> - The “Talking Stone”<br/> <b>Teacher’s Guide p. 259</b> - <i>Who, What, When, Where, Why, and How</i><br/> <b>Teacher’s Guide pp. 279-280</b> - Day and Night<br/> <b>Teacher’s Guide p. 288</b> - Hibernation<br/> <b>Teacher’s Guide p. 301</b> - Introduce Earth<br/> <b>Teacher’s Guide p. 304</b> - The Solar System<br/> <b>Teacher’s Guide p. 349</b> - Farm Animals<br/> <b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats<br/> <b>Teacher’s Guide p. 494</b> - Introduce <i>A Tale of Two Engines</i><br/> <b>Teacher’s Guide</b> - Gathering (daily)</p> |
| <p><b>6.3</b> Engages in conversations that develop a thought or idea.</p> | <p><b>Teacher’s Guide pp. 57-58</b> - It’s Raining!<br/> <b>Teacher’s Guide p. 69</b> - Review Rules<br/> <b>Teacher’s Guide p. 70</b> - Share Chair<br/> <b>Teacher’s Guide p. 92</b> - “Where Are the Colors?”<br/> <b>Teacher’s Guide p. 114</b> - Little Red Hen Makes Pancakes<br/> <b>Teacher’s Guide p. 135</b> - The “Talking Stone”<br/> <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers<br/> <b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph<br/> <b>Teacher’s Guide p. 313</b> - Pre-K Book Club<br/> <b>Teacher’s Guide p. 333</b> - Real or Make Believe</p>   |

**7. The child engages in activities that promote the acquisition of emergent reading skills.**

| <p><b>New Mexico Standards</b></p>  | <p><b>Starfall Pre K 4 Alignment</b></p>   |
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| <p><b>7.1</b> Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.</p> | <p><b>Teacher’s Guide p. 80</b> - Introduce <i>Draw Dragon Dot Eyes</i><br/> <b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i><br/> <b>Teacher’s Guide p. 220</b> - Dramatize “One Rice Thousand Gold”<br/> <b>Teacher’s Guide p. 259</b> - Who, Where, When, What, Why, and How<br/> <b>Teacher’s Guide p. 303</b> - Why the Sun and the Moon Live in the Sky<br/> <b>Teacher’s Guide p. 306</b> - Reach for the Stars<br/> <b>Teacher’s Guide p. 351</b> - Introduce “The Little Rooster”<br/> <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i><br/> <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i><br/> <b>Teacher’s Guide p. 494</b> - Introduce <i>A Tale of Two</i></p> |

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|   | <p><i>Engines</i><br/> <b>Teacher’s Guide</b> - Library Center (daily)<br/> <b>Starfall.com</b> - Talking Library</p>  |
| <p><b>7.2</b> Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p>   | <p><b>Teacher’s Guide pp. 16-17</b> - Read <i>The Gingerbread Boy</i><br/> <b>Teacher’s Guide p. 80</b> - Introduce <i>Draw Dragon Dot Eyes</i><br/> <b>Teacher’s Guide pp. 86-87</b> - Introduce <i>Blue and Purple</i><br/> <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i><br/> <b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i><br/> <b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i><br/> <b>Teacher’s Guide p. 469</b> - Introduce <i>The Cobbler and the Elves</i><br/> <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i><br/> <b>Teacher’s Guide p. 564</b> - Introduce <i>The Ant and the Chrysalis</i></p> |
| <p><b>7.3</b> Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).</p> | <p><b>Teacher’s Guide p. 76</b> - Library Center<br/> <b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i><br/> <b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i><br/> <b>Teacher’s Guide p. 189</b> - Gathering<br/> <b>Teacher’s Guide p. 286</b> - Phonological Awareness: Words in a Sentence<br/> <b>Teacher’s Guide p. 277</b> - Library Center<br/> <b>Teacher’s Guide p. 330</b> - Read the “Pets” Chart<br/> <b>Teacher’s Guide p. 324</b> - Library Center</p>  |
| <p><b>7.4</b> Progresses in understanding and using concepts of print.</p>  | <p><b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph<br/> <b>Teacher’s Guide p. 277</b> - Library Center<br/> <b>Teacher’s Guide p. 346</b> - Library Center<br/> <b>Teacher’s Guide p. 347</b> - Dramatic Play Center<br/> <b>Teacher’s Guide p. 368</b> - Computer Center : Talking Library<br/> <b>Teacher’s Guide p. 391</b> - Library Center<br/> <b>Teacher’s Guide p. 415</b> - Dramatic Play Center<br/> <b>Teacher’s Guide p. 427</b> - Write a Class Story<br/> <b>Teacher’s Guide p. 557</b> - Library Center</p>   |

**8. The child engages in activities that promote the acquisition of emergent writing skills.**

| New Mexico Standards   | Starfall Pre K 4 Alignment                                 |
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| <p><b>8.1</b> Experiments with a variety of writing tools,</p> | <p><b>Teacher’s Guide p. 85</b> - Draw and Write About</p> |

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| materials, and surfaces.   | <p>Dragons<br/> <b>Teacher's Guide p. 299</b> - Writing Center<br/> <b>Teacher's Guide p. 303</b> - Create Nighttime Chalk Drawings<br/> <b>Teacher's Guide p. 325</b> - Writing Center<br/> <b>Teacher's Guide p. 351</b> - Create a Class Farm Book<br/> <b>Teacher's Guide p. 416</b> - Writing Center<br/> <b>Teacher's Guide p. 441</b> - Writing Center<br/> <b>Teacher's Guide p. 466</b> - Writing Center</p>   |
| <b>8.2</b> Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas. | <p><b>Teacher's Guide p. 51</b> - Writing Center<br/> <b>Teacher's Guide p. 68</b> - Introduce Writing Journals<br/> <b>Teacher's Guide p. 126</b> - Art Center<br/> <b>Teacher's Guide p. 151</b> - Writing Center<br/> <b>Teacher's Guide p. 164</b> - Review <i>Bb</i>, <i>Nn</i>, and <i>Tt</i><br/> <b>Teacher's Guide p. 284</b> - Stuffed Animal Imaginations<br/> <b>Teacher's Guide p. 376</b> - Draw Animals in Their Habitats<br/> <b>Teacher's Guide p. 416</b> - Writing Center<br/> <b>Teacher's Guide p. 564</b> - Creative Writing<br/> <b>Teacher's Guide p. 589</b> - Create a Class Book for Gingerbread Boy</p> |
| <b>8.3</b> Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.   | <p><b>Teacher's Guide p. 127</b> - Writing Center<br/> <b>Teacher's Guide p. 127</b> - Construction Center<br/> <b>Teacher's Guide p. 136</b> - Review <i>Tt</i> and <i>Bb</i><br/> <b>Teacher's Guide p. 227</b> - Writing Center<br/> <b>Teacher's Guide p. 255</b> - Construction Center<br/> <b>Teacher's Guide p. 369</b> - Writing Center<br/> <b>Teacher's Guide p. 392</b> - Writing Center<br/> <b>Teacher's Guide p. 556</b> - Art Center<br/> <b>Teacher's Guide p. 579</b> - Writing Center</p>   |

