

New York State
Prekindergarten Foundation for the Common Core
Alignment to Starfall

Domain 1: Approaches to Learning - Foundational Skills

Engagement

1. Actively and confidently engages in play as a means of exploration and learning.

New York Standards	Starfall Alignment
a) Interacts with a variety of materials through play.	Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 179 - Dramatic play Center Teacher’s Guide p. 277 - Construction Center Teacher’s Guide - Learning Centers (daily)
b) Participates in multiple play activities with same material.	Teacher’s Guide p. 179 - Dramatic Play Teacher’s Guide p. 227 - Dramatic Play Center/ Teacher’s Guide p. 245 Dramatize <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 256 - Math Center Teacher’s Guide - Learning Centers (daily)
c) Engages in pretend and imaginative play – testing theories, acting out imagination.	Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide p. 179 - Construction Center Teacher’s Guide p. 227 - Dramatic Play Center Teacher’s Guide - Learning Centers (daily)
d) Self-selects play activity and demonstrates spontaneity.	Teacher’s Guide p. 17 - Create Photo Pages Teacher’s Guide p. 298 - Library Center Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)
e) Uses “trial and error” method to figure out a task, problem, etc.	Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide - Learning Centers (daily)
f) Demonstrates awareness of connections between prior and new knowledge.	Teacher’s Guide pp. 155-156 - A Day In the Life of a Firefighter Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 233 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i>

2. Actively engages in problem solving.

New York Standards	Starfall Alignment
a) Identifies a problem and tries to solve it independently.	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 324 - Art Center Teacher's Guide p. 465 - Dramatic Play Center
b) Attempts multiple ways to solve a problem.	Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 488 - Discovery Center Teacher's Guide - Learning Centers (daily)
c) Communicates more than one solution to a problem.	Teacher's Guide p. 226 - Computer Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 278 - Discovery Center
d) Engages with peers and adults to solve problems.	Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide - Learning Centers (daily)

Domain 1: Approaches to Learning - Foundational Skills

Creativity and Imagination

3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.

New York Standards	Starfall Alignment
a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.	Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 227 - Construction Center Teacher's Guide - Learning Centers (daily)
b) Identifies additional materials to complete a task.	Teacher's Guide p. 299 - Construction Center Teacher's Guide p. 415 - Construction Center Teacher's Guide p. 440 - Art Center Teacher's Guide - Learning Centers (daily)
c) Experiments to further his/her knowledge.	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 226 - Computer Center Teacher's Guide p. 278 - Discovery Center Teacher's Guide - Learning Centers (daily)

d) Seeks additional clarity to further his/her knowledge.	Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 309 - Review <i>Reach for the Stars</i>
e) Seeks out connections, relations and assistance from peers and adults to complete a task.	Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 347 - Construction Center Teacher's Guide - Learning Centers (daily)
f) Communicates more than one solution to a problem.	Teacher's Guide p. 228 - Discovery Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 465 - Dramatic Play Teacher's Guide - Learning Centers (daily)

Domain 1: Approaches to Learning - Foundational Skills

Curiosity and Initiative

4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.

New York Standards	Starfall Alignment
a) Asks questions using who, what, how, why, when, where, what if.	Teacher's Guide p. 259 - <i>Who, Where, When, What, Why, and How</i> Teacher's Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher's Guide pp. 356-357 - <i>The Troll Who Lived Under the Bridge</i>
b) Expresses an interest in learning about and discussing a growing range of ideas.	Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 263 - Weather: Cause and Effect Teacher's Guide p. 266 - "Will the Wind Blow?"
c) Actively explores how things in the world work.	Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide - Learning Centers (daily)
d) Investigates areas of interest.	Teacher's Guide p. 104 - Discovery Center Teacher's Guide p. 152 - Discovery Center Teacher's Guide p. 204 - Discovery Center Teacher's Guide - Small Group & Exploration(daily) Teacher's Guide - Learning Centers (daily)
e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 442 - Discovery Center Teacher's Guide p. 476 - Estimate Rolling Speed

f) Seeks out activities and materials that support his/her curiosity.	Teacher's Guide p. 300 - Discovery Center Teacher's Guide p. 326 - Discovery Center Teacher's Guide p. 415 - Library Center Teacher's Guide - Small Group & Exploration(daily) Teacher's Guide - Learning Centers (daily)
g) Willingly engages in new experiences and activities.	Teacher's Guide p. 180 - Discovery Center Teacher's Guide p. 212 - Let's Stay Healthy: Germs Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration(daily) Teacher's Guide - Learning Centers (daily)

Persistence

5. Demonstrates persistence.

New York Standards	Starfall Alignment
a) Maintains focus on a task.	Teacher's Guide p. 276 - Art Center Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 337 - Create Crowns
b) Seeks assistance when the next step seems unclear or appears too difficult.	Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn" Teacher's Guide - Learning Centers (daily)
c) Modifies strategies used to complete a task.	Teacher's Guide p. 300 - Math Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 476 - Estimate Rolling Speed

Domain 2: Physical Development and Health: Foundational Skills

Physical Development

1. Uses senses to assist and guide learning

New York Standards	Starfall Alignment
a) Identifies sights, smells, sounds, tastes and textures.	Teacher's Guide p. 184 - Create Leaf Rubbings Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide p. 192 - Use Your Senses: Popcorn Teacher's Guide p. 195 - Use Your Senses: What's in the Bag?
b) Compares and contrasts different sights, smells, sounds, tastes, and textures.	Teacher's Guide Seasonal Holidays p. 7 - Fruits and Vegetable Snack

	<p>Teacher's Guide Seasonal Holidays p. 11 - Apple Shared Writing</p> <p>Teacher's Guide Seasonal Holidays p. 15 - Apples and Pumpkins</p> <p>Teacher's Guide pp. 181-182 - The Five Senses</p> <p>Teacher's Guide p. 60 - Taste Vegetables</p>
c) Uses descriptive words to discuss sights, smells, sounds, tastes, and textures.	<p>Teacher's Guide Seasonal Holidays p. 7 - Fall Feely Box</p> <p>Teacher's Guide p. 90 - Make Fruit Salad</p> <p>Teacher's Guide p. 178 - Library Center</p> <p>Teacher's Guide p. 180 - Discovery Center</p> <p>Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i></p>

2. Uses sensory information to plan and carry out movements.

New York Standards	Starfall Alignment
a) Demonstrates appropriate body awareness when moving in different spaces.	<p>Teacher's Guide p. 25 - Outside Activity</p> <p>Teacher's Guide p. 57 - Warm Up Your Brain</p> <p>Teacher's Guide p. 137 - Warm Up Your Brain</p> <p>Teacher's Guide - Small Group & Exploration(daily)</p> <p>Teacher's Guide - Learning Centers (daily)</p>
b) Exhibits appropriate body movements when carrying out a task.	<p>Teacher's Guide p. 53 - The Friendship Ball</p> <p>Teacher's Guide p. 91 - Finger Painting</p> <p>Teacher's Guide p. 116 - Warm Up Your Brain</p> <p>Teacher's Guide - Learning Centers (daily)</p>
c) Demonstrates awareness of spatial boundaries and the ability to work within them.	<p>Teacher's Guide p. 123 - Outside Activity</p> <p>Teacher's Guide p. 140 - Warm Up Your Brain</p> <p>Teacher's Guide p. 237 - Warm Up Your Brain</p> <p>Teacher's Guide - Small Group & Exploration(daily)</p> <p>Teacher's Guide - Learning Centers (daily)</p>

Domain 2: Physical Development and Health: Foundational Skills

Physical Development

3. Demonstrates coordination and control of large muscles.

New York Standards	Starfall Alignment
a) Displays an upright posture when standing or seated.	Teacher's Guide p. 209 - Warm Up Your Brain Teacher's Guide p. 212 - Warm Up Your Brain Teacher's Guide p. 237 - Warm Up Your Brain
b) Maintains balance during sitting, standing, and movement activities.	Teacher's Guide Seasonal Holidays p. 23 - Indoor Ice-skating Teacher's Guide p. 212 - Warm Up Your Brain Teacher's Guide p. 257 - Warm Up Your Brain
c) Runs, jumps, walks in a straight line, and hops on one foot.	Teacher's Guide Seasonal Holidays p. 39 - Jump Over the Puddle Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 260 - Warm Up Your Brain
d) Climbs stairs using alternating feet.	Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher's Guide p. 263 - Warm Up Your Brain Teacher's Guide p. 427 - Warm Up Your Brain
e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.	Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 277 - Dramatic Play Center Teacher's Guide p. 369 - Dramatic Play Center

4. Combines a sequence of large motor skills with and without the use of equipment.

New York Standards	Starfall Alignment
a) Navigates age appropriate playground equipment.	Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 472 - Introduce the Playground Poster Teacher's Guide - Outside Activity (daily)
b) Pedals a tricycle	Outside Activity (daily)
c) Throws, catches or kicks a large, light-weight ball (8" - 10").	Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 147 - Outside Activity Teacher's Guide p. 509 - Alphabet Toss/Ball Toss
d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.	Teacher's Guide p. 47 - "Simon Says" Teacher's Guide p. 411 - Move Like a Dinosaur Teacher's Guide p. 417 - Warm Up Your Brain Teacher's Guide p. 437 - Follow the Leader

Domain 2: Physical Development and Health: Foundational Skills

Physical Development

5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.

New York Standards	Starfall Alignment
a) Uses pincher grasp (index finger and thumb).	Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 414 - Art Center Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 514 - Math Center Teacher's Guide - Writing Center (daily)
b) Demonstrates ability to engage in finger plays.	Teacher's Guide Seasonal Holidays p. 7, 9, 41 Teacher's Guide p. 40 - <i>Where's the Shape?</i> Teacher's Guide p. 138 - <i>Where Is /t/?</i> Teacher's Guide p. 156 - <i>Five Little Firefighters</i> Teacher's Guide - Integrated throughout curriculum
c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively.	Teacher's Guide p. 142 - Design Collages Teacher's Guide p. 150 - Art Center Teacher's Guide p. 178 - Art Center Teacher's Guide p. 358 - Estimation Teacher's Guide - Art Center (daily)
d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).	Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 278 - Math Center Teacher's Guide p. 391 - Construction Center
e) Uses buttons, zippers, snaps, and hook and loop tape successfully.	Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 391 - Dramatic Play Center Teacher's Guide p. 579 - Dramatic Play Center Teacher's Guide - Dramatic Play Center (daily)

Physical Fitness

6. Engages in a variety of physical fitness activities.

New York Standards	Starfall Alignment
a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.	Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher's Guide p. 65 - Warm Up Your Brain Teacher's Guide p. 419 - Dinosaur Dance
b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc	Teacher's Guide Seasonal Holidays p. 12 - Apple Toss Teacher's Guide Seasonal Holidays p. 24 - Indoor Snowball Fun Teacher's Guide Seasonal Holidays p. 39 - Bean

	<p>Bag Puddle Toss Teacher's Guide p. 467 - Warm Up Your Brain</p>
c) Participates in activities designed to strengthen major muscle groups.	<p>Teacher's Guide p. 427 - Warm Up Your Brain Teacher's Guide p. 461 - Rolling Relays Teacher's Guide p. 483 - Caboose on the Loose</p>
d) Participates in activities to promote balance and flexibility.	<p>Teacher's Guide p. 229 - Warm Up Your Brain Teacher's Guide p. 233 - Warm Up Your Brain Teacher's Guide p. 241 - Warm Up Your Brain</p>

