



**New Hampshire State Early Learning Standards
Alignment to Starfall Pre K 4**

Social and Emotional Development

Self-Concept and Social Identity: Self-Esteem

New Hampshire Standards	Starfall Alignment
Continue to seek adult attention and recognition of what they know and can do	Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 128 - Discovery Center Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 568 - Look What We've Learned! Teacher's Guide p. 582 - Play Alphabet Toss
Boast about what they know and can do (E.g. Quinn says, "I am really good at drawing rainbows.")	Teacher's Guide Seasonal Holidays p. 35 - Change the World Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 144 - Review /t/ Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 310 - Class Story: Space Trip Teacher's Guide p. 351 - Create a Class Farm Book Teacher's Guide p. 443 - Things I Can Build Teacher's Guide p. 568 - Look What We've Learned!

Self-Concept and Social Identity: Self-confidence

New Hampshire Standards	Starfall Alignment
Are confident, self-directed, purposeful and inventive in play	Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 144 - Review /t/

	<p>Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p> <p>Teacher’s Guide p. 310 - Class Story: Space Trip</p> <p>Teacher’s Guide p. 351 - Create a Class Farm Book</p> <p>Teacher’s Guide p. 429 - Create Dinosaurs</p> <p>Teacher’s Guide p. 443 - Things I Can Build</p> <p>Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i></p> <p>Teacher’s Guide p. 501 - Class Travel Journal</p> <p>Teacher’s Guide p. 517 - Create Handprint Poem Gifts</p> <p>Teacher’s Guide p. 545 - Write About Grass Plants</p> <p>Teacher’s Guide - Learning Centers (daily)</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> <p>Teacher’s Guide - Outside Activities (daily)</p>
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Self-Concept and Social Identity: Social Identity

New Hampshire Standards	Starfall Alignment
<p>Notice differences and make comparisons between their physical characteristics and others’ and the way things are done in different settings (E.g. Consuela says “My abuela talks Spanish and my grandma talks English.”)</p>	<p>Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year</p> <p>Teacher’s Guide Seasonal Holidays p. 33 - Different Eggs</p> <p>Teacher’s Guide Seasonal Holidays p. 33 - Diversity Sheet</p> <p>Teacher’s Guide Seasonal Holidays p. 49 - Cinco de Mayo</p> <p>Teacher’s Guide p. 22 - Share Photo Pages</p> <p>Teacher’s Guide p. 65 - Gathering</p> <p>Teacher’s Guide p. 70 - Share Chair</p> <p>Teacher’s Guide p. 84 - <i>Draw Dragon Dot Eyes and other Chinese Fables</i></p> <p>Teacher’s Guide p. 88 - Eye Color Graph</p> <p>Teacher’s Guide pp. 105-106 - Introduce Grandmother</p> <p>Teacher’s Guide p. 203 - Dramatic Play Center</p> <p>Teacher’s Guide p. 203 - Library Center</p> <p>Starfall.com - Talking Library: Ruby Bridges</p>
<p>Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)</p>	<p>Teacher’s Guide Seasonal Holidays p. 33 - Different Eggs</p> <p>Teacher’s Guide Seasonal Holidays p. 33 - Diversity Sheet</p> <p>Teacher’s Guide p. 22 - Share Photo Pages</p> <p>Teacher’s Guide p. 23 - What Animal Would You Bring to School?</p> <p>Teacher’s Guide p. 88 - Eye Color Graph</p> <p>Teacher’s Guide p. 118 - “The Little Red Hen” Comparison</p>

	<p>Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 332 - <i>My Favorite Pet</i> Book Teacher’s Guide - Learning Centers - (daily)</p>
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Attachment: Relationships with primary caregivers and less familiar adults

New Hampshire Standards	Starfall Alignment
<p>Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults</p>	<p>Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide Seasonal Holidays pp. 52-53 - Mother’s Day Teacher’s Guide p. 8 - Meet Gingerbread Boy Teacher’s Guide p. 10 - Teacher’s Literature Choice: First Day of School Teacher’s Guide p. 14 - Story Review: The First Day of School Teacher’s Guide p. 14 - “We’re Happy” Class Book Teacher’s Guide p. 19 - Learning Centers Activity Teacher’s Guide p. 23 - What Animal Would You Bring to School? Teacher’s Guide pp. 105-106 - Introduce Grandmother Teacher’s Guide p. 111 - My Family Teacher’s Guide pp. 112-113 - Helping Your Family Teacher’s Guide p. 119 - Sharing Family Pictures</p>
<p>Seek adult help when needed for emotional support, physical assistance, social interaction, and approval</p>	<p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher’s Guide p. 33 - Where is Gingerbread Boy? Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 214 - Say “Thank You” Teacher’s Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i> Teacher’s Guide p. 236 - Small, Medium, Large Teacher’s Guide p. 279 - Warm Up Your Brain Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 424 - Fossils Teacher’s Guide p. 521 - Warm Up Your Brain Teacher’s Guide p. 568 - Look What We’ve Learned!</p>