**Domain 3 : Numeracy**

**9. The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.**

| New Mexico Standards   | Starfall Pre K 4 Alignment   |
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| <b>9.1</b> Uses numbers and counting as means for solving problems and determining quantity. | <p><b>Teacher's Guide pp. 36-37</b> - Analyze the Spice Graph<br/> <b>Teacher's Guide p. 36</b> - Gathering<br/> <b>Teacher's Guide p. 37</b> - "Five Gingerbread Men"<br/> <b>Teacher's Guide p. 42</b> - Gathering<br/> <b>Teacher's Guide p. 152</b> - Math Center<br/> <b>Teacher's Guide p. 191</b> - Two Make a Pair<br/> <b>Teacher's Guide p. 254</b> - Art Center<br/> <b>Teacher's Guide p. 373</b> - Make Animal Sets<br/> <b>Teacher's Guide p. 491</b> - Train Game</p> |



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| <p><b>9.2</b> Uses one-to-one correspondence in counting increasingly higher groups of objects.</p> | <p><b>Teacher's Guide pp. 38-39</b> - One-to-One Correspondence<br/> <b>Teacher's Guide p. 81</b> - Make an Age Collage<br/> <b>Teacher's Guide p. 132</b> - Introduce Money<br/> <b>Teacher's Guide p. 152</b> - Math Center<br/> <b>Teacher's Guide p. 180</b> - Math Center<br/> <b>Teacher's Guide p. 191</b> - Two Make a Pair<br/> <b>Teacher's Guide p. 382</b> - Count Animal Sets<br/> <b>Teacher's Guide p. 416</b> - Math Center</p>      |
| <p><b>9.3</b> Recognizes some numerals.</p>   | <p><b>Teacher's Guide p. 81</b> - Make an Age Collage<br/> <b>Teacher's Guide p. 132</b> - Introduce Money<br/> <b>Teacher's Guide p. 140</b> - Safety Signs<br/> <b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1<br/> <b>Teacher's Guide p. 191</b> - Two Make a Pair<br/> <b>Teacher's Guide p. 268</b> - Introduce <i>Thermometers</i><br/> <b>Teacher's Guide p. 392</b> - Writing Center<br/> <b>Teacher's Guide</b> - Gathering (daily)</p> |

**10. The child demonstrates understanding of geometrical and spatial concepts.**

| New Mexico Standards  | Starfall Pre K 4 Alignment   |
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| <p><b>10.1</b> Recognizes, names, describes, compares, and creates familiar shapes.</p> | <p><b>Teacher's Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math<br/> <b>Teacher's Guide p. 40</b> - Compare Shapes<br/> <b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy<br/> <b>Teacher's Guide pp. 66-67</b> - Where's the Shape<br/> <b>Teacher's Guide p. 77</b> - Discovery Center<br/> <b>Teacher's Guide p. 77</b> - Construction Center<br/> <b>Teacher's Guide p. 108</b> - Design a House<br/> <b>Teacher's Guide p. 256</b> - Math Center<br/> <b>Teacher's Guide p. 311</b> - 3D Geometric Shapes<br/> <b>Teacher's Guide p. 542</b> - Play Dough Shapes<br/> <b>Teacher's Guide p. 561</b> - Shape Orientation<br/> <b>Starfall.com</b> - Math: Geometry and Measurement</p>   |
| <p><b>10.2</b> Describes and interprets spatial sense and positions.</p>                | <p><b>Teacher's Guide Seasonal Holidays p. 6</b> - Leaf Oral Language<br/> <b>Teacher's Guide p. 18</b> - Warm Up Your Brain<br/> <b>Teacher's Guide p. 40</b> - Compare Shapes<br/> <b>Teacher's Guide pp. 140-141</b> - Safety Signs<br/> <b>Teacher's Guide p. 161</b> - Gathering<br/> <b>Teacher's Guide p. 168</b> - Gathering<br/> <b>Teacher's Guide p. 311</b> - 3D Geometric Shapes<br/> <b>Teacher's Guide p. 335</b> - Follow Directional Words<br/> <b>Teacher's Guide p. 355</b> - Warm Up Your Brain "Five Little Bees"<br/> <b>Teacher's Guide p. 495</b> - 3 Dimensional Shapes<br/> <b>Teacher's Guide p. 502</b> - Shape Game<br/> <b>Teacher's Guide p. 565</b> - Warm Up Your Brain<br/> <b>Teacher's Guide p. 587</b> - Play "I Spy"</p> |

**11. The child demonstrates an understanding of nonstandard units to measure and make comparisons.**

| New Mexico Standards  | Starfall Pre K 4 Alignment  |
|---|---|
| <p><b>11.1</b> Compares and uses language relating to time with increasing accuracy.</p>              | <p><b>Teacher’s Guide p. 34</b> - “There’s a Neat Little Clock”<br/> <b>Teacher’s Guide p. 84</b> - Story Order<br/> <b>Teacher’s Guide p. 111</b> - My Family<br/> <b>Teacher’s Guide p. 139</b> - Create a Neighborhood Scene<br/> <b>Teacher’s Guide p. 215</b> - Let’s Stay Healthy: Sleep and Water<br/> <b>Teacher’s Guide p. 496</b> - Introduce Trains<br/> <b>Teacher’s Guide p. 559</b> - Growing and Changing<br/> <b>Teacher’s Guide p. 568</b> - Look What We’ve Learned<br/> <b>Teacher’s Guide</b> - Gathering (daily)<br/> <i>Starfall.com</i> - Math Songs: The Time Song<br/> <i>Starfall.com</i> - Backpack Bear Learns the Rules</p>                                  |
| <p><b>11.2</b> Anticipates, remembers, and describes sequence of events with increasing accuracy.</p> | <p><b>Teacher’s Guide p. 11</b> - My Family<br/> <b>Teacher’s Guide p. 32</b> - Sequence <i>The Gingerbread Boy</i><br/> <b>Teacher’s Guide p. 84</b> - Story Order<br/> <b>Teacher’s Guide p. 449</b> - Sequence <i>The Three Little Pigs</i><br/> <b>Teacher’s Guide p. 558</b> - Writing Center<br/> <b>Teacher’s Guide p. 559</b> - Growing and Changing<br/> <b>Teacher’s Guide p. 567</b> - Create the Butterfly Life Cycle<br/> <b>Teacher’s Guide p. 582</b> - Review <i>The Little Red Hen</i><br/> <b>Teacher’s Guide</b> - Gathering (daily)</p>   |
| <p><b>11.3</b> Demonstrates emerging knowledge of measurement.</p>                                    | <p><b>Teacher’s Guide Seasonal Holidays p. 10</b> - Weighing an Apple<br/> <b>Teacher’s Guide Seasonal Holidays p. 15</b> - Pumpkin Math<br/> <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math<br/> <b>Teacher’s Guide p. 217</b> - How Tall are You?<br/> <b>Teacher’s Guide p. 218</b> - Order and Compare Short to Tall<br/> <b>Teacher’s Guide p. 231</b> - Introduce <i>Goldilocks and the Three Bears</i><br/> <b>Teacher’s Guide p. 236</b> - Small, Medium, Large<br/> <b>Teacher’s Guide p. 309</b> - Measure Rockets<br/> <b>Teacher’s Guide p. 417</b> - Introduce Dinosaurs<br/> <b>Teacher’s Guide p. 419</b> - Create Dinosaur Footprints</p> |