Domain 2: Physical Development and Health: Foundational Skills

Health and Well Being

7. Demonstrates personal care and hygiene skills.

New York Standards	Starfall Alignment
a) Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)	<p>Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Let's Stay Healthy: Germs</p>
b) Exhibits self help skills when dressing, cleaning up, participating in meals, etc.	<p>Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 277 - Dramatic Play Teacher's Guide p. 416 - Discovery Center Teacher's Guide - Snack Time (daily) Teacher's Guide - Learning Centers (daily)</p>
c) Recognizes and communicates when experiencing symptoms of illness.	<p>Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide pp. 212 - 213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water</p>

8. Demonstrates awareness and understanding of healthy habits.

New York Standards	Starfall Alignment
a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.	<p>Teacher's Guide p. 205 - Let's Stay Healthy Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits</p>

	Teacher's Guide p. 218 - Warm Up Your Brain
b) Talks about food choices in relationship to allergies and overall health.	Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 211 - My Healthy Food Classroom Book Teacher's Guide p. 212 - Let's Stay Healthy: Germs
c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).	Teacher's Guide p. 211 - Healthy Foods Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits
d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy	Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 170 - Community Helpers Teacher's Guide p. 179 - Dramatic Play Center

Domain 2: Physical Development and Health: Foundational Skills

Health and Safety

9. Demonstrates awareness and understanding of safety rules.

New York Standards	Starfall Alignment
a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street.	Teacher's Guide p. 233 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide p. Safety: <i>Inside School and On the Playground</i> Teacher's Guide p. 244 - Review Safety
b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).	Teacher's Guide p. Safety: <i>Inside School and On the Playground</i> Teacher's Guide - Learning Centers (daily) Teacher's Guide - Outside Activities (daily)
c) Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).	Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide p. 237 - Safety: <i>Tub and Shower and At the Pool</i> Teacher's Guide p. 241 - Safety: <i>Fire Safety, and Introduce Strangers</i>
d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the driver signals, wears seatbelt).	Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide p. 244 - Review Safety Teacher's Guide p. 491 - Transportation
e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe	Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 243 - Safety

location, etc.	Teacher's Guide p. 160 - Get Low and Go
f) Explains how to get help in emergency situations.	Teacher's Guide pp. 157-158 - Dialing 911 Teacher's Guide p. 160 - Get Low and Go Teacher's Guide p. 241 - Safety: <i>Fire Safety</i> , and Introduce <i>Strangers</i>

Domain 3: Social and Emotional Development: Foundational Skills

Self Concept and Self Awareness

1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.

New York Standards	Starfall Alignment
a) Describes himself/herself using several different characteristics.	Teacher's Guide Seasonal Holidays p. 33 - Different Eggs Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 88 - Eye Color Graph
b) Identifies self as being part of a family and identifies being connected to at least one significant adult.	Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide p. 105 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide p. 112 - Helping Your Family
c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).	Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 35 - "Our Favorite Spice" Graph Teacher's Guide p. 53 - The Friendship Ball
d) Exhibits self confidence by attempting new tasks independent of prompting or reinforcement.	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 202 - Computer Center Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)
e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).	Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher's Guide p. 42 - Review Emotions Teacher's Guide p. 109 - "Did the Little Red Hen Do the Right Thing?"
f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.	Teacher's Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher's Guide p. 20 - Emotions: <i>Sad</i> , <i>Angry</i> , and <i>Afraid</i> Teacher's Guide p. 582 - Review <i>The Little Red Hen</i>
g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving	Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 464 - Art Center

a problem by himself/herself (e.g., wants to show a peer or adult).	Teacher's Guide p. 515 - Things We Can Do
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Domain 3: Social and Emotional Development: Foundational Skills

Self Regulation

2. Regulates his/her responses to needs, feelings and events.

New York Standards	Starfall Alignment
a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.	Teacher's Guide p. 165 - Partner Sharing: Community Helpers Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 567 - Share Chair
b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.	Teacher's Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher's Guide p. 20 - Emotions: <i>Sad</i> , <i>Angry</i> , and <i>Afraid</i> Teacher's Guide p. 399 - Ways People Feel
c) Demonstrates an ability to independently modify his/her behavior in different situations.	Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 203 - Dramatic Play

Relationships with Others

3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).

New York Standards	Starfall Alignment
a) Interacts with significant adults	Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide p. 50 - Computer Center Teacher's Guide p. 204 - Writing Center Teacher's Guide - Learning Centers (daily)
b) Seeks guidance from primary caregivers, teachers	Teacher's Guide p. 150 - Computer center

and other familiar adults.	Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 514 - Writing Center Teacher's Guide - Learning Centers (daily)
c) Transitions into unfamiliar setting with the assistance of familiar adults.	Teacher's Guide - Gathering (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)

Domain 3: Social and Emotional Development: Foundational Skills

Relationships with Others

4. Develops positive relationships with their peers.

New York Standards	Starfall Alignment
a) Approaches children already engaged in play.	Teacher's Guide p. 21 - Complete Photo Pages Teacher's Guide p. 151 - Construction Center Teacher's Guide p. 437 - Outside Activity Teacher's Guide p. 465 - Dramatic Play Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Outside Activities(daily)
b) Interacts with other children (e.g., in play, conversation, etc.).	Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide p. 115 - Sequence "Here We Go Round the Mulberry Bush" Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide - Learning Centers (daily)
c) Shares materials and toys with other children.	Teacher's Guide p. 304 - Warm Up Your Brain Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 513 - Construction Center Teacher's Guide - Learning Centers (daily)
d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.	Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 369 - Dramatic Play Center Teacher's Guide p. 513 - Dramatic Play
e) Develops close friendship with one or more peers.	Teacher's Guide p. 53 - Friendship Ball Teacher's Guide p. 206 - Friendship Quilt Teacher's Guide p. 57 - "One Rice Thousand Gold" Teacher's Guide - Learning Centers (daily)
f) Offers support to another child or shows concern when a peer seems distressed.	Teacher's Guide p. 67 - Friends Teacher's Guide p. 192 - Gathering Teacher's Guide p. 582 - Review <i>The Little Red Hen</i>

5. Demonstrates pro-social problem solving skills in social interactions.

New York Standards	Starfall Alignment
a) Seeks input from others about a problem.	Teacher’s Guide p. 126 - Computer Center Teacher’s Guide p. 150 - Computer Center Teacher’s Guide p. 203 - Construction Center
b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).	Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 203 - Dramatic Play Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide p. 128 - Math Center
c) Uses and accepts compromise, with assistance.	Teacher’s Guide p. 203 - Library Center Teacher’s Guide p. 254 - Library Center Teacher’s Guide p. 255 - Dramatic Play Teacher’s Guide p. 277 - Dramatic Play Teacher’s Guide - Learning Centers (daily)

Domain 3: Social and Emotional Development: Foundational Skills

Accountability

6. Understands and follows routines and rules.

New York Standards	Starfall Alignment
a) Displays an understanding of the purpose of rules	Teacher’s Guide p. 19 - Learning Centers Activity Teacher’s Guide p. 54 - Class Rules Teacher Guide pp. 229-230 Safety: Inside School and on the Playground
b) Engages easily in routine activities (e.g., story time, snack time, circle time).	Teacher’s Guide p. 60 - Taste Vegetables Teacher’s Guide p. 92 - “Where Are the Colors” Teacher’s Guide p. 189 - Find Pairs Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Story Time (daily)
c) Uses materials purposefully, safely and respectfully as set by group rules.	Teacher’s Guide p. 127 - Construction Center Teacher’s Guide p. 178 - Computer Center Teacher’s Guide p. 227 - Dramatic Play Teacher’s Guide - Learning Centers (daily)
d) With assistance, understands that breaking rules have a consequence.	Teacher’s Guide p. 39 - Cinnamon Play Dough Teacher’s Guide p. 54 - Class Rules

	Teacher's Guide p. 19 - Learning Centers Activity
e) Applies rules in new, but similar situations.	Teacher's Guide p. 99 - Outside Activity Teacher's Guide p. 215 - Warm Up Your Brain Teacher's Guide p. 259 - "Who Likes the Rain?" Graph (partner share)
f) Demonstrates the ability to create new rules for different situations.	Teacher's Guide p.199 - Outside Activity Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn" Teacher's Guide p. 69 - Review Rules

Adaptability

7. Adapts to change.

New York Standards	Starfall Alignment
a) Easily separates himself/herself from parent or caregiver.	Teacher's Guide p. 14 - "We're Happy" Class Book Teacher's Guide p. 42 - Review Emotions Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide - Gathering (daily)
b) Transitions with minimal support between routine activities and new/unexpected occurrences.	Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide - Learning Centers (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration(daily)
c) Adjusts behavior as appropriate for different settings and /or events	Teacher's Guide p. 39 - Cinnamon Play Dough Teacher's Guide p. 114 - Little Red Hen Makes Pancakes Teacher's Guide p. 353 - Dramatize "The Little Rooster" Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration(daily)
d) Uses multiple adaptive strategies to cope with change (e.g., seeking social support from an adult or peer, taking deep breaths, engaging in another activity).	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 127 - Dramatic Play Center Teacher's Guide p. 202 - Computer Center Teacher's Guide p. 277 - Construction Center Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration(daily)

Domain 4 : Communication, Language, and Literacy

Part A: Approaches to Communication

Motivation

1. Demonstrate that they are motivated to communicate.

New York Standards	Starfall Alignment
a) Participates in small or large group activities for story telling, singing or finger plays.	Teacher's Guide p.116 - "The Farmer in the Dell" Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 443 - <i>Cathy's Hammer</i>
b) Asks questions.	Teacher's Guide p. 57-58 - It's Raining! Teacher's Guide p. 135 - The Talking Stone Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 309 - Review <i>Reach for the Stars</i>
c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).	Teacher's Guide p. 14 - Story Review: The First Day of School Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 494 - Introduce <i>A Tale of Two Engines</i> Starfall.com - Talking Library
d) Initiates conversations, both verbally and nonverbally, about things around them.	Teacher's Guide p. 165 - Partner Sharing: Community Helpers Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 481 - Pre-K Book Club Teacher's Guide - Learning Centers (daily)
e) Nods or gives non verbal cues that he is understanding.	Teacher's Guide p. 114 - Little Red Hen Makes Pancakes Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 165 - Partner Sharing: Community Helpers
f) Maintains eye contact when trying to interact with a peer or adult.	Teacher's Guide p. 445 - Introduce The Three Little Pigs Teacher's Guide p. 453 - What Happens After Teacher's Guide p. 481 - Pre K Book Club
g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).	Teacher's Guide p. 14 - Story Review: The First Day of School Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 179 - Writing Center Teacher's Guide p. 494 - Introduce <i>A Tale of Two Engines</i> Teacher's Guide - Art Center (daily) Teacher's Guide - Writing Center (daily) Teacher's Guide pp. 113-114, Week 4 Colors