	<p>Teacher's Guide - Learning Centers (daily) Teacher's Guide - Outside Activities - (daily)</p>
<p>Imitate familiar adults in culturally appropriate ways in everyday situations</p>	<p>Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide p. 8 - Meet Gingerbread Boy Teacher's Guide p. 10 - Teacher's Literature Choice: First Day of School Teacher's Guide p. 14 - Story Review: The First Day of School Teacher's Guide p. 14 - "We're Happy" Class Book Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide - Learning Centers (daily) Teacher's Guide - Outside Activities - (daily)</p>

Social Competence: Relationships and social skills with peer

New Hampshire Standards	Starfall Alignment
<p>Approach others with expectations of positive interactions</p>	<p>Teacher's Guide Seasonal Holidays p. 35 - Change the World Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 63 - "A-Ticket, A-Tasket" Teacher's Guide p. 144 - Review /t/ Teacher's Guide p. 168 - Share Chair (compliments others) Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 431 - Recognizing Letters "My Turn, Your Turn"</p>
<p>Build skills needed to participate successfully as a member of a group, such as taking turns</p>	<p>Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 92 - "Where Are the Colors?" Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 144 - Review /t/ Teacher's Guide p. 147 - Outside Activity Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 179 - Dramatic Play Center</p>

	<p>Teacher’s Guide pp. 328-329 - The Frog Prince Teacher’s Guide p. 535 - Construction Center</p>
<p>Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance</p>	<p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 63 - “A-Ticket, A-Tasket” Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - 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. 427 - Write a Class Story Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn” Teacher’s Guide p. 483 - Caboose on the Loose Teacher’s Guide p. 491 - Train Game</p>
<p>Develop friendships, sometimes based on shared interests or characteristics</p>	<p>Teacher’s Guide Seasonal Holidays p. 6 - Peppermint Play Dough Leaf Prints Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 127 - Dramatic Play Center Teacher’s Guide p. 168 - Share Chair (compliments others) Teacher’s Guide p. 229 - Safety: Inside School and On the Playground Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 362 - Class Farm Book Teacher’s Guide p. 391 - Dramatic Play Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i> Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p>

Social Competence: Recognition and understanding of others’ feelings

New Hampshire Standards	Starfall Alignment
<p>Begin to understand the reasons for others’ emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, “You’ll get to play with it next time.”)</p>	<p>Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 102 - Computer Center Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 192 - Gathering</p>

	<p>Teacher’s Guide p. 229 - Safety: Inside School and on the Playground</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p> <p>Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i></p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p>
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Social Competence: Behavioral regulation

New Hampshire Standards	Starfall Alignment
<p>Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach’s car, but stops himself and asks, “Can I use that when you’re done?”)</p>	<p>Teacher’s Guide p. 42 - Review Emotions</p> <p>Teacher’s Guide p. 128 - Discovery Center</p> <p>Teacher’s Guide p. 135 - The “Talking Stone”</p> <p>Teacher’s Guide p. 179 - Dramatic Play Center</p> <p>Teacher’s Guide p. 203 - Library Center</p> <p>Teacher’s Guide p. 228 - Discovery Center</p> <p>Teacher’s Guide p. 225 - Construction Center</p> <p>Teacher’s Guide p. 225 - Dramatic Play Center</p> <p>Teacher’s Guide p. 278 - Math Center</p> <p>Teacher’s Guide p. 299 - Dramatic Play Center</p> <p>Teacher’s Guide - Outside Activities - (daily)</p>