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|  | <p><b>Teacher’s Guide p. 446</b> - Heavy or Light?<br/> <b>Teacher’s Guide p. 450</b> - Measure Height<br/> <b>Teacher’s Guide p. 491</b> - Train Game<br/> <b>Teacher’s Guide p. 523</b> - Compare Sizes<br/> <b>Teacher’s Guide p. 536</b> - Math Center</p> |
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**12. The child demonstrates the ability to investigate, organize, and create representations.**

| New Mexico Standards  | Starfall Pre K 4 Alignment   |
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| <p><b>12.1</b> Sorts, classifies, and groups materials by one or more characteristics (sorting).</p>  | <p><b>Teacher’s Guide Seasonal Holidays p. 11</b> - Apple Sort<br/> <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math<br/> <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Sorting Cans, Recycle Relay<br/> <b>Teacher’s Guide p. 77</b> - Math Center<br/> <b>Teacher’s Guide p. 88</b> - Eye Color Graph<br/> <b>Teacher’s Guide p. 91</b> - <i>Let’s Eat</i> Sorting Activity<br/> <b>Teacher’s Guide pp. 143-144</b> - Vehicles and Buildings<br/> <b>Teacher’s Guide p. 204</b> - Math Center<br/> <b>Teacher’s Guide p. 228</b> - Math Center<br/> <b>Teacher’s Guide p. 361</b> - Compare Small, Medium, and Large<br/> <b>Teacher’s Guide p. 514</b> - Math Center<br/> <i>Starfall.com:</i> Math: Geometry and Measurement - Sorting Activities</p> |
| <p><b>12.2</b> Collects, organizes, and begins to represent in some way information about self, surroundings, and meaningful experiences.</p> | <p><b>Teacher’s Guide Seasonal Holidays p. 10</b> - Sink or Float?<br/> <b>Teacher’s Guide Seasonal Holidays p. 34</b> - Be an Inventor<br/> <b>Teacher’s Guide Seasonal Holidays p. 38</b> - Measuring Rainfall<br/> <b>Teacher’s Guide p. 446</b> - Heavy or Light?<br/> <b>Teacher’s Guide p. 475</b> - Predictions: Roll or Slide<br/> <b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed<br/> <b>Teacher’s Guide p. 540</b> - Miss MacDonald<br/> <b>Teacher’s Guide pp. 542-543</b> - Introduce “Mr. Bunny’s Carrot Soup”/Carrot Experiment<br/> <b>Teacher’s Guide p. 549</b> - Graph Favorite Fruits &amp; Vegetables</p>  |

**Domain 4 : Aesthetic Creativity**

**13. The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).**

| New Mexico Standards | Starfall Pre K 4 Alignment |
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**13.1** Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of artwork or a set of movements).

**Teacher's Guide Seasonal Holidays p. 6** - Fall Collage  
**Teacher's Guide Seasonal Holidays p. 7** - Leaf Dancing  
**Teacher's Guide Seasonal Holidays p. 24** - Snow Glitter Pictures  
**Teacher's Guide Seasonal Holidays p. 24** - Musical Hibernation Game  
**Teacher's Guide Seasonal Holidays p. 26** - Chinese Ribbon Dance  
**Teacher's Guide Seasonal Holidays p. 27** - Dragon Dance: Chinese New Year  
**Teacher's Guide Seasonal Holidays p. 34** - African Drum  
**Teacher's Guide Seasonal Holidays p. 34** - African Music  
**Teacher's Guide Seasonal Holidays p. 50** - Maracas  
**Teacher's Guide Seasonal Holidays p. 51** - Mexican Hat Dance  
**Teacher's Guide p. 13** - *If You're Happy and You Know It*  
**Teacher's Guide p. 41** - Decorate Gingerbread Boy  
**Teacher's Guide p. 50** - Art Center  
**Teacher's Guide p. 68** - Introduce Writing Journals  
**Teacher's Guide p. 71** - Dramatize "Mr. Bunny's Carrot Soup"  
**Teacher's Guide p. 103** - Dramatic Play Center  
**Teacher's Guide p. 109** - "Did Little Red Hen Do the Right Thing?"  
**Teacher's Guide p. 112** - Helping Your Family  
**Teacher's Guide p. 197** - Dramatize "Chicken Little"  
**Teacher's Guide p. 220** - Dramatize "One Rice Thousand Gold"  
**Teacher's Guide p. 240** - Draw Goldilocks with the Three Bears  
**Teacher's Guide p. 245** - Dramatize Goldilocks and the Three Bears  
**Teacher's Guide p. 268** - Create Rainy Day Illustrations  
**Teacher's Guide p. 277** - Construction Center  
**Teacher's Guide p. 407** - *Down By the Bay*  
**Teacher's Guide p. 427** - Write a Class Story  
**Teacher's Guide p. 501** - Class Travel Journal  
**Teacher's Guide** - Learning Centers (daily)  
**Teacher's Guide** - Songs & Rhymes: *Sing-Along* Volumes 1 & 2 (throughout curriculum)  
**Starfall.com** - *Songs & Rhymes*: Historical Folk Songs  
**Starfall.com** - *Songs and Rhymes*: Motion Songs  
**Starfall.com**: Math: *Math Songs*