	Teacher's Guide p. 480 - Review Letters and ASL Signs (American Sign Language used throughout curriculum) Starfall.com - Talking Library
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Domain 4 : Communication, Language, and Literacy
Part A: Approaches to Communication

Background Knowledge

2. Demonstrates he/she is building background knowledge.

New York Standards	Starfall Alignment
a) Asks questions related to a particular item, event or experience.	Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 362 - Class Farm Book
b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.	Teacher's Guide p. 127 - Construction Center Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i>
c) Uses new vocabulary correctly.	Teacher's Guide p. 257 - Introduce Weather Teacher's Guide p. 306 - Reach for the Stars Teacher's Guide p. 129 - Introduce <i>Neighbors</i> and <i>Community</i>
d) Makes comparisons to words and concepts already known.	Teacher's Guide pp.131-132 - Introduce <i>Stone Soup</i> Teacher's Guide pp. 143-144 - Vehicles and Buildings Teacher's Guide p. 256 - Math Center

Viewing

3. Demonstrates that he/she understand what they observe.

New York Standards	Starfall Alignment
a) Uses vocabulary relevant to observations.	Teacher's Guide p. 528 - Learn About Pennies and Nickels Teacher's Guide p. 60 - Taste Vegetables

	Teacher's Guide p. 90 - Make Fruit Salad
b) Identifies emotions by observing faces in pictures and faces of peers and adults.	Teacher's Guide p. 13 - Emotions: Happy Teacher's Guide p. 42 - Review Emotions Teacher's Guide p. 239 - Goldilocks Story Emotions
c) Asks questions related to visual text and observations.	Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 309 -Review <i>Reach for the Stars</i> Teacher's Guide p. 417 - Introduce Dinosaurs
d) Makes inferences and draws conclusions based on information from visual text.	Teacher's Guide p. 59 - Make Carrot Soup Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide pp. 231-232 - Introduce <i>Goldilocks and the Three Bears</i>
e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.	Teacher's Guide p. 164 - Review <i>Bb, Nn, and Tt</i> Teacher's Guide p. 285 - Patterns: Day/Night and Seasons Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 304 - The Solar System

Domain 4 : Communication, Language, and Literacy
Part A: Approaches to Communication

Representing

4. Demonstrates his/her ability to express ideas using a variety of methods.

New York Standards	Starfall Alignment
a) Uses facial expressions, body language, gestures, and sign language to express ideas.	Teacher's Guide pp. 113-114 - List Bb Words, ASL Bb (ASL used throughout curriculum) Teacher's Guide p. 382 - Sequence <i>Over in the Meadow</i> Teacher's Guide p. 397 - Ways People Feel Starfall.com - A,B,C's (ASL Icon)
b) Uses existing objects to represent desired or imagined objects in play or other purposeful way	Teacher's Guide p. 151 - Dramatic Play Teacher's Guide p. 144 - Review /t/

(e.g., plastic banana for a telephone).	Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 284 - Pajama Day Nursery Rhymes Teacher's Guide - Learning Centers (daily)
c) Uses visual media to represent an actual experience.	Teacher's Guide p. 324 - Art Center Teacher's Guide p. 390 - Art Center Teacher's Guide p. 534 - Art Center
d) Reviews and reflects on his/her own representations.	Teacher's Guide p. 127 - Writing Center Teacher's Guide p. 178 - Art Center Teacher's Guide p. 254 - Art Center Teacher's Guide p. 556 - Art Center
e) Writes and draws spontaneously to communicate meaning with peers or adults during play.	Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide - Writing materials available in Learning Centers daily

Domain 4 : Communication, Language, and Literacy
Part A: Approaches to Communication

Vocabulary

5. Demonstrates a growing receptive vocabulary.

New York Standards	Starfall Alignment
a) Understands and follows spoken directions.	Teacher's Guide p. 195 - Gathering Teacher's Guide p. 214 - Play Concentration Teacher's Guide p. 233 - Warm Up Your Brain
b) Identifies pictures related to words (show me the white dog).	Teacher's Guide pp. 82-83 - Introduce <i>Yellow</i> and <i>Green</i> Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide p. 269 - Weather Riddles
c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).	Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 306 - Reach for the Stars Teacher's Guide p. 311 - 3-D Geometric Shapes
d) Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.	Teacher's Guide p. 195 - Use Your Senses: What's In the Bag? Teacher's Guide p. 259 - <i>Who, What, When, Where, Why, and How</i> Teacher's Guide p. 564 - Introduce <i>The Ant and the Chrysalis</i>

6. Demonstrates a growing expressive vocabulary.

New York Standards	Starfall Alignment
a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.	Teacher’s Guide p. 92 - Where Are the Colors? (ASL) Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher’s Guide p. 197 - Dramatize “Chicken Little”
b) Uses more complex words in conversation.	Teacher’s Guide p. 257 - Introduce Weather Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide p. 359 - Milk a Cow!
c) Makes use of new and rare words introduced by adults or peers.	Teacher’s Guide pp. 131-132 - Introduce <i>Stone Soup</i> Teacher’s Guide pp. 161-162 - “Cobbler, Cobbler, Mend My Shoe” Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i>
d) Correctly names picture when asked, “What is this?”	Teacher’s Guide p. 91 - <i>Let’s Eat</i> Sorting Activity Teacher’s Guide p. 93 - “I Can Name That!” Teacher’s Guide pp. 140-141 - Safety Signs
e) Begins to use appropriate volume and speed so spoken message is understood.	Teacher’s Guide p. 168 - Share Chair: Community Helpers Teacher’s Guide p. 309 - Review <i>Reach for the Stars</i> Teacher’s Guide p. 312 - Review Cc/k/
f) Initiates conversations about a book, situation, event or print in the environment.	Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 325 - Writing Center Teacher’s Guide p. 333 - Real or Make-Believe

Domain 4 : Communication, Language, and Literacy

Part B: English Language Arts and Literacy

Reading Standards for Literature

Key Ideas and Details

New York Standards	Starfall Alignment
1. With prompting and support, ask and answer about detail(s) in a text.	Teacher’s Guide pp.80-81 - Introduce <i>Draw Dragon Dot Eyes</i>

	<p>Teacher's Guide pp.183-184 - Introduce <i>Chicken Little</i></p> <p>Teacher's Guide pp.289-290 - Read <i>How the Turtle Cracked its Shell</i></p>
2. With prompting and support, retell familiar stories.	<p>Teacher's Guide p. 142 - <i>Stone Soup</i> Characters</p> <p>Teacher's Guide p. 167 - A Letter to the Elves</p> <p>Teacher's Guide p. 298 - Library Center</p>
3. With prompting and support, ask and answer questions about characters and major events in a story.	<p>Teacher's Guide p. 84 - Story Order</p> <p>Teacher's Guide p. 197 - Dramatize "Chicken Little"</p> <p>Teacher's Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i></p>

Craft and Structure

New York Standards	Starfall Alignment
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	<p>Teacher's Guide pp. 59-60 - Make Carrot Soup</p> <p>Teacher's Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher's Guide p. 401 - Introduce Ocean Animals</p> <p>Teacher's Guide p. 422 - <i>Dinosaurs</i> Vocabulary</p> <p>Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i></p>
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<p>Teacher's Guide p. 12 - Introduce <i>Nursery Rhymes</i></p> <p>Teacher's Guide pp. 80- 81 Introduce <i>Draw Dragon Dot Eyes</i></p> <p>Teacher's Guide pp.107-108 - How Does the Little Red Hen Feel?</p> <p>Teacher's Guide p. 226 - Library Center</p> <p>Starfall.com - Songs & Rhymes</p>
6. With prompting and support, can describe the role of an author and illustrator.	<p>Teacher's Guide pp. 16-17 - Read <i>The Gingerbread Boy</i></p> <p>Teacher's Guide pp. 328-329 - <i>The Frog Prince</i></p> <p>Teacher's Guide pp. 356-357 - <i>The Troll Who Lived Under the Bridge</i></p>

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Integration and Knowledge of Ideas

New York Standards	Starfall Alignment
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.	Teacher's Guide p. 265 - Teacher's Literature Choice: Rain Teacher's Guide p. 351 - Introduce "The Little Rooster" Teacher's Guide p. 363 - Teacher's Literature Choice: Farms
8. Not applicable to literature.	
9. With prompting and support, students will compare and contrast two stories relating to the same topic.	Teacher's Guide p. 41 - Gingerbread Story Comparison Teacher's Guide p. 118 - "The Little Red Hen" Comparison Teacher's Guide p. 391 - Library Center
a) With prompting and support, students will make cultural connections to text and self.	Teacher's Guide pp. 80 - 81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide pp. 131 - 132 Introduce <i>Stone Soup</i> Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 207 - "One Rice Thousand Gold"

Range of Reading and Level of Text Complexity

New York Standards	Starfall Alignment
10. Actively engage in group reading activities with purpose and understanding.	Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide - p. 473 - Big Machines

Responding to Literature

New York Standards	Starfall Alignment
1. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).	Teacher's Guide pp. 67 - 68 - Teacher's Literature Choice: Friends Teacher's Guide pp. 129 - 130 - Introduce

	<i>Neighbors and Community</i> Teacher's Guide p. 239 - Goldilocks Story Emotions
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Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Reading Standards for Informational Text

Key Ideas and Details

New York Standards	Starfall Alignment
1. With prompting and support, ask and answer questions about details in a text.	Teacher's Guide p.306 - <i>Reach for the Stars</i> Teacher's Guide p.355 - Introduce <i>The Story of Milk</i> Teacher's Guide p.406 - Dolphins and Whales Teacher's Guide p.455 - Construction
2. With prompting and support, retell detail(s) in a text.	Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 355 - <i>The Story of Milk</i>
3. With prompting and support, describe the connection between two events or pieces of information in a text.	Teacher's Guide p.306 - <i>Reach for the Stars</i> Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 472 - Introduce My Father Runs an Excavator

Craft and Structure

New York Standards	Starfall Alignment
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	Teacher's Guide p. 191 - Teacher's Literature Choice: Senses Teacher's Guide p. 265 - Teacher's Literature Choice: Rain Teacher's Guide p. 271 - Teacher's Literature Choice: Weather

	Teacher's Guide p. 307 - The Stars Teacher's Guide p. 499 - A Plane Ride
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.	Teacher's Guide p. 84 - Story Order Teacher's Guide p. 139 - Neighborhood or Community Teacher's Guide p. 277 - Library Center Teacher's Guide p. 293 - Seasons Teacher's Guide p. 324 - Library Center
6. With prompting and support, can describe the role of an author and illustrator.	Teacher's Guide pp. 155 - 156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 311 - Space Teacher's Guide p. 335 - Pets 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>

Domain 4 : Communication, Language, and Literacy

Part B: English Language Arts and Literacy

Integration and Knowledge of Ideas

New York Standards	Starfall Alignment
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).	Teacher's Guide p. 121 - Teacher's Literature Choice: Pancakes or Grandmothers Teacher's Guide pp. 155 - 156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p.191 - Seasons Teacher's Guide p.265 - Rain Teacher's Guide pp.472 - Introduce <i>My Father Runs an Excavator</i>
8. Not applicable to prekindergarten.	
9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).	Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide pp. 432 - Dinosaur Book Vote Teacher's Guide p. 512 - Library Center