Emotional Competence: Emotional expression

New Hampshire Standards	Starfall Alignment
<p>Demonstrate increasing competencies in recognizing and describing their own emotions</p>	<p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i></p> <p>Teacher’s Guide p. 16 - Emotions: <i>Excited and Silly</i></p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i></p> <p>Teacher’s Guide p. 42 - Review Emotions</p> <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide pp. 58-59 - “Please” and “Thank You”</p> <p>Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel?</p> <p>Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?”</p> <p>Teacher’s Guide p. 203 - Dramatic Play Center</p> <p>Teacher’s Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p>
<p>Explore emotions in various ways (through play, art, music, and dance)</p>	<p>Teacher’s Guide Seasonal Holiday p. 7 - Leaf Dancing</p> <p>Teacher’s Guide Seasonal Holidays p. 24- Musical Hibernation Game</p> <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. 50 - Dance Streamers</p> <p>Teacher’s Guide p. 13 - <i>If You’re Happy and You Know It</i></p> <p>Teacher’s Guide p. 419 - Dinosaur Dance</p> <p>Teacher’s Guide - Warm Up Your Brain (throughout curriculum)</p> <p>Starfall.com - <i>Sing-Along Volumes 1 & 2</i></p> <p>Starfall.com - Motion Songs</p>
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Emotional Competence: Emotional Regulation

New Hampshire Standards	Starfall Alignment
<p>May still have difficulty regulating strong emotions</p>	<p>Teacher’s Guide p. 9 - Learning Centers</p> <p>Teacher’s Guide p. 19 - Learning Centers</p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i></p> <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide pp. 58-59 - “Please” and “Thank You”</p> <p>Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?”</p> <p>Teacher’s Guide p. 135 - The “Talking Stone”</p> <p>Teacher’s Guide pp. 187-188 - What Would You Do?</p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> <p>Teacher’s Guide - Outside Activities (daily)</p>
<p>Increasingly use words instead of actions to express their emotions</p>	<p>Teacher’s Guide p. 16 - Emotions: <i>Excited and Silly</i></p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i></p> <p>Teacher’s Guide p. 67 - Friends</p> <p>Teacher’s Guide pp. 187-188 - What Would You Do?</p> <p>Teacher’s Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p> <p>Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn”</p> <p>Teacher’s Guide - Learning Centers (daily)</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> <p>Teacher’s Guide - Outside Activities (daily)</p>

Language Development and Emergent Literacy

Listening Comprehension: Receptive verbal communication

New Hampshire Standards	Starfall Alignment
Listen with understanding to stories, directions, and conversations	<p>Teacher's Guide p. 22 - Share Photo Pages</p> <p>Teacher's Guide pp. 55 - Introduce "Mr. Bunny's Carrot Soup"</p> <p>Teacher's Guide p. 135 - The "Talking Stone"</p> <p>Teacher's Guide p. 259 - <i>Who, What, When, Where, Why, and How</i></p> <p>Teacher's Guide pp. 279-280 - Day and Night</p> <p>Teacher's Guide p. 288 - Hibernation</p> <p>Teacher's Guide p. 301 - Introduce Earth</p> <p>Teacher's Guide p. 304 - The Solar System</p> <p>Teacher's Guide p. 349 - Farm Animals</p> <p>Teacher's Guide p. 374 - Compare and Contrast Habitats</p> <p>Teacher's Guide p. 494 - Introduce <i>A Tale of Two Engines</i></p> <p>Starfall.com - Talking Library</p>
Follow instructions that include a two or three step sequence of actions such as setting up a game or following a recipe	<p>Teacher's Guide p. 47 - "Simon Says"</p> <p>Teacher's Guide p. 116 - "The Farmer in the Dell"</p> <p>Teacher's Guide p. 165 - Warm Up Your Brain</p> <p>Teacher's Guide p. 212 - Let's Stay Healthy: Germs</p> <p>Teacher's Guide p. 257 - Warm Up Your Brain</p> <p>Teacher's Guide p. 281 - Create Paper Suns</p> <p>Teacher's Guide p. 306 - Create Star Wands</p> <p>Teacher's Guide p. 396 - Play "High or Low"</p> <p>Teacher's Guide p. 424 - Fossils</p> <p>Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn"</p> <p>Teacher's Guide p. 491 - Train Game</p>