**Domain 5 : Scientific Conceptual Understanding**

**14. The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.**

| New Mexico Standards   | Starfall Pre K 4 Alignment   |
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| <p><b>14.1</b> Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</p> | <p><b>Teacher’s Guide Seasonal Holidays p. 5</b> - The Listening Walk<br/> <b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk<br/> <b>Teacher’s Guide pp. 181-182</b> - The Five Senses<br/> <b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i><br/> <b>Teacher’s Guide pp. 185-186</b> - Senses Walk<br/> <b>Teacher’s Guide p. 191</b> - Teacher’s Literature Choice: Senses<br/> <b>Teacher’s Guide p. 192</b> - Use Your Senses: Popcorn<br/> <b>Teacher’s Guide p. 195</b> - Use Your Senses: What’s in the Bag?<br/> <b>Teacher’s Guide p. 197</b> - Dramatize “Chicken Little”<br/> <b>Teacher’s Guide p. 204</b> - Discovery Center<br/> <b>Teacher’s Guide p. 228</b> - Discovery Center</p>   |
| <p><b>14.2</b> Asks questions about the physical and natural worlds.</p>   | <p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Peppermint Play Dough Leaf Prints<br/> <b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Feely Box<br/> <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Ice Melting Chart<br/> <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Animals in the Arctic: What keeps them warm?<br/> <b>Teacher’s Guide Seasonal Holidays p. 28</b> - Shadow Activities<br/> <b>Teacher’s Guide p. 185</b> - Gathering<br/> <b>Teacher’s Guide p. 251</b> - Outside Activity<br/> <b>Teacher’s Guide p. 255</b> - Dramatic Play<br/> <b>Teacher’s Guide p. 256</b> - Discovery Center<br/> <b>Teacher’s Guide p. 416</b> - Discovery Center<br/> <b>Teacher’s Guide p. 424</b> - Fossils</p> |
| <p><b>14.3</b> Makes predictions and forms hypotheses.</p>   | <p><b>Teacher’s Guide Seasonal Holidays p. 23</b> - Ice Melting Chart<br/> <b>Teacher’s Guide Seasonal Holidays p. 29</b> - Groundhog Day Prediction<br/> <b>Teacher’s Guide Seasonal Holidays p. 38</b> - Measuring Rainfall<br/> <b>Teacher’s Guide p. 266</b> - “Will the Wind Blow?” Graph<br/> <b>Teacher’s Guide pp. 269-270</b> - Weather Riddles<br/> <b>Teacher’s Guide p. 278</b> - Discovery Center</p>   |

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|  | <p><b>Teacher’s Guide p. 406</b> - Sink or Float?<br/> <b>Teacher’s Guide p. 446</b> - Heavy or Light?<br/> <b>Teacher’s Guide p. 470</b> - Introduce Machines<br/> <b>Teacher’s Guide p. 473</b> - Big Machines<br/> <b>Teacher’s Guide p. 475</b> - Predictions: Roll or Slide<br/> <b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed<br/> <b>Teacher’s Guide p. 542</b> - Introduce “Mr. Bunny’s Carrot Soup”<br/> <b>Teacher’s Guide</b> - Gathering (daily)</p>  |
| <p><b>14.4</b> Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).</p> | <p><b>Teacher’s Guide Seasonal Holidays p. 28</b> - Shadow Activities<br/> <b>Teacher’s Guide p. 52</b> - Discovery Center<br/> <b>Teacher’s Guide p. 104</b> - Discovery Center<br/> <b>Teacher’s Guide p. 228</b> - Discovery Center<br/> <b>Teacher’s Guide p. 268</b> - Thermometers<br/> <b>Teacher’s Guide p. 424</b> - Fossils<br/> <b>Teacher’s Guide p. 442</b> - Discovery Center<br/> <b>Teacher’s Guide p. 466</b> - Discovery Center<br/> <b>Teacher’s Guide p. 467</b> - Discovery Center<br/> <b>Teacher’s Guide p. 478</b> - Make Bulldozer Paintings<br/> <b>Teacher’s Guide p. 536</b> - Discovery Center<br/> <b>Teacher’s Guide p. 539</b> - Plant Seeds<br/> <b>Teacher’s Guide p. 558</b> - Discovery Center<br/> <b>Teacher’s Guide p. 580</b> - Discovery Center</p> |

**15. The child acquires scientific knowledge related to life sciences.**

| New Mexico Standards   | Starfall Pre K 4 Alignment   |
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| <p><b>15.1</b> Explores, observes, and describes a variety of living things and distinguishes from nonliving things.</p>             | <p><b>Teacher’s Guide Seasonal Holidays p. 40</b> - Worm Home<br/> <b>Teacher’s Guide p. 406</b> - Dolphins and Whales<br/> <b>Teacher’s Guide p. 518</b> - Learn About Life Cycles<br/> <b>Teacher’s Guide p. 521</b>- Characteristics of Living Things<br/> <b>Teacher’s Guide p. 525</b> -Determine Living and Nonliving<br/> <b>Teacher’s Guide p. 529</b> - Teacher’s Literature Choice: Living and Nonliving<br/> <b>Teacher’s Guide p. 537</b>- Seeds<br/> <b>Teacher’s Guide p. 559</b> - Growing and Changing<br/> <b>Teacher’s Guide p. 562</b> - Introduce the Butterfly Life Cycle</p> |
| <p><b>15.2</b> Explores, observes, describes, and participates in a variety of activities related to preserving the environment.</p> | <p><b>Teacher’s Guide Seasonal Holidays p. 19</b> - Thanksgiving Meal (use recycled materials)<br/> <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Litter Bags<br/> <b>Teacher’s Guide Seasonal Holidays p. 47</b> - Sorting Cans<br/> <b>Teacher’s Guide Seasonal Holidays p. 47</b> -</p>  |

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|  | Recycling Activities for Math (use collected rainfall to water plants)<br><b>Teacher's Guide p. 513</b> - Construction Center (use recycled materials)<br><b>Teacher's Guide p. 535</b> - Dramatic Play Center (reusable grocery bags) |
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**16. The child acquires scientific knowledge related to earth science.**

| New Mexico Standards  | Starfall Pre K 4 Alignment  |
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| <p><b>16.1</b> Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.</p> | <p><b>Teacher's Guide Seasonal Holidays p. 7</b> - Fall Walk<br/> <b>Teacher's Guide Seasonal Holidays p. 38</b> - Evaporation<br/> <b>Teacher's Guide Seasonal Holidays p. 39</b> - Four Seasons<br/> <b>Teacher's Guide p. 15</b> - Introduce the Weather<br/> <b>Teacher's Guide p. 257</b> - Introduce Weather<br/> <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph<br/> <b>Teacher's Guide p. 262</b> - Make Weather Plates<br/> <b>Teacher's Guide p. 263</b> - Weather: Cause and Effect<br/> <b>Teacher's Guide pp. 269-270</b> - Weather Riddles<br/> <b>Teacher's Guide p. 285</b> - Patterns: Day/Night and Seasons<br/> <b>Teacher's Guide pp. 286-287</b> - Introduce Autumn<br/> <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart<br/> <b>Teacher's Guide p. 293</b> - Teacher's Literature Choice: Seasons<br/> <b>Teacher's Guide</b> - Gathering Routine (daily beginning in Week 2)</p> |

**Domain 6 : Self, Family, and Community**

**17. The child exhibits self-awareness.**

| New Mexico Standards  | Starfall Pre K 4 Alignment  |
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| <p><b>17.1</b> Expresses needs and/or stands up for own rights.</p> | <p><b>Teacher's Guide p. 13</b> - Emotions: <i>Happy</i><br/> <b>Teacher's Guide p. 16</b> - Emotions: <i>Excited</i> and <i>Silly</i><br/> <b>Teacher's Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i><br/> <b>Teacher's Guide p. 42</b> - Review Emotions<br/> <b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends<br/> <b>Teacher's Guide p. 109</b> - "Did the Little Red Hen Do the Right Thing?"</p> |