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

New York Standards	Starfall Alignment
10. With prompting and support, actively engage in group reading activities with purpose and understanding.	Teacher’s Guide pp.155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p.309 - Review <i>Reach for the Stars</i> Teacher’s Guide - p. 473 - Big Machines

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

New York Standards	Starfall Alignment
a) Follow words from left to right, top to bottom, and page by page.	Teacher’s Guide p. 76 - Library Center Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide pp.183-184 - Introduce <i>Chicken Little</i>
b) Recognize that spoken words are represented in written language by specific sequences of letters.	Teacher’s Guide p.138 - List <i>Tt</i> Words Teacher’s Guide p.162 - List <i>Nn</i> Words Teacher’s Guide p.356 - List <i>Mm</i> Words
c) Understand that words are separated by spaces in print.	Teacher’s Guide p. 189 - Gathering Teacher’s Guide p. 286 - Phonological Awareness: Words in a Sentence Teacher’s Guide p. 330 - Read the “Pets” Chart

d) Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.	Teacher’s Guide pp.113-114 - List <i>Bb</i> words, ASL <i>Bb</i> Teacher’s Guide pp. 134-135 - Introduce <i>Tt</i> Teacher’s Guide p. 336 - Review Beginning Sounds
e) Recognize that letters are grouped to form words.	Teacher’s Guide pp. 113 - 114 - List <i>Bb</i> words, ASL <i>Bb</i> Teacher’s Guide pp.162 - 163 - List <i>Nn</i> Words, ASL <i>Nn</i> Teacher’s Guide p.356 - List <i>Mm</i> Words
f) Differentiate letters from numerals.	Teacher’s Guide p. 9 - Introduce the Alphabet Teacher’s Guide p. 43 - Classify Letters, Shapes, and Numbers Teacher’s Guide p. 147 - Outside Activity Teacher’s Guide p. 392 - Writing Center

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Phonological Awareness

2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).

New York Standards	Starfall Alignment
a) Engage in language play (e.g., alliterative language, rhyming, sound patterns).	Teacher’s Guide Seasonal Holidays p. 28 - Tongue Twister Teacher’s Guide p. 215 - Warm Up Your Brain Teacher’s Guide p. 270 - Phonological Awareness: Rhyming Words (riddles) Teacher’s Guide p. 339 - Phonological Awareness: Rhyming Words (riddles)
b) Recognize and match words that rhyme.	Teacher’s Guide p. 182 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 219 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 230 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 258 - Phonological Awareness: Rhyming Words

<p>c) Demonstrate awareness of relationship between sounds and letters.</p>	<p>Teacher’s Guide p.120 - Review <i>Bb /b/</i> Teacher’s Guide p. pp. 182-183 - Introduce <i>/s/</i> Teacher’s Guide pp. 213-214 - List <i>Aa</i> Words, ASL <i>Aa</i></p>
<p>d) With support and prompting, isolate and pronounce the initial sounds in words.</p>	<p>Teacher’s Guide p. 144 - Phonological Awareness: Discriminating <i>/t/</i> Teacher’s Guide p. 166 - Phonological Awareness: Discriminating <i>/n/</i> Teacher’s Guide p. 196 - - Phonological Awareness: Discriminating <i>/s/</i> Teacher’s Guide pp. 336-337 - Review Beginning Sounds</p>

Phonics and Word Recognition

3. Demonstrate emergent phonics and word analysis skills.

New York Standards	Starfall Alignment
<p>a) With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p>	<p>Teacher’s Guide p.196 - Phonemic Awareness: Discriminating <i>/s/</i> Teacher’s Guide p.216 - Identify <i>Aa, Bb, Nn, Ss,</i> and <i>Tt</i> Teacher’s Guide p.219 - Play “Say it Fast”</p>
<p>b) Recognizes own name and common signs and labels in the environment.</p>	<p>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</p>

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Fluency

New York Standards	Starfall Alignment
4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).	Teacher's Guide p. 126 - Library Center Teacher's Guide p. 150 - Library Center Teacher's Guide p. 277 - Library Center

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Writing Standards

Text Types and Purposes

New York Standards	Starfall Alignment
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)	Teacher's Guide p.179 - Writing Center Teacher's Guide p.194 - Create a Class Nursery Rhyme Book Teacher's Guide p.240 - Draw Goldilocks with the Three Bears Teacher's Guide p.325 - Writing Center Teacher's Guide p. 351 - Create a Class Farm Book Teacher's Guide p. 416 - Writing Center
2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Teacher's Guide p.151 - Writing Center Teacher's Guide p.204 - Writing Center Teacher's Guide p. 376 - Draw Animals in Their Habitats
3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	Teacher's Guide p.214 - Say "Thank You" Teacher's Guide p.284 - Stuffed Animal Imaginations Teacher's Guide p.501 - Class Travel Journal Teacher's Guide p.589 - Create a Class Book for Gingerbread Boy

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Production and Distribution of Writing

New York Standards	Starfall Alignment
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4. Not applicable to prekindergarten (begins in grade 3).	
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed	Teacher’s Guide p.58 - “Please” and “Thank You” Teacher’s Guide p.88 - Our Eyes Can See Teacher’s Guide p.160 - What I Want to Be Teacher’s Guide p.278 - Writing Center Teacher’s Guide p.564 - Creative Writing
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	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

New York Standards	Starfall Alignment
7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	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”
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Teacher’s Guide p.54 - Class Rules Teacher’s Guide p.165 - Partner Sharing Teacher’s Guide p.265 - Teacher’s Literature Choice: Rain
9. Not applicable to prekindergarten (begins in grade 4).	

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Range of Writing - Not Applicable

Responding to Literature

New York Standards	Starfall Alignment
<p>11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.</p>	<p>Teacher’s Guide p. 64 - Create Character Puppets Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 93 - Dramatize Draw Dragon Dot Eyes Teacher’s Guide p. 139 - Create a Neighborhood Scene Teacher’s Guide p. 151 - Writing Center Teacher’s Guide p. 179 - Writing Center Teacher’s Guide p. 197 - Dramatize “Chicken Little”</p>

Domain 4 : Communication, Language, and Literacy Part B: English Language Arts and Literacy

Speaking and Listening Standards

Comprehension and Collaboration

New York Standards	Starfall Alignment
<p>1. With guidance and support, participate in collaborative conversations with diverse partners about pre-kindergarten topics and texts with peers and adults in small and large groups.</p>	<p>Teacher’s Guide p.13 - Emotions: <i>Happy</i> Teacher’s Guide p.70 - Share Chair Teacher’s Guide p.313 - Pre-K Book Club</p>
<p>a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>Teacher’s Guide p.19 - Learning Centers Teacher’s Guide p.69 - Review Rules Teacher’s Guide p.259 - Story Time</p>
<p>b) Engage in extended conversations.</p>	<p>Teacher’s Guide p. 453 - What Happens After Teacher’s Guide p. 491 - Train Game Teacher’s Guide p. 499 - A Plane Ride</p>
<p>c) Communicate with individuals from different cultural backgrounds.</p>	<p>Teacher’s Guide Seasonal Holidays p.8 - Activities and Crafts Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide Seasonal Holidays p. 50 - Cinco De Mayo Teacher’s Guide pp. 113-114, Week 4 Colors</p>

	American Sign Language used throughout curriculum
2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	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
3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.	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> Teacher’s Guide p. 333 - Real or Make Believe

Domain 4 : Communication, Language, and Literacy
Part B: English Language Arts and Literacy

Presentation of Knowledge and Ideas

New York Standards	Starfall Alignment
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Teacher’s Guide p.32 - Sequence <i>The Gingerbread Boy</i> Teacher’s Guide pp. 89-90 - Introduce Brown, White, and Black Teacher’s Guide p.119 - Sharing Family Pictures
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 284 - Stuffed Animal Imaginations
6. Demonstrate an emergent ability to 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

Domain 4 : Communication, Language, and Literacy

Part B: English Language Arts and Literacy

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

New York Standards	Starfall Alignment
a) Print some upper- and lower-case letters.(e.g., letters in their name).	Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 77 - Writing Center Teacher’s Guide p. 466 - Writing Center
b) Use frequently occurring nouns and verbs (orally).	Teacher’s Guide pp. 58 - 59 - “Please” and “Thank You” (use of child’s name) Teacher’s Guide p.218 - Warm Up Your Brain Teacher’s Guide p. 373 - Read <i>The Gingerbread Boy</i>
c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Teacher’s Guide p. 8 - Gathering Teacher’s Guide p. 11 - Make Handprints Teacher’s Guide p. 61 - Gathering
d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide pp. 183 - 184 - Introduce <i>Chicken Little</i> Teacher’s Guide pp. 235 - 236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 259 - <i>Who, Where, When, What, and How</i>
e) In speech, use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Teacher’s Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher’s Guide p. 335 - Follow Directional Words Teacher’s Guide p. 119 - Warm Up Your Brain
f) With guidance and support, produce and expand complete sentences in shared language activities.	Teacher’s Guide pp. 82 - 83 - Introduce <i>Yellow and Green</i> Teacher’s Guide p. 187 - What Would You Do? Teacher’s Guide p. 330 - Read the “Pets” Chart

Domain 4 : Communication, Language, and Literacy

Part B: English Language Arts and Literacy

Conventions of Standard English (con't)

2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

New York Standards	Starfall Alignment
a) Capitalize the first letter in their name.	Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 466 - Writing Center
b) Attempt to write a letter or letters to represent a word	Teacher's Guide p. 179 - Writing Center Teacher's Guide p. 441 - Writing Center Teacher's Guide p. 501 - Class Travel Journal
c) With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Teacher's Guide p. 325 - Writing Center Teacher's Guide p. 347 - Writing Center Teacher's Guide p. 369 - Writing Center

Knowledge of Language

New York Standards	Starfall Alignment
3. Use knowledge of language and how language functions in different contexts.	Teacher's Guide p. 54 - Class Rules Teacher's Guide pp. 59-60 - Make Carrot Soup Teacher's Guide p. 76 - Dramatic Play Center (Cookbooks) Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p. 167 - A Letter to the Elves

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-kindergarten reading and content.

New York Standards	Starfall Alignment
a) Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Teacher’s Guide p. 50 - Computer Center (mouse) Teacher’s Guide p. 129 - Introduce Neighbors and Community Teacher’s Guide p. 161 - “Cobbler, Cobbler Mend My Shoe”

5. With guidance and support, explore word relationships and nuances in word meanings.

New York Standards	Starfall Alignment
a) Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.	Teacher’s Guide p.209 - Categorizing Healthy and Unhealthy Teacher’s Guide pp.143-144 - Vehicles and Buildings Teacher’s Guide p.204 - Math Center
b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).	Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> 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., note places at school that are colorful).	Teacher’s Guide p. 13 Emotions: <i>Happy</i> 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
d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance)	Teacher’s Guide p. 73 - Outside Activity Teacher’s Guide p.140 - Warm Up Your Brain Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i>

6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New York Standards	Starfall Alignment
With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Teacher’s Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 526 - Compare and Contrast Teacher’s Guide p. 528 - Learn About Pennies and Nickels

Domain 5 : Cognition and Knowledge of the World
Mathematics

Mathematical Practices

New York Standards	Starfall Alignment
a. Make sense of problems and persevere in solving them.	Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 469 - Addition and Subtraction Teacher’s Guide p. 524 - Solve Story Problem Equations Starfall.com - Math: Add and Subtract - Word Problems
b. Reason abstractly and quantitatively.	Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 370 - Math Center Teacher’s Guide p. 524 - Solve Story Problem Equations
c. Construct viable arguments and critique the reasoning of others.	Teacher’s Guide pp. 36-37 - Analyze the Spice Graph Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p. 447 - Heavy or Light?
d. Model with mathematics.	Teacher’s Guide p. 287 - Numbers Everywhere Teacher’s Guide p. 466 - Math Center Teacher’s Guide p. 489 - Introduce Transportation
e. Use appropriate tools strategically.	Teacher’s Guide p. 373 - Make Animal Sets Teacher’s Guide p. 392 - Math Center Teacher’s Guide p. 442 - Math Center
f. Attend to precision.	Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Math Center

	Teacher's Guide p. 523 -Compare Sizes
g. Look for and make use of structure.	Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 514 - Math Center Teacher's Guide p. 520 - Math Center
h. Look for and express regularity in repeated reasoning.	Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 491 - Train Game Teacher's Guide p. 524 - Solve Story Problem Equations

Overview

Counting and Cardinality

New York Standards	Starfall Alignment
Know number names and the count sequence.	Teacher's Guide p. 18 - Gathering Teacher's Guide p. 116 - Gathering Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 416 - Math Center Starfall.com - Math: Math Songs, Numbers
Count to tell the number of objects.	Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 112 - Warm Up Your Brain Teacher's Guide p. 326 - Math Center Teacher's Guide p. 348 - Math Center Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 416 - Math Center Starfall.com - Math: Math Songs, Numbers
Compare numbers.	Teacher's Guide p. 36 - Gathering Teacher Guide pp. 36-37 - Analyze the Spice Graph Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 152 - Math Center Teacher's Guide p. 287 - Numbers Everywhere Starfall.com - Math: Math Songs, Numbers

**Domain 5 : Cognition and Knowledge of the World
Mathematics**

Operations and Algebraic Thinking

New York Standards	Starfall Alignment
Understand addition as adding to, and understand	Teacher's Guide p.208 - Solve Story Problems

subtraction as taking from.	Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 524 - Solve Story Problem Equations <i>Starfall.com</i> - Math: Numbers, Addition/Subtraction
Understand simple patterns.	Teacher's Guide p. 87 - Circle Time Teacher's Guide p. 278 - Math Center Teacher's Guide p. 281 - Small Group & Exploration Teacher's Guide p. 488 - Math Center

Measurement and Data

New York Standards	Starfall Alignment
Describe and compare measurable attributes	Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 520 -How Tall Are You?
Sort objects and count the number of objects in each category.	Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 204 - Math Center Teacher's Guide p. 514 - Math Center Teacher's Guide p. 536 - Math Center

Geometry

New York Standards	Starfall Alignment
Identify and describe shapes (squares, circles, triangles, rectangles).	Teacher's Guide p. 40 - Compare Shapes Teacher's Guide p. 87 - Circle Time Teacher's Guide p. 140 - Safety Signs <i>Starfall.com</i> - Math: Geometry & Measurement
Analyze, compare, and sort objects.	Teacher's Guide pp. 66-67 - "Where's the Shape?" Teacher's Guide p. 77 - Math Center Teacher's Guide p. 495 - Three Dimensional Shapes Teacher's Guide p. 502 - Shape Game

Domain 5 : Cognition and Knowledge of the World Mathematics

Counting and Cardinality

Know number names and the count sequence.

New York Standards	Starfall Alignment
1. Count to 20.	Teacher’s Guide p. 12 - Gathering Teacher’s Guide p. 18 - Gathering Teacher’s Guide p. 116 - Gathering Teacher’s Guide pp. 205-206 - Let’s Stay Healthy Teacher’s Guide p. 514 - Math Center
2. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).	Teacher’s Guide p. 81 - Make an Age Collage Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 382 - Sequence <i>Over in the Meadow</i>

Count to Tell the Number of Objects

3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.

New York Standards	Starfall Alignment
a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Teacher’s Guide p. 38 - One-to-One Correspondence Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 370 - Math Center
b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.	Teacher’s Guide p. 42 - Gathering Teacher’s Guide p. 152 - Math Center Teacher’s Guide p. 373 - Make Animal Sets Starfall.com - Math: Math Songs, Numbers
c) Regardless of their arrangement or the order in which they were counted.	Teacher’s Guide p.287 - Numbers Everywhere Teacher’s Guide p. 370 - Math Center Teacher’s Guide p. 348 - Math Center
d) Understand that each successive number name refers to a quantity that is one larger.	Teacher’s Guide p. 12 - Gathering Teacher’s Guide p. 373 - Make Animal Sets Teacher’s Guide p. 416 - Math Center Starfall.com Math- Math Songs: “Five Little Bears,” “10 Kids Went to Play”

Domain 5 : Cognition and Knowledge of the World

Mathematics

Count to Tell the Number of Objects (con’t)

New York Standards	Starfall Alignment
4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.	Teacher’s Guide p. 42 - Gathering Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 204 - Math Center

Compare Numbers

New York Standards	Starfall Alignment
5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).	Teacher’s Guide pp. 36-37 - Analyze the Spice Graph Teacher’s Guide p. 382 - Count Animal Sets Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals
6. Identify “first” and “last” related to order or position.	Teacher’s Guide Seasonal Holidays p. 12 - Apple Relay Teacher’s Guide p. 9 - Introduce the Alphabet Teacher’s Guide p. 496 - Warm Up Your Brain Teacher’s Guide p. 587 - Play “I Spy”

Domain 5 : Cognition and Knowledge of the World Mathematics

Operations and Algebraic Thinking

Understand addition as adding to, and understand subtraction as taking from.

New York Standards	Starfall Alignment
1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).	Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 382 - Count Animal Sets Teacher’s Guide p. 524 - Solve Story Problems Starfall.com - Math: Addition & Subtraction

Understand simple patterns.

New York Standards	Starfall Alignment
2. Duplicate and extend (e.g., what comes next?)	Teacher’s Guide p. 232 - Create a Pattern

simple patterns using concrete objects.	Teacher's Guide p. 256 - Math Center Teacher's Guide p. 565 - Create Patterns
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Domain 5 : Cognition and Knowledge of the World
Mathematics

Measurement and Data

Describe and compare measurable attributes.

New York Standards	Starfall Alignment
1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).	Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 236 - Small, Medium, Large Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 446 - Heavy or Light? <i>Starfall.com</i> - Math: Geometry and Measurement

Sort objects and count the number of objects in each category.

New York Standards	Starfall Alignment
2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).	Teacher's Guide Seasonal Holidays p. 6 - Leaf Sorting/Counting Teacher's Guide p. 204 - Math Center Teacher's Guide p. 228 - Math Center

Domain 5 : Cognition and Knowledge of the World
Mathematics

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles).

New York Standards	Starfall Alignment
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.	Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 40 - Compare Shapes Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 495 - 3 Dimensional Shapes
2. Correctly name shapes regardless of size.	Teacher's Guide p. 40 - Compare Shapes Teacher's Guide pp. 66-67 - "Where's the Shape?" Teacher's Guide p. 140 - Safety Signs Teacher's Guide p. 561 - Shape Orientation Starfall.com - Math: Geometry and Measurement

Analyze, compare, and sort objects.

New York Standards	Starfall Alignment
1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).	Teacher's Guide pp. 66-67 - "Where's the Shape?" Teacher's Guide p. 77 - Math Center Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 502 - Shape Game Starfall.com - Math: Geometry and Measurement
2. Create and build shapes from components (e.g., sticks and clay balls).	Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 77 - Discovery Center Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 542 - Play Dough Shapes

SCIENCE

Scientific Thinking

1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.

New York Standards	Starfall Alignment
a) Uses senses to gather, explore, and interpret	Teacher's Guide Seasonal Holidays p. 5 - The

information.	Listening Walk Teacher's Guide Unit 3, Week 8 pp. 174-197 - Your Five Senses Teacher's Guide p. 228 - Discovery Center Teacher's Guide p. 536 - Discovery Center Teacher's Guide - Learning Centers (daily)
b) Manipulates and observes objects in his or her surroundings to develop conclusions.	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 536 - Discovery Center Teacher's Guide - Learning Centers (daily)
c) Makes observations and describes changes in objects, living things, and natural events in the environment.	Teacher's Guide Seasonal Holidays p. 7 - Fall Walk Teacher's Guide pp. 286-287 - Introduce Autumn Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle
d) Organizes his or her observations of objects and events by identifying, classifying, etc.	Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide p. 129 - Gathering Teacher's Guide - Gathering (daily)
e) Asks "why," "how," and "what if" questions and seeks answers through experimentation and investigation.	Teacher's Guide p. 309 - Review Reach for the Stars Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 417 - Introduce Dinosaurs
f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.	Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide?

SCIENCE

Scientific Thinking (con't)

2. Tests predictions through exploration and experimentation.

New York Standards	Starfall Alignment
a) Gives oral, written or graphic explanations of what he/she wants to learn.	Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 537 - Seeds
b) Uses a variety of tools and materials to test predictions through active experimentation (child uses magnifying glass to examine pine needles; child puts large paper clip on water to see if it floats.)	Teacher's Guide p. 104 - Discovery Center Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 488 - Discovery Center

c) Replicates or changes the experimental approach.	Teacher's Guide p. 228 - Discovery Center Teacher's Guide p. 300 - Discovery Center Teacher's Guide p. 488 - Discovery Center
d) Records and organizes data using graphs, charts, science journals, or other means of recording.	Teacher's Guide p. 265 - Rain Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 298 - Art Center

SCIENCE

Scientific Thinking (con't)

3. Generates explanations and communicates conclusions regarding experiments and explorations.

New York Standards	Starfall Alignment
a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.	Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher's Guide p. 406 - Sink or Float?
b) Identifies cause and effect relationships.	Teacher's Guide p.263 - Weather: Cause and Effect Teacher's Guide p.442 - Discovery Center Teacher's Guide p.543 - Carrot Experiment
c) Verifies predictions by explaining "how" and "why."	Teacher's Guide p. 143 - Gathering Teacher's Guide p.260 - How Clouds Are Formed Teacher's Guide p.537 - Seeds
d) Makes age appropriate, logical conclusions about investigations.	Teacher's Guide p.266 - "Will the Wind Blow?" Graph Teacher's Guide p.256 - Discovery Center Teacher's Guide p.152 - Discovery Center
e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representations.	Teacher's Guide p.536 - Discovery Center Teacher's Guide p.540 - Miss MacDonald Teacher's Guide p.545 - Write about Grass Plants