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|  | <p><b>Teacher's Guide pp. 165-166</b> - Partner Sharing<br/> <b>Teacher's Guide pp. 187-188</b> - What Would You Do?<br/> <b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i><br/> <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions<br/> <b>Teacher's Guide pp. 397-398</b> - Ways People Feel<br/> <b>Teacher's Guide</b> - Learning Centers - (daily)<br/> <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)<br/> <b>Teacher's Guide</b> - Outside Activities - (daily)</p>   |
| <p><b>17.2</b> Makes choices and expresses likes and dislikes.</p> | <p><b>Teacher's Guide p. 5</b> - Outside Activity - Safety Rules<br/> <b>Teacher's Guide p. 25</b> - Outside Activity - Review Safety Rules<br/> <b>Teacher's Guide p. 54</b> - Class Rules<br/> <b>Teacher's Guide p. 69</b> - Review Rules<br/> <b>Teacher's Guide p. 168</b> - Share Chair (compliments others)<br/> <b>Teacher's Guide pp. 187-188</b> - What Would You Do?<br/> <b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i><br/> <b>Teacher's Guide pp. 233-234</b> - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i><br/> <b>Teacher's Guide pp. 237-238</b> - Safety: <i>Tub and Shower and At the Pool</i><br/> <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions<br/> <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i><br/> <b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i><br/> <b>Teacher's Guide</b> - Learning Centers (daily)<br/> <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p> |
| <p><b>17.3</b> Identifies own gender, family, and culture.</p>     | <p><b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day<br/> <b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day<br/> <b>Teacher's Guide Seasonal Holidays pp. 18-20</b> - Thanksgiving<br/> <b>Teacher's Guide Seasonal Holidays pp. 26-27</b> - Chinese New Year<br/> <b>Teacher's Guide Seasonal Holidays pp. 33-36</b> - Black History Month<br/> <b>Teacher's Guide pp. 80-81</b> - Introduce <i>Draw Dragon Dot Eyes</i><br/> <b>Teacher's Guide p. 111</b> - My Family<br/> <b>Teacher's Guide pp. 112-113</b> - Helping Your Family</p>   |



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|   | <b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”  |
| <b>17.4</b> Expresses cultural influences from home, neighborhood, and community. | <b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day<br><b>Teacher’s Guide Seasonal Holidays pp. 18-20</b> - Thanksgiving<br><b>Teacher’s Guide Seasonal Holidays pp. 30-32</b> - Valentine’s Day<br><b>Teacher’s Guide Seasonal Holidays pp. 33-36</b> - Black History Month<br><b>Teacher’s Guide Seasonal Holidays pp. 33-36</b> - Black History Month<br><b>Teacher’s Guide Seasonal Holidays pp. 42-45</b> - St. Patrick’s Day<br><b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day<br><b>Teacher’s Guide p. 105</b> - Gathering (daily) |

**18. The child demonstrates self-control.**

| New Mexico Standards   | Starfall Pre K 4 Alignment   |
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| <b>18.1</b> Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations). | <b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk<br><b>Teacher’s Guide p. 19</b> - Learning Centers Activity<br><b>Teacher’s Guide pp. 185-186</b> - Senses Walk<br><b>Teacher’s Guide p. 5</b> - Outside Activity<br><b>Teacher’s Guide p. 47</b> - Outside Activity<br><b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers<br><b>Teacher’s Guide pp. 212-213</b> - Let’s Stay Healthy: Germs<br><b>Teacher’s Guide p. 313</b> - Pre-K Book Club<br><b>Teacher’s Guide</b> - Gathering(daily)<br><b>Teacher’s Guide</b> - Learning Centers (daily)<br><b>Teacher’s Guide</b> - Small Group & Exploration (daily) |
| <b>18.2</b> Increasingly expresses feelings through appropriate gestures, actions, and language.   | <b>Teacher’s Guide Seasonal Holidays p. 53</b> - Mother’s Day Tea<br><b>Teacher’s Guide p. 13</b> - Emotions: <i>Happy</i><br><b>Teacher’s Guide p. 16</b> - Emotions: <i>Excited</i> and <i>Silly</i><br><b>Teacher’s Guide p. 20</b> - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i><br><b>Teacher’s Guide p. 42</b> - Review Emotions<br><b>Teacher’s Guide p. 67</b> - Teacher’s Literature Choice: Friends<br><b>Teacher’s Guide pp. 165-166</b> - Partner Sharing<br><b>Teacher’s Guide pp. 187-188</b> - What Would You Do?<br><b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions   |

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|  | <b>Teacher's Guide pp. 397-398</b> - Ways People Feel<br><b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i><br><b>Teacher's Guide</b> - Learning Centers - (daily)<br><b>Teacher's Guide</b> - Outside Activities - (daily) |
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**19. The child demonstrates personal responsibility.**

| New Mexico Standards   | Starfall Pre K 4 Alignment  |
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| <b>19.1</b> Cares for personal and group possessions.                    | <b>Teacher's Guide p. 53</b> - The Friendship Ball<br><b>Teacher's Guide p. 90</b> - Make Fruit Salad<br><b>Teacher's Guide p. 91</b> - Finger Painting<br><b>Teacher's Guide p. 132</b> - Introduce Money<br><b>Teacher's Guide p. 135</b> - The "Talking Stone"<br><b>Teacher's Guide p. 178</b> - Art Center<br><b>Teacher's Guide p. 192</b> - Use Your Senses: Popcorn<br><b>Teacher's Guide p. 202</b> - Art Center<br><b>Teacher's Guide p. 277</b> - Construction Center<br><b>Teacher's Guide p. 368</b> - Art Center<br><b>Teacher's Guide p. 379</b> - Make Handprint Trees<br><b>Teacher's Guide p. 406</b> - Sink or Float?<br><b>Teacher's Guide p. 446</b> - Heavy or Light?<br><b>Teacher's Guide p. 580</b> - Math Center<br><b>Teacher's Guide</b> - Learning Centers (daily)<br><b>Teacher's Guide</b> - Small Group & Exploration (daily) |
| <b>19.2</b> Begins to accept the consequences of his or her own actions. | <b>Teacher's Guide p. 9</b> - Learning Centers<br><b>Teacher's Guide p. 19</b> - Learning Centers<br><b>Teacher's Guide p. 54</b> - Class Rules<br><b>Teacher's Guide p. 55</b> - Introduce "Mr. Bunny's Carrot Soup"<br><b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank you"<br><b>Teacher's Guide p. 69</b> - Review Rules<br><b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?"<br><b>Teacher's Guide p. 135</b> - The "Talking Stone"<br><b>Teacher's Guide pp. 187-188</b> - What Would You Do?<br><b>Teacher's Guide p. 226</b> - Computer Center<br><b>Teacher's Guide p. 229</b> - Safety: <i>Inside School and on the Playground</i><br><b>Teacher's Guide</b> - Learning Centers (daily)<br><b>Teacher's Guide</b> - Small Group & Exploration (daily)<br><b>Teacher's Guide</b> - Outside Activities (daily)          |

**20. The child works cooperatively with other children and adults.**

| New Mexico Standards | Starfall Pre K 4 Alignment |
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| <p><b>20.1</b> Plays and interacts with various children sharing experiences and ideas with others.</p> | <p><b>Teacher's Guide Seasonal Holidays p. 6</b> - Fall Collage<br/> <b>Teacher's Guide Seasonal Holidays p. 7</b> - Leaf Dancing<br/> <b>Teacher's Guide Seasonal Holidays p. 24</b> - Snow Glitter Pictures<br/> <b>Teacher's Guide p. 68</b> - Introduce Writing Journals<br/> <b>Teacher's Guide p. 103</b> - Dramatic Play Center<br/> <b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?"<br/> <b>Teacher's Guide p. 112</b> - Helping Your Family<br/> <b>Teacher's Guide p. 197</b> - Dramatize "Chicken Little"<br/> <b>Teacher's Guide p. 220</b> - Dramatize "One Rice Thousand Gold"<br/> <b>Teacher's Guide p. 240</b> - Draw Goldilocks with the Three Bears<br/> <b>Teacher's Guide p. 245</b> - Dramatize Goldilocks and the Three Bears<br/> <b>Teacher's Guide p. 277</b> - Construction Center<br/> <b>Teacher's Guide p. 427</b> - Write a Class Story<br/> <b>Teacher's Guide p. 501</b> - Class Travel Journal<br/> <b>Teacher's Guide</b> - Learning Centers (daily)<br/> <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)<br/> <b>Teacher's Guide</b> - Outside Activities (daily)</p> |
| <p><b>20.2</b> Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p>       | <p><b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World<br/> <b>Teacher's Guide p. 107</b> - How Does the Little Red Hen Feel?<br/> <b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?"<br/> <b>Teacher's Guide p. 135</b> - The "Talking Stone"<br/> <b>Teacher's Guide pp. 187-188</b> - What Would You Do?<br/> <b>Teacher's Guide p. 229</b> - Safety: Inside School and on the Playground<br/> <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions<br/> <b>Teacher's Guide pp. 397-398</b> - Ways People Feel<br/> <b>Teacher's Guide</b> - Learning Centers - (daily)<br/> <b>Teacher's Guide</b> - Outside Activities - (daily)<br/> <b>Teacher's Guide</b> - Learning Centers (daily)<br/> <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>   |

**21. The child develops relationships of mutual trust and respect with others**

| New Mexico Standards   | Starfall Pre K 4 Alignment                             |
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| <p><b>21.1</b> Respects the rights of others recognizing their</p> | <p><b>Teacher's Guide Seasonal Holidays p. 8</b> -</p> |

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| <p>feelings and increasingly responding with courtesy and kindness.</p>   | <p>Grandparent's Day<br/> <b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day<br/> <b>Teacher's Guide Seasonal Holidays p. 36</b> - Change the World<br/> <b>Teacher's Guide p. 22</b> - Share Photo Pages<br/> <b>Teacher's Guide p. 53</b> - The Friendship Ball<br/> <b>Teacher's Guide p. 56</b> - Friendship Quilt<br/> <b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank You"<br/> <b>Teacher's Guide p. 70</b> - Share Chair<br/> <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers<br/> <b>Teacher's Guide pp. 187-188</b> - What Would You Do?<br/> <b>Teacher's Guide p. 214</b> - Say "Thank You"<br/> <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph: Partner Sharing<br/> <b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn"<br/> <b>Teacher's Guide</b> - Learning Centers - (daily)<br/> <b>Teacher's Guide</b> - Outside Activities - (daily)</p> |
| <p><b>21.2</b> Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.</p>  | <p><b>Teacher's Guide p. 9</b> - Learning Centers Activity<br/> <b>Teacher's Guide p. 33</b> - Where is Gingerbread Boy?<br/> <b>Teacher's Guide p. 92</b> - "Where Are the Colors?"<br/> <b>Teacher's Guide p. 214</b> - Say "Thank You"<br/> <b>Teacher's Guide pp. 229-230</b> - Safety <i>Inside School</i> and <i>On the Playground</i><br/> <b>Teacher's Guide p. 236</b> - Small, Medium, Large<br/> <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph<br/> <b>Teacher's Guide p. 279</b> - Warm Up Your Brain<br/> <b>Teacher's Guide p. 406</b> - Sink or Float?<br/> <b>Teacher's Guide p. 424</b> - Fossils<br/> <b>Teacher's Guide p. 427</b> - Write a Class Story<br/> <b>Teacher's Guide pp. 493-494</b> - Introduce Yy, List Yy Words, ASL Yy<br/> <b>Teacher's Guide p. 521</b> - Warm Up Your Brain</p>   |
| <p><b>21.3</b> Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p> | <p><b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day<br/> <b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day<br/> <b>Teacher's Guide Seasonal Holidays p. 33</b> - Diversity Sheet<br/> <b>Teacher's Guide Seasonal Holidays p. 33</b> - Different Eggs<br/> <b>Teacher's Guide pp. 80-81</b> - Introduce <i>Draw Dragon Dot Eyes</i><br/> <b>Teacher's Guide p. 88</b> - Eye Color Graph<br/> <b>Teacher's Guide p. 111</b> - My Family<br/> <b>Teacher's Guide p. 203</b> - Library Center</p>  |

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|  | <p><b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”<br/> <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i></p> |
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**22. The child demonstrates knowledge of neighborhood and community.**

| New Mexico Standards   | Starfall Pre K 4 Alignment  |
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| <p><b>22.1</b> Identifies, discusses, and dramatizes duties of a variety of common community occupations.</p>  | <p><b>Teacher’s Guide pp. 155-156</b> - A Day in the Life of a Firefighter<br/> <b>Teacher’s Guide pp. 157-158</b> - Dialing 9-1-1<br/> <b>Teacher’s Guide p. 160</b> - What I Want to Be<br/> <b>Teacher’s Guide p. 165</b> - Partner Sharing: Community Helpers<br/> <b>Teacher’s Guide p. 168</b>- Share Chair: Community Helpers<br/> <b>Teacher’s Guide p. 203</b> - Dramatic Play Center<br/> <b>Teacher’s Guide p. 227</b> - Dramatic Play Center<br/> <b>Teacher’s Guide p. 352</b> - “The Farmer in the Dell”<br/> <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i><br/> <b>Teacher’s Guide p. 465</b> - Dramatic Play Center<br/> <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs and Excavator</i><br/> <b>Teacher’s Guide p. 513</b> - Dramatic Play Center</p>   |
| <p><b>22.2</b> Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.</p> | <p><b>Teacher’s Guide <i>Read Me First</i> p. 10</b> - Create a Responsibility or Job Chart<br/> <b>Teacher’s Guide <i>Seasonal Holidays</i> p. 27</b> - Clean Up!<br/> <b>Teacher’s Guide p. 9</b> - Learning Centers Activity<br/> <b>Teacher’s Guide p. 54</b> - Class Rules<br/> <b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”<br/> <b>Teacher’s Guide p. 64</b> - “Mr. Bunny’s Carrot Soup” Characters<br/> <b>Teacher’s Guide p. 69</b> - Review Rules<br/> <b>Teacher’s Guide pp. 229-230</b> - Safety: <i>Inside School</i> and <i>On the Playground</i><br/> <b>Teacher’s Guide pp. 233-234</b> - Safety: <i>Taking a Walk, In a Car,</i> and <i>Wheels, Wheels, Wheels</i><br/> <b>Teacher’s Guide p. 313</b> - Pre K Book Club<br/> <b>Teacher’s Guide p. 432</b> - Dinosaur Book Vote<br/> <b>Starfall.com:</b> Talking Library: Backpack Bear Learns the Rules</p> |