SCIENCE

Earth and Space

4. Observes and describes characteristics of earth and space.

New York Standards	Starfall Alignment
a) Investigates and identifies properties of soil, rocks, and minerals.	Teacher's Guide p.466 - Discovery Center Teacher's Guide p.514 - Discovery Center Teacher's Guide p.539 - Plant Seeds
b) Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).	Teacher's Guide p.260 - How Clouds Are Formed Teacher's Guide p.300 - Discovery Center Teacher's Guide p.307 - The Stars
c) Makes simple observations of the characteristics and movements of sun, moon, stars, and clouds.	Teacher's Guide p.303 - Why the Sun and the Moon Live in the Sky Teacher's Guide p.304 - The Solar System Teacher's Guide p.307 - The Stars
d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).	Teacher's Guide p.257 - Introduce Weather Teacher's Guide pp.263-264 - Weather: Cause and Effect Teacher's Guide pp. 269-270 - Weather Riddles Teacher's Guide - Gathering (daily)
e) Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).	Teacher's Guide p.215 - Let's Stay Healthy: Sleep and Water Teacher's Guide pp.521-522 - Characteristics of Living Things Teacher's Guide p.543 - Carrot Experiment Teacher's Guide p.535 - Dramatic Play Center Starfall.com - Holiday icon: "Everyday is Earth Day"
f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).	Teacher's Guide Seasonal Holidays pp.46-47 Earth Day Starfall.com - Holiday icon: "Everyday is Earth Day" Starfall.com - Backpack Bear's Books - <i>The Bottle in the River</i>

SCIENCE

Living Things

5. Observes and describes characteristics of living things.

New York Standards	Starfall Alignment
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<p>a) Observes and discusses similarities, differences, and categories of plants and animals.</p>	<p>Teacher's Guide p.512 - Art Center Teacher's Guide p.514 - Discovery Center Teacher's Guide pp.526-527 - Compare and Contrast</p>
<p>b) Identifies things as living or nonliving based on characteristics, such as breathes, moves by itself, grows</p>	<p>Teacher's Guide p.525 - Determine Living and Nonliving Teacher's Guide p.515 - Things We Can Do Teacher's Guide pp.521-522 - Characteristics of Living Things</p>
<p>c) Explains why plants and animals need water and food.</p>	<p>Teacher's Guide p.514 - Discovery Center Teacher's Guide p.537 - Seeds Teacher's Guide p.542 - Introduce "Mr. Bunny's Carrot Soup"</p>
<p>d) Observes and discusses similarities, differences, and categories of plants and animals.</p>	<p>Teacher's Guide p.349 - Farm Animals Teacher's Guide p.330 - Read the "Pets" Chart Teacher's Guide p.514 - Discovery Center</p>
<p>e) Identifies things as living or nonliving based on characteristics, such as breathes, moves by itself, grows.</p>	<p>Teacher's Guide p.355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 521 - Characteristics of Living Things Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 525 - Morning Meeting: Determine Living and Nonliving</p>
<p>f) Explains why plants and animals need water and food.</p>	<p>Teacher's Guide p.215 - Let's Stay Healthy - Sleep and Water Teacher's Guide p.374 - Compare and Contrast Habitats Teacher's Guide p.514 - Discovery Center Teacher's Guide p.215 - Let's Stay Healthy - Sleep and Water</p>
<p>g) Describes simple life cycles of plants and animals.</p>	<p>Teacher's Guide p.518 - Learn About Life Cycles Teacher's Guide p.562 - Introduce the Butterfly Life Cycle Teacher's Guide p.567 - Create the Butterfly Life Cycle</p>
<p>h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves; animals have eyes, mouths, ears, etc.)</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Fall Tree Teacher's Guide pp.526-527 - Compare and Contrast Teacher's Guide p.540 - Miss MacDonald Teacher's Guide p.571 - Riddles: What Am I?</p>
<p>i) Recognizes that plants and animals have some characteristics of their "parents."</p>	<p>Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 559 - Growing and Changing</p>

j) Observes, describes, and compares the habitats of plants and animals.	Teacher's Guide p. 374 Morning Meeting: Compare and Contrast Habitats Teacher's Guide p. 376 - The Forest Teacher's Guide p. 379 - Introduce <i>Over in the Meadow</i> Teacher's Guide p. 401 - Introduce <i>Ocean Animals</i> Teacher's Guide pp. 508-573 - Unit 7: Your Environment
k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.	Teacher's Guide p. 286 - Introduce Autumn Teacher's Guide p. 545 - Write About Grass Plants Teacher's Guide p. 288 - Hibernation

Physical Properties

6. Acquires knowledge about the physical properties of the world.

New York Standards	Starfall Alignment
a) Describes, compares, and categorizes objects based on their properties	Teacher's Guide p.204 - Math Center Teacher's Guide p.266 - "Will the Wind Blow?" Graph Teacher's Guide p. 406 - Sink or Float?
b) Uses senses to explore different environments (classroom, playground, field trips).	Teacher's Guide Seasonal Holidays p. 7 - Fall Walk Teacher's Guide p.152 - Discovery Center Teacher's Guide pp. 174-197 - Unit 3, Week 8: <i>Your Five Senses</i> Teacher's Guide p. 185 - Senses Walk Teacher's Guide p. 195 - Use Your Senses: What's in the Bag? Teacher's Guide p. 488 - Discovery Center
c) Recognizes and describes the effect of his/her own actions on objects.	Teacher's Guide p.278 - Discovery Center Teacher's Guide p.473 - Big Machines Teacher's Guide p.475 - Predictions: Roll or Slide? Teacher's Guide p.478 - Make Bulldozer Paintings
d) Describes tools and their specific functions (e.g., hammer for pounding nails).	Teacher's Guide p.467 - Build a House Teacher's Guide p.473 - Big Machines Teacher's Guide p.536 - Discovery Center
e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).	Teacher's Guide p.204 - Discovery Center Teacher's Guide p.416 - Discovery Center Teacher's Guide p.442 - Discovery Center
f) Investigates common interactions between matter and energy (butter melting in cooking activities;	Teacher's Guide p.39 - Cinnamon Play Dough Teacher's Guide p.260 - How Clouds Are Formed

cream turning to butter; peanuts becoming peanut butter, etc.)	Teacher's Guide p.348 - Discovery Center Teacher's Guide p.583 - Make Play Dough
g) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.	Teacher's Guide p.466 - Discovery Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide?
h) Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).	Teacher's Guide p.268 - Introduce Thermometers Teacher's Guide p.300 - Discovery Center Teacher's Guide p.536 - Discovery Center

SOCIAL STUDIES

Geography

1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.

New York Standards	Starfall Alignment
a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.	Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 18-19 - Thanksgiving Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet, Different Eggs Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide p. 119 - Sharing Family Pictures
b) Describes how each person is unique and important.	Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet, Different Eggs Teacher's Guide p. 11 - Make Handprints Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide pp. 88-89 - Eye Color Graph Starfall.com - It's Fun to Read: All About Me!
c) Identifies family members, family characteristics and functions.	Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide p. 119 - Sharing Family Pictures
d) Identifies as a member of a family.	Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide p. 111 - My Family Teacher's Guide p. 112 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures

e) States how families are similar and different.	Teacher's Guide Seasonal Holidays pp.52-53 - Mother's Day Teacher Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p.111 - My Family
f) Describes his own community and/or cultural group.	Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 33-36 - Black history Month Teacher's Guide p. 116 - "The Farmer in the Dell" Teacher's Guide p. 133 - Where We Live
g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).	Teacher's Guide Seasonal Holidays pp. 26-27 - Chinese New Year Teacher's Guide Seasonal Holidays pp. 33-36 - Black History Month Teacher's Guide Seasonal Holidays pp. 49-51 - Cinco de Mayo Teacher's Guide p. 116 - "The Farmer in the Dell"
h) Recognizes some community workers and describes what they do.	Teacher's Guide pp.153-154 - 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

SOCIAL STUDIES

Geography (con't)

2. Demonstrates awareness and appreciation of their own culture and other cultures.

New York Standards	Starfall Alignment
a) Talks about and/or shows items related to his/her family and cultural traditions to others.	Teacher's Guide Seasonal Holidays pp.8-9 - Grandparent's Day Teacher's Guide p.111 - My Family Teacher's Guide p.119 - Sharing Family Pictures
b) Questions why and/or how people are similar/different.	Teacher's Guide Seasonal Holidays pp.33-36 - Black History Month Teacher's Guide p.80 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide p.203 - Library Center Starfall.com - Talking Library: Ruby Bridges
c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.	Teacher's Guide Seasonal Holidays pp. 18-19 - Thanksgiving Teacher's Guide Seasonal Holidays pp. 26-27 -

	<p>Chinese New Year Teacher's Guide Seasonal Holidays pp. 42-44 - St. Patrick's Day Teacher's Guide p.119 - Sharing Family Pictures</p>
<p>d) Demonstrates an understanding of similarities and differences between and among individual people and families.</p>	<p>Teacher's Guide Seasonal Holidays pp.8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays pp.33-36 - Black History Month Teacher's Guide Seasonal Holidays pp.49-51 - Cinco de Mayo Teacher's Guide Seasonal Holidays pp.52-53 - Mother's Day Teacher's Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide p.119 - Sharing Family Pictures Teacher's Guide p.207 - "One Rice Thousand Gold"</p>

SOCIAL STUDIES

Geography (con't)

3. Demonstrates knowledge of the relationship between people, places, and regions.

New York Standards	Starfall Alignment
<p>a) Identifies features of own home and familiar places.</p>	<p>Teacher's Guide p.108 - Design a House Teacher's Guide p.127 - Construction Center Teacher's Guide p.139 - Create a Neighborhood Scene</p>
<p>b) Names the street, neighborhood, city or and town where he/she lives.</p>	<p>Teacher's Guide pp.129-130 - Introduce Neighbors and Community Teacher's Guide p.133 - Where We Live Teacher's Guide pp.137-138 - The Wheels on the Bus Teacher's Guide p.157 - Dialing 9-1-1</p>
<p>c) Uses words that indicate direction, position and relative distance.</p>	<p>Teacher's Guide pp.129-130 - Introduce Neighbors and Community Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p.255 - Construction Center</p>
<p>d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).</p>	<p>Teacher's Guide p.301 - Introduce Earth Teacher's Guide p.395 - Introduce <i>The Ugly Duckling</i></p>

	<p>Teacher's Guide p.494 - Introduce <i>A Tale of Two Engines</i></p> <p>Teacher's Guide p.497 - Introduce /v/</p> <p>Teacher's Guide p.557 - Construction Center</p>
e) Creates representations of topographical features in artwork, and/or while playing with blocks, sand or other materials	<p>Teacher's Guide p.404 - Ocean Mural</p> <p>Teacher's Guide p.415 - Dramatic Play</p> <p>Teacher's Guide p.415 - Construction Center</p>
f) Is aware of his/her surroundings	<p>Teacher's Guide p.33 - Where is Gingerbread Boy?</p> <p>Teacher's Guide p.116 - "The Farmer in the Dell"</p> <p>Teacher's Guide p.127 - Construction Center</p> <p>Teacher's Guide p.139 - Create a Neighborhood Scene</p> <p>Teacher's Guide p.160 - Get Low and Go</p>

SOCIAL STUDIES

History

4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.