**Domain 7 : Approaches to Learning**

**23. The child is open and curious to learn new things.**

| New Mexico Standards | Starfall Pre K 4 Alignment |
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| <p><b>23.1</b> Demonstrates eagerness to find out more about other people.</p>                                   | <p><b>Teacher’s Guide Seasonal Holidays p. 33</b> - Black History Month<br/> <b>Teacher’s Guide Seasonal Holidays p. 33</b> - Different Eggs<br/> <b>Teacher’s Guide Seasonal Holidays p. 33</b> - Diversity Sheet<br/> <b>Teacher’s Guide Seasonal Holidays p. 26</b> - Chinese New Year<br/> <b>Teacher’s Guide Seasonal Holidays p. 49</b> - Cinco de Mayo<br/> <b>Teacher’s Guide p. 22</b> - Share Photo Pages<br/> <b>Teacher’s Guide p. 53</b> - The Friendship Ball<br/> <b>Teacher’s Guide p. 80</b> - Introduce <i>Draw Dragon Dot Eyes</i><br/> <b>Teacher’s Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i><br/> <b>Teacher’s Guide pp. 165-166</b> - Partner Sharing: Community Helpers<br/> <b>Teacher’s Guide p. 220</b> - Dramatize “One Rice Thousand Gold”<br/> <b>Teacher’s Guide pp. 397-398</b> - Ways People Feel</p>  |
| <p><b>23.2</b> Shows interest in exploring the environment, learning new things, and trying new experiences.</p> | <p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Fall Collage<br/> <b>Teacher’s Guide Seasonal Holidays p. 23</b> - Animals in the Arctic: <i>What keeps them warm?</i><br/> <b>Teacher’s Guide Seasonal Holidays pp. 46-47</b> - Earth Day<br/> <b>Teacher’s Guide p. 91</b> - Finger Painting<br/> <b>Teacher’s Guide p. 260</b> - How Clouds Are Formed<br/> <b>Teacher’s Guide pp. 279-280</b> - Day and Night<br/> <b>Teacher’s Guide p. 304</b> - The Solar System<br/> <b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i><br/> <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i><br/> <b>Teacher’s Guide p. 359</b> - Milk a Cow!<br/> <b>Teacher’s Guide p. 401</b> - Introduce Ocean Animals<br/> <b>Teacher’s Guide p. 406</b> - Sink or Float?<br/> <b>Teacher’s Guide p. 424</b> - Fossils<br/> <b>Teacher’s Guide p. 426</b> - Create Dinosaur Skeletons<br/> <b>Teacher’s Guide p. 499</b> - A Plane Ride<br/> <b>Teacher’s Guide</b> - Learning Centers (daily)<br/> <b>Teacher’s Guide</b> - Small Group &amp; Exploration (daily)</p> |

**24. The child takes initiative.**

| New Mexico Standards  | Starfall Pre K 4 Alignment  |
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| <p><b>24.1</b> Initiates interaction with peers and adults.</p> | <p><b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day</p> |

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|   | <p><b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World</p> <p><b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day</p> <p><b>Teacher's Guide p. 50</b> - Computer Center</p> <p><b>Teacher's Guide p. 53</b> - The Friendship Ball</p> <p><b>Teacher's Guide p. 63</b> - "A-Ticket, A-Tasket"</p> <p><b>Teacher's Guide p. 70</b> - Share Chair</p> <p><b>Teacher's Guide pp. 105-106</b> - Introduce Grandmother</p> <p><b>Teacher's Guide pp. 112-113</b> - Helping Your Family</p> <p><b>Teacher's Guide p. 168</b> - Share Chair (compliments others)</p> <p><b>Teacher's Guide</b> - Learning Centers - (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities - (daily)</p> <p><b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>   |
| <p><b>24.2</b> Develops increasing independence during activities, routines, and play</p> | <p><b>Teacher's Guide Seasonal Holidays p. 10</b> - Sink or Float?</p> <p><b>Teacher's Guide p. 211</b>- My Healthy Food Classroom Book</p> <p><b>Teacher's Guide p. 376</b> - Draw Animals in Their Habitats</p> <p><b>Teacher's Guide p. 396</b> - Play "High or Low"</p> <p><b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn"</p> <p><b>Teacher's Guide p. 416</b> - Writing Center</p> <p><b>Teacher's Guide p. 427</b> - Write a Class Story</p> <p><b>Teacher's Guide p. 476</b> - Estimate Rolling Speed</p> <p><b>Teacher's Guide p. 501</b> - Class Travel Journal</p> <p><b>Teacher's Guide p. 564</b> - Creative Writing</p> <p><b>Teacher's Guide p. 567</b> - Create the Butterfly Life Cycle</p> <p><b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p> <p><b>Teacher's Guide</b> - Learning Centers (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities (daily)</p> <p><b>Starfall.com</b> - Computer Center (daily)</p> |

**25. The child exhibits imagination and creativity.**

| New Mexico Standards                               | Starfall Pre K 4 Alignment  |
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| <p><b>25.1</b> Tries new ways of doing things.</p> | <p><b>Teacher's Guide Seasonal Holidays p. 6</b> - Peppermint Play Dough Leaf Prints</p> <p><b>Teacher's Guide Seasonal Holidays p. 24</b> - Snow Glitter Pictures</p> <p><b>Teacher's Guide p. 70</b> - Share Chair</p> <p><b>Teacher's Guide p. 108</b> - Design a House</p> <p><b>Teacher's Guide p. 135</b> - The "Talking Stone"</p> |