New York Standards	Starfall Alignment
a) Identifies routines and common occurrences in his/her life.	<p>Teacher's Guide p.51 - Dramatic Play Center</p> <p>Teacher's Guide pp.137-138 - "The Wheels on the Bus"</p> <p>Teacher's Guide p.140 - Gathering</p> <p>Teacher's Guide - Gathering (daily)</p> <p>Teacher's Guide - Learning Centers(daily)</p>
b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.	<p>Teacher's Guide p.559 - Growing and Changing</p> <p>Teacher's Guide p.561 - Growing Up</p> <p>Teacher's Guide p.586 - Look at Us Now</p>
c) Retells important events in sequential order.	<p>Teacher's Guide p.84 - Story Order</p> <p>Teacher's Guide pp.112-113 - Helping Your Family</p> <p>Teacher's Guide p.214 - Say "Thank You"</p>
d) Demonstrates interest in current events that relate to family, culture, and community.	<p>Teacher's Guide Seasonal Holidays pp.8-9 - Grandparent's Day</p> <p>Teacher's Guide Seasonal Holidays pp.33-36 - Black History Month</p> <p>Teacher's Guide Seasonal Holidays pp.46-48 -</p>

	<p>Earth Day Teacher's Guide Seasonal Holidays pp.49-51 - Cinco de Mayo Teacher's Guide Seasonal Holidays pp.52-53 - Mother's Day Teacher's Guide - Gathering (daily) Starfall.com - Holiday Icons</p>
e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like "when I was a baby..." or "before I moved to my new house."	<p>Teacher's Guide p.496 - Introduce Trains Teacher's Guide p.558 - Writing Center Teacher's Guide p.559 - Growing and Changing</p>

SOCIAL STUDIES

Civics, Citizenship and Government

5. Demonstrates an understanding of roles, rights, and responsibilities.

New York Standards	Starfall Alignment
a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	<p>Teacher's Guide p. 54 - Rules Teacher's Guide pp.241-242 - Safety: Review <i>Fire Safety</i>, and <i>Introduce Strangers</i> Teacher's Guide p.244 - Review Safety</p>
b) Expresses that rules are for everyone.	<p>Teacher's Guide p.9 - Learning Centers Activity Teacher's Guide p.19 - Learning Centers Activity Teacher's Guide p.54 - Class Rules</p>
c) Identifies rules that protect him/herself and others.	<p>Teacher's Guide pp.157-158 - Dialing 9-1-1 Teacher's Guide p.160 - Get Low and Go Teacher's Guide pp.241-242 - Safety: Review <i>Fire Safety</i>, and <i>Introduce Strangers</i></p>
d) Explains that rules affect children and adults.	<p>Teacher's Guide pp.112-113 - Helping Your Family Teacher's Guide p.19 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules</p>
e) Describes possible consequences when rules are not followed.	<p>Teacher's Guide p.19 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide pp.112-113 - Helping Your Family Teacher's Guide p.237 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i></p>

6. Begins to learn the basic civic and democratic principles.

New York Standards	Starfall Alignment
a) Participates in making group rules and/or rules for daily routines and transitions.	Teacher’s Guide p.19 - Learning Centers Activity Teacher’s Guide p.54 - Class Rules Teacher’s Guide p. 58 - “Please” and “Thank You”
b) Follows rules and may remind others of the rules	Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide p.114 - Little Red Hen Makes Pancakes Teacher’s Guide p. 202 - Computer Center Teacher’s Guide - Learning Centers (daily)
c) Applies the skills of communication, cooperation, respect and empathy with others	Teacher’s Guide p. 58 - “Please” and “Thank You” Teacher’s Guide p. 58 - Share Chair Teacher’s Guide p. 203 - Dramatic Play Center
d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.	Teacher’s Guide p. 579 - Dramatic Play Center Teacher’s Guide p. 579 - Construction Center Teacher’s Guide p. 580 - Discovery Center Teacher’s Guide p. 580 - Math Center Teacher’s Guide p. 581 - Graph Favorite Learning Centers

SOCIAL STUDIES

Economics

7. Develops a basic understanding of economic concepts within a community.

New York Standards	Starfall Alignment
a) Demonstrates an understanding that money is needed to exchange for some goods and services.	Teacher’s Guide pp.143-144 - Vehicles and Buildings Teacher’s Guide p.132 - Introduce Money Teacher’s Guide p.445 - Introduce <i>The Three Little Pigs</i>
b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money.	Teacher’s Guide p.132 - Introduce Money Teacher’s Guide p.203 - Dramatic Play Center

	Teacher's Guide p.528 - Learn About Pennies and Nickels
c) Recognizes the roles/contributions of community workers as they produce goods/services that people need.	Teacher's Guide Seasonal Holidays p.51 - Products From Mexico Teacher's Guide p.103 - Dramatic Play Teacher's Guide p.355 - Introduce <i>The Story of Milk</i>
d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).	Teacher's Guide p.132 - Introduce Money Teacher's Guide p.203 - Dramatic Play Teacher's Guide p.465 - Dramatic Play

SOCIAL STUDIES

Career Development

8. Demonstrates interest and awareness about a wide variety of careers and work environments.

New York Standards	Starfall Alignment
a) Asks questions about and shows an interest in the jobs of his/her family members and/or "community helpers."	Teacher's Guide p.472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide p.492 - "I've Been Working on the Railroad" Teacher's Guide p.499 - A Plane Ride
b) Recognizes that people depend on "community helpers" to provide goods and services.	Teacher's Guide Seasonal Holidays p.51 - Products From Mexico Teacher's Guide p.325 - Dramatic Play Center Teacher's Guide p.351 - Introduce "The Little Rooster"
c) Identifies the tools and equipment that correspond to various roles and jobs.	Teacher's Guide p.325 - Dramatic Play Center Teacher's Guide p.424 - Fossils Teacher's Guide p.472 - Introduce <i>My Father Runs an Excavator</i>
d) Takes on the role of a "community helper", e.g., dramatic play or in acting out a story or song.	Teacher's Guide p.151 - Construction Center Teacher's Guide p.465 - Dramatic Play Center Teacher's Guide pp. 155-156 - <i>A day in the Life of a Firefighter</i>
e) Indicates an interest in a future career by making statements like, "I want to be a firefighter when I grow up."	Teacher's Guide p.160 - What I Want to Be Teacher's Guide p.165 - Partner Sharing: Community Helpers

	Teacher's Guide p.299 - Dramatic Play Center
f) Talks about a parent's, a relative's or a neighbor's job.	Teacher's Guide p.472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide p.151 - Writing Center Teacher's Guide pp.153-154 - Firefighters

THE ARTS

Visual Arts

1. Expresses oneself and represents what he/she knows, thinks, believes and feels through visual arts.

New York Standards	Starfall Alignment
a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).	Teacher's Guide p. 50 - Art Center Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 268 - Create Rainy Day Illustrations Teacher's Guide p. 578 - Art Center
b) Shows an interest in what can be created with tools, texture, color and technique.	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
c) Uses materials to build and create "pieces" that represent another item (blocks become a castle; clay becomes a snake).	Teacher's Guide p.281 - Create Paper Suns Teacher's Guide p.98 - Art Center Teacher's Guide p.414 - Art Center
d) Chooses materials and subjects with intent and purpose	Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide Seasonal Holidays p. 30 - Class Love Book Teacher's Guide p. 324 - Art Center Teacher's Guide p. 414 - Art Center
e) Paints, draws and constructs models based on observations.	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
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2. Responds and react to visual arts created by themselves and others.

New York Standards	Starfall Alignment
a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.	Teacher's Guide p. 70 - Share Chair Teacher's Guide p.298 - Art Center Teacher's Guide p.414 - Art Center Teacher's Guide p.254 - Art Center
b) Identifies similarities and differences among samples of visual art.	Teacher's Guide p.70 - Share Chair Teacher's Guide p.85 - Draw and Write About Dragons Teacher's Guide p.254 - Art Center Starfall.com - It's Fun to Read: Art Gallery: Vincent van Gogh Starfall.com - It's Fun to Read: Art Gallery: Georges Seurat Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin Starfall.com - It's Fun to Read: Art Gallery: Marc Chagall
c) Shares opinions about visual arts, creations, and experiences.	Teacher's Guide p. 226 - Art Center Teacher's Guide p. 326 - Discovery Center Teacher's Guide p.368 - Art Center Teacher's Guide p. 414 - Art Center Starfall.com - It's Fun to Read: Art Gallery: Vincent van Gogh Starfall.com - It's Fun to Read: Art Gallery: Georges Seurat Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin Starfall.com - It's Fun to Read: Art Gallery: Marc Chagall

THE ARTS

Music

3. Expresses oneself by engaging in musical activities.

New York Standards	Starfall Alignment
a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger	Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide Seasonal Holidays p. 39 -

plays, and experimenting with various musical instruments.	Rainsticks Teacher's Guide Seasonal Holidays p. 50 - Maracas 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>
b) Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.	Teacher's Guide p.407 - Rhyming Words: "Down By the Bay" Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> Teacher's Guide p. 83 - "One, Two, Tie My Shoe" Teacher's Guide p. 92 - "Where Are the Colors?" Teacher's Guide p. 189 - <i>Yonder in the Pair Pair Patch</i>
c) Engages in music activities having different moods, tempos, and rhythms.	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin: Tempo Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> Starfall.com Songs & Rhymes: <i>Motion Songs</i> Starfall.com Songs & Rhymes: <i>Historical Folk Songs</i> Teacher's Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)
d) Uses and explores traditional and non-traditional sound sources including those that are electronic.	Starfall.com Songs & Rhymes: <i>Motion Songs</i> Starfall.com - It's Fun to Read: Music Starfall.com - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2
e) Creates sounds using traditional instruments (bells, drums, recorders, etc) and non-traditional instruments (tin cans, oatmeal boxes, containers filled with water).	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin: Tempo 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

THE ARTS

Music (con't)

4. Responds and reacts during musical activities.

New York Standards	Starfall Alignment
a) Observes a variety of musical performances, both vocal and instrumental.	Starfall.com - It's Fun to Read: Music Starfall.com - Motion Songs: "Looby Loo"

	<p>Starfall.com - Motion Songs: “Head, Shoulders, Knees and Toes”</p> <p>Starfall.com - Motion Songs: “Teddy Bear, Teddy Bear”</p> <p>Starfall.com - Historical Folk Songs</p>
b) Moves and keeps rhythm to different kinds of music.	<p>Teacher’s Guide Seasonal Holidays p. 19 - <i>If You’re Thankful and You Know It</i></p> <p>Teacher’s Guide Seasonal Holidays p. 39 - Rain Sticks</p> <p>Teacher’s Guide Seasonal Holidays p. 51 - Mexican Hat Dance</p> <p>Teacher’s Guide p. 11 - Make Handprints: <i>If You’re Happy and You Know It</i></p> <p>Starfall.com - It’s Fun to Read: Music</p>
c) Reacts to music through oral, written or visual expression.	<p>Teacher’s Guide Seasonal Holidays p.26 - Chinese Ribbon Dance</p> <p>Teacher’s Guide Seasonal Holidays p.27 - Dragon Dance: Chinese New Year</p> <p>Teacher’s Guide Seasonal Holidays p.34 - African Music</p> <p>Teacher’s Guide p. 129 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 470 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 473 - Warm Up Your Brain</p>
d) Compares and contrasts different samples of music.	<p>Starfall.com - It’s Fun to Read: Music</p> <p>Starfall.com - Motion Songs</p> <p>Starfall.com - Math: Math Songs</p> <p>Starfall.com - Historical Folk Songs</p>
e) Expresses his/her preference for certain kinds of music.	<p>Teacher’s Guide - Computer Center</p> <p>Starfall.com - Math: Math Songs</p> <p>Starfall.com - It’s Fun to Read: Music</p> <p>Starfall.com - Motion Songs</p> <p>Starfall.com - Selected Nursery Rhymes</p> <p>Starfall.com - Historical Folk Songs</p>
f) Repeats, responds and/or reacts to lyrics and/or melodies.	<p>Teacher’s Guide pp.185-186 - <i>Parts of My Body</i></p> <p>Teacher’s Guide p.205 - <i>Where Is My Head?</i></p> <p>Teacher’s Guide p.307 - <i>Ten Little Stars</i></p> <p>Starfall.com - Motion Songs</p> <p>Starfall.com - Math: Math Songs</p>

THE ARTS

Theatre / Dramatic Play

5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.

New York Standards	Starfall Alignment
a) Represents fantasy, real-life, imagination, and literature through dramatic play.	Teacher's Guide p.337 - <i>The Frog Prince Characters</i> Teacher's Guide p.340 - <i>Dramatize The Frog Prince</i> Teacher's Guide pp.353-354 - <i>Dramatize "The Little Rooster"</i>
b) Assumes the role of something or someone else and attempts to speak in the appropriate manner and tone.	Teacher's Guide p.369 - <i>Dramatic Play Center</i> Teacher's Guide p.391 - <i>Dramatic Play Center</i> Teacher's Guide p.441 - <i>Dramatic Play Center</i>
c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.	Teacher's Guide p.71 - <i>Dramatize "Mr. Bunny's Carrot Soup"</i> Teacher's Guide p.93 - <i>Dramatize Draw Dragon Dot Eyes</i> Teacher's Guide p.340 - <i>Dramatize The Frog Prince</i>
d) Uses basic props, and costume pieces to establish time, setting, and character.	Teacher's Guide p.277 - <i>Dramatic Play Center</i> Teacher's Guide p.299 - <i>Dramatic Play Center</i> Teacher's Guide p.347 - <i>Dramatic Play Center</i> Teacher's Guide p.487 - <i>Dramatic Play Center</i>

6. Responds and reacts to theater and drama presentations.

New York Standards	Starfall Alignment
a) Demonstrates age-appropriate behavior when observing theatre and drama.	Teacher's Guide p.93 - <i>Dramatize Draw Dragon Dot Eyes</i> Teacher's Guide p.245 - <i>Dramatize Goldilocks and the Three Bears</i> Teacher's Guide p.369 - <i>Dramatic Play Center</i>
b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions	Teacher's Guide p.93 - <i>Dramatize Draw Dragon Dot Eyes</i> Teacher's Guide p.340 - <i>Dramatize The Frog Prince</i> Teacher's Guide p.391 - <i>Dramatic Play Center</i>

THE ARTS

Dance / Creative Movement

7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement.

New York Standards	Starfall Alignment
a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.	Teacher's Guide Seasonal Holidays p.7 - Leaf Dancing Teacher's Guide Seasonal Holidays p.24 - Musical Hibernation Game Teacher's Guide p.13 - Emotions: Happy, <i>If You're Happy and You Know It</i> Teacher's Guide p.116 - "The Farmer in the Dell"
b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.	Teacher's Guide p.330 - Warm Up Your Brain Teacher's Guide p.336 - Warm Up Your Brain Teacher's Guide p.383 - Warm Up Your Brain Teacher's Guide p.549 - Warm Up Your Brain
c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).	Teacher's Guide p.13 - <i>If You're Happy and You Know It</i> Teacher's Guide p.65-66 - "The Ants Go Marching" Teacher's Guide p.129 - Warm Up Your Brain Teacher's Guide p.419 - Dinosaur Dance
d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.	Teacher's Guide Seasonal Holidays p.7 - Leaf Dancing Teacher's Guide Seasonal Holidays p.26 - Chinese Ribbon Dance Teacher's Guide Seasonal Holidays p.50 - Dance Streamers
e) Demonstrates a wide variety of movements and positions.	Teacher's Guide p.57 - Warm Up Your Brain Teacher's Guide p.140 - Warm Up Your Brain Teacher's Guide p.168 - Warm Up Your Brain Teacher's Guide p. 286-287 - Introduce Autumn
f) Learns simple, repetitive dance steps and routines	Teacher's Guide Seasonal Holidays p.51 - <i>Mexican Hat Dance</i> Teacher's Guide p.13 - Warm Up Your Brain Starfall.com - Motion Songs
g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.	Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide p.65 - Warm Up Your Brain Teacher's Guide p.140 - Warm Up Your Brain Starfall.com - Motion Songs

THE ARTS

Dance / Creative Movement (con't)

8. Responds and reacts to dance and creative movement.

New York Standards	Starfall Alignment
a) Imitates parts of dance or movement activity that he/she enjoys.	Starfall.com - It's Fun to Read: Music Starfall.com - Math: Math Songs Starfall.com - Motion Songs Starfall.com - Historical Folk Songs
b) Compares and contrasts different forms of dance.	Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide Seasonal Holidays p.51 - <i>Mexican Hat Dance</i> Starfall.com - It's Fun to Read: Music Starfall.com - Motion Songs Starfall.com - Historical Folk Songs
c) Demonstrates age appropriate audience behavior when observing dance and creative movement productions.	Starfall.com - It's Fun to Read: Scott Joplin Starfall.com - Historical Folk Songs Starfall.com - It's Fun to Read: Music
d) Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).	Teacher's Guide Seasonal Holidays p. 34- African Music Teacher's Guide p. 14 - Emotions: <i>Happy</i>

Cultural Differences

9. Expresses an understanding of artistic difference among cultures.

New York Standards	Starfall Alignment
a) Compares his/her artistic creations with those from other cultures.	Teacher's Guide Seasonal Holidays p.34 - African Drum Teacher's Guide Seasonal Holidays p. 50 - Maracas, Dance Streamers Teacher's Guide p.85 - Draw and Write About Dragons

<p>b) Describes similarities and differences in dance and creative movements from other cultures.</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>c) Distinguishes between different sounds of music and types of instruments from other cultures.</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 Teacher’s Guide Seasonal Holidays p.51- Songs and Poems Starfall.com - Songs and Rhymes Starfall.com - It’s Fun to Read: Music</p>
<p>d) Discusses dances and dramatizations from various cultures.</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 Teacher’s Guide p.93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p.220 - Dramatize “One Rice Thousand Gold” Starfall.com - It’s Fun to Read: Music Starfall.com - Historical Folk Songs</p>

TECHNOLOGY

Foundations to Technology

1. Describes types of materials and how they’re used.

New York Standards	Starfall Alignment
<p>a) Discusses or describes characteristics of materials in the environment.</p>	<p>Teacher’s Guide p. 104 - Discovery Center Teacher’s Guide p. 183 - Introduce <i>Chicken Little</i> Teacher’s Guide p. 195 - Use Your Senses: What’s in the Bag? Teacher’s Guide p. 204 - Discovery Center Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide p. 546 - Fruits and Vegetables</p>

b) Explains some uses for materials, e.g., wood, fur, plastic.	Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 467 - Build a House Teacher's Guide p. 558 - Discovery Center
c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).	Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 449 - Construct a House Teacher's Guide p. 465 - Construction Center Teacher's Guide p. 513 - Construction Center

2. Explores and uses various types of tools appropriately.

New York Standards	Starfall Alignment
a) Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).	Teacher's Guide p.208 - Introduce <i>Thermometers</i> Teacher's Guide p. 467 - Build a House Teacher's Guide p. 473 - Big Machines
b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine)	Teacher's Guide p. 226 - Computer Center Teacher's Guide p. 298 - Computer Center Teacher's Guide p. 473 - Big Machines
c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).	Teacher's Guide p. 470 - Introduce Machines Teacher's Guide p. 226 - Art Center Teacher's Guide p. 475 - Predictions: Roll or Slide?
d) Uses common tools to create simple objects or structures.	Teacher's Guide p. 325 - Construction Center Teacher's Guide p. 391 - Construction Center Teacher's Guide p. 441 - Construction Center
e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).	Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 299 - Construction Center Teacher's Guide p. 347 - Construction Center Teacher's Guide p. 414 - Art Center

TECHNOLOGY

Foundations to Technology (con't)

3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.

New York Standards	Starfall Alignment
a) Identifies examples of technology used in daily life (e.g., telephone, computers, car).	Teacher's Guide p. 102 - Library Center Teacher's Guide p. 102 - Computer Center Teacher's Guide pp 137-138 - "The Wheels on the Bus" Teacher's Guide p. 156 - Create Fire Trucks Teacher's Guide pp. 157-158 - Dialing 9-1-1
b) Describes how technology can make finding information, completing tasks and solving problems faster and easier.	Teacher's Guide p.202 - Computer Center Teacher's Guide p.226 - Computer Center Teacher's Guide p. 276 - Computer Center Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 470 - Introduce Machines Teacher's Guide p. 471 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide p. 499 - A Plane Ride
c) Identifies examples of how technology affects the environment, including home and school environments.	Teacher's Guide p. 178 - Library Center Teacher's Guide p.208 - Introduce <i>Thermometers</i> Teacher's Guide p.306 - <i>Reach for the Stars</i> Teacher's Guide p. 309 -Review <i>Reach for the Stars</i>

Using Technology

4. Understands the operation of technology systems.

New York Standards	Starfall Alignment
a) Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).	Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 346 - Computer Center Teacher's Guide p. 534 - Computer Center Teacher's Guide - Daily Computer Centers
b) Begins using appropriate vocabulary when	Teacher's Guide p. 50 - Computer Center

describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).	Teacher's Guide p. 76 - Computer Center Teacher's Guide p. 102 - Computer Center Teacher's Guide p. 414 - Computer Center
c) Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).	Teacher's Guide p. 76 - Computer Center Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 534 - Computer Center

TECHNOLOGY

Using Technology(con't)

5. Uses the knowledge of technology to increase learning.

New York Standards	Starfall Alignment
a) Uses computer to write, draw and explore concepts.	Teacher's Guide p. 276 - Computer Center Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 346 - Computer Center
b) Learns basic skills by using age appropriate computer programs.	Teacher's Guide p. 254 - Computer Center Teacher's Guide p. 298 - Computer Center Teacher's Guide p. 390 - Computer Center
c) Uses technology tools independently (e.g., instructional media games, digital cameras).	Teacher's Guide Seasonal Holidays p.52 - Mother's Day Online Activities Teacher's Guide p. 324 - Computer Center Teacher's Guide p. 414 - Computer Center Teacher's Guide p. 464 - Computer Center

*The standards in this document were copied directly from New York State Prekindergarten Foundation for the Common Core.