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|  | <p><b>Teacher’s Guide p. 282</b> - Pajama Fashion Show</p> <p><b>Teacher’s Guide p. 480</b> - Review Letters and ASL Signs</p> <p><b>Teacher’s Guide p. 486</b> - Art Center</p> <p><b>Teacher’s Guide p. 487</b> - Writing Center</p> <p><b>Teacher’s Guide pp. 492-493</b> - “I’ve Been Working on the Railroad”</p>  |
| <p><b>25.2</b> Uses imagination to generate a variety of ideas.</p>  | <p><b>Teacher’s Guide p. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher’s Guide p. 340</b> - Dramatize <i>The Frog Prince</i></p> <p><b>Teacher’s Guide p. 400</b> - Create a Class Book: “If I Were a Bird”</p> <p><b>Teacher’s Guide p. 419</b> - Dinosaur Dance</p> <p><b>Teacher’s Guide p. 427</b> - Write a Class Story</p> <p><b>Teacher’s Guide p. 453</b> - What Happens After</p> <p><b>Teacher’s Guide p. 487</b>- Construction Center</p> <p><b>Teacher’s Guide p. 487</b> - Dramatic Play Center</p> <p><b>Teacher’s Guide pp. 492-493</b> - “I’ve Been Working on the Railroad”</p> <p><b>Teacher’s Guide p. 499</b> - A Plane Ride</p> <p><b>Teacher’s Guide p. 557</b> - Dramatic Play Center</p>  |
| <p><b>25.3</b> Role-plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and to reenact real-life roles and experiences.</p> | <p><b>Teacher’s Guide Seasonal Holidays p. 15</b> - Open Market Dramatic Play</p> <p><b>Teacher’s Guide p. 38</b> - <i>Gingerbread Boy</i> Characters</p> <p><b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You”</p> <p><b>Teacher’s Guide p. 63</b> - “A-Ticket, A-Tasket”</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. 229-230</b> - Safety: <i>Inside School and On the Playground</i></p> <p><b>Teacher’s Guide pp. 233-234</b> - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i></p> <p><b>Teacher’s Guide p. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i></p> <p><b>Teacher’s Guide p. 304</b> - The Solar System</p> <p><b>Teacher’s Guide p. 456</b> - <i>The Three Little Pigs</i> Puppet Show</p> <p><b>Teacher’s Guide</b> - Dramatic Play Center (daily)</p> |

**26. The child shows confidence.**

| New Mexico Standards   | Starfall Pre K 4 Alignment   |
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| <p><b>26.1</b> Demonstrates increasing self-confidence through interactions with others.</p> | <p><b>Teacher’s Guide p. 54</b> - Class Rules</p> <p><b>Teacher’s Guide p. 77</b> - Math Center</p> <p><b>Teacher’s Guide p. 128</b> - Discovery Center</p> <p><b>Teacher’s Guide p. 129</b> - Gathering</p> |



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|  | <p><b>Teacher’s Guide p. 144</b> - Review /t/<br/> <b>Teacher’s Guide p. 324</b> - Art Center<br/> <b>Teacher’s Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals<br/> <b>Teacher’s Guide p. 396</b> - Play “High or Low”<br/> <b>Teacher’s Guide p. 431</b> - Recognizing Letters “My Turn, Your Turn”<br/> <b>Teacher’s Guide p. 473</b> - Big Machines<br/> <b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed<br/> <b>Teacher’s Guide p. 488</b> - Discovery Center<br/> <b>Teacher’s Guide p. 514</b> - Math Center<br/> <b>Teacher’s Guide p. 536</b> - Discovery Center<br/> <b>Teacher’s Guide</b> - Small Group &amp; Exploration (daily)<br/> <b>Teacher’s Guide</b> - Learning Centers (daily)</p> |
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**27. The child displays persistence and pursues challenges.**

| New Mexico Standards  | Starfall Pre K 4 Alignment  |
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| <p><b>27.1</b> Focuses and completes a variety of tasks, activities, projects, and experiences.</p>   | <p><b>Teacher’s Guide p. 32</b> - Design Sheep<br/> <b>Teacher’s Guide p. 41</b> - Decorate Gingerbread Boy<br/> <b>Teacher’s Guide p. 68</b> - Introduce Writing Journals<br/> <b>Teacher’s Guide p. 329</b> - Create Speckled Frogs<br/> <b>Teacher’s Guide p. 351</b> - Create a Class Farm Book<br/> <b>Teacher’s Guide p. 427</b> - Write a Class Story<br/> <b>Teacher’s Guide p. 449</b> - Construct a House<br/> <b>Teacher’s Guide p. 452</b> - Create Puppets<br/> <b>Teacher’s Guide p. 473</b> - Big Machines<br/> <b>Teacher’s Guide p. 481</b> - Pre-K Book Club<br/> <b>Teacher’s Guide p. 498</b> - Sequence <i>A Tale of Two Little Engines</i><br/> <b>Teacher’s Guide p. 498</b> - Make Name Trains<br/> <b>Teacher’s Guide p. 501</b> - Class Travel Journal<br/> <b>Teacher’s Guide pp. 539/545</b> - Plant Seeds/Write About Grass Plants</p> |
| <p><b>27.2</b> Demonstrates resilience and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).</p> | <p><b>Teacher’s Guide p. 64</b> - Create Character Puppets<br/> <b>Teacher’s Guide p. 184</b> - Create Leaf Rubbings<br/> <b>Teacher’s Guide pp. 185-186</b> - Senses Walk<br/> <b>Teacher’s Guide p. 208</b> - Solve Story Problems<br/> <b>Teacher’s Guide p. 211</b> - My Healthy Food Classroom Book<br/> <b>Teacher’s Guide p. 212</b> - Let’s Stay Healthy: Germs<br/> <b>Teacher’s Guide p. 202</b> - Art Center<br/> <b>Teacher’s Guide p. 254</b> - Art Center<br/> <b>Teacher’s Guide p. 416</b> - Writing Center<br/> <b>Teacher’s Guide p. 426</b> - Create Dinosaur Skeletons<br/> <b>Teacher’s Guide p. 582</b> - Play Alphabet Toss<br/> <b>Teacher’s Guide</b> - Learning Centers (daily)<br/> <b>Teacher’s Guide</b> - Gathering (daily)</p>   |

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|  | <b>Teacher's Guide</b> - Small Group & Exploration (daily) |
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**28. The child uses problem-solving skills.**

| New Mexico Standards  | Starfall Pre K 4 Alignment   |
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| <p><b>28.1</b> Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.</p> | <p><b>Teacher's Guide Seasonal Holidays p. 34</b> - Be An Inventor<br/> <b>Teacher's Guide p. 128</b> - Discovery Center<br/> <b>Teacher's Guide p. 309</b> - Measure Rockets<br/> <b>Teacher's Guide p. 441</b> - Construction Center<br/> <b>Teacher's Guide p. 442</b> - Discovery Center<br/> <b>Teacher's Guide p. 449</b> - Construct a House<br/> <b>Teacher's Guide p. 465</b> - Dramatic Play Center<br/> <b>Teacher's Guide p. 466</b> - Discovery Center<br/> <b>Teacher's Guide p. 473</b> - Big Machines<br/> <b>Teacher's Guide p. 476</b> - Estimate Rolling Speed<br/> <b>Teacher's Guide p. 475</b> - Predictions: Roll or Slide?<br/> <b>Teacher's Guide p. 487</b> - Construction Center<br/> <b>Teacher's Guide</b> - Learning Centers (daily)<br/> <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p> |

\*The standards in this document were copied directly from *New Mexico Early Learning Guidelines: Birth through Kindergarten*.

**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.