Non-Verbal Communication: Nonverbal communication

New Hampshire Standards	Starfall Alignment
Understand non-verbal cues	<p>Teacher's Guide <i>Read Me First</i> p. 10 - Learn Some American Sign Language</p> <p>Teacher's Guide p. 13 - Emotions: Happy</p> <p>Teacher's Guide p. 16 - Emotions: Excited and Silly</p> <p>Teacher's Guide p. 20 - Emotions: Sad, Angry, and Afraid</p> <p>Teacher's Guide p. 69 - Review Rules (raising hand)</p> <p>Teacher's Guide p. 92 - "Where Are the Colors?"</p>

	<p>Starfall.com - ABC's: ASL Teacher's Guide p. 165 - Partner Sharing: Community Helpers</p>
<p>Communicate needs, wants, or thoughts using nonverbal gestures, actions, or expressions (E.g. 5-year-old Devin points to the block area when he is asked what he wants to do next.)</p>	<p>Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 69 - Review Rules Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn?" Teacher's Guide p. 432 - Dinosaur Book Vote Teacher's Guide - Gathering (daily)</p>

Communication Concepts: Pragmatics and social language

New Hampshire Standards	Starfall Alignment
<p>Use language according to rules appropriate for the cultural context (may need adult help in recognizing appropriate cultural context) (E.g. 4-year-old Savannah asks her peer, "Can I please have the purple crayon?")</p>	<p>Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 165 - Partner Sharing: Community Helpers Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Learning Centers (daily)</p>
<p>With adult support, can take turns in conversations and group discussions</p>	<p>Teacher's Guide pp. 57-58 - It's Raining! Teacher's Guide p. 69 - Review Rules Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 92 - "Where Are the Colors?" Teacher's Guide p. 114 - Little Red Hen Makes Pancakes Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 259 - "Who Likes the Rain?" Graph</p>

	Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 333 - Real or Make Believe
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Verbal Expressions: Vocabulary development

New Hampshire Standards	Starfall Alignment
Use increasingly complex and varied vocabulary and language	Teacher's Guide pp. 231-232 - Introduce <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 286-287 - Introduce Autumn Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 469 - Introduce <i>The Cobbler and the Elves</i> Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide p. 564 - Introduce <i>The Ant and the Chrysalis</i>
Use words and phrases learned through conversations and being read to (E.g. 4-year-old Hazel says, "The end", when she finishes her snack.)	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 pp. 143-144 - Vehicles and Buildings Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide p. 526 - Compare and Contrast Teacher's Guide p. 537 - Seeds Teacher's Guide p. 546 - Fruits and Vegetables

Verbal Expressions: Expressive language or speaking, and meaning and linguistic concepts

New Hampshire Standards	Starfall Alignment
Speak clearly enough to be understood	Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide pp. 58-59 - "Please" and "Thank

	<p>You”</p> <p>Teacher’s Guide p. 70 - Share Chair</p> <p>Teacher’s Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph</p> <p>Teacher’s Guide p. 313 - Pre-K Book Club</p> <p>Teacher’s Guide p. 526 - Compare and Contrast</p>
Use language for a variety of purposes, including communicating information (E.g. 5-year-old Sean shows his friends his new race car and they ask him questions about it and tell him stories about theirs.)	<p>Teacher’s Guide pp. 143-144 - Vehicles and Buildings</p> <p>Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy</p> <p>Teacher’s Guide p. 291 - “My Favorite Season” Chart</p> <p>Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher’s Guide p. 526 - Compare and Contrast</p> <p>Teacher’s Guide p. 537 - Seeds</p>
Ask questions and initiate and respond in conversations with others	<p>Teacher’s Guide pp. 57-58 - It’s Raining!</p> <p>Teacher’s Guide p. 69 - Review Rules</p> <p>Teacher’s Guide p. 70 - Share Chair</p> <p>Teacher’s Guide p. 92 - “Where Are the Colors?”</p> <p>Teacher’s Guide p. 114 - Little Red Hen Makes Pancakes</p> <p>Teacher’s Guide p. 135 - The “Talking Stone”</p> <p>Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p> <p>Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph</p> <p>Teacher’s Guide p. 313 - Pre-K Book Club</p> <p>Teacher’s Guide p. 333 - Real or Make Believe</p>
Tell stories with multiple characters and events	<p>Teacher’s Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears</p> <p>Teacher’s Guide p. 298 - Library Center</p> <p>Teacher’s Guide p. 310 - Class Story: Space Trip</p> <p>Teacher’s Guide p. 400 - Sequence <i>The Ugly Duckling</i></p> <p>Teacher’s Guide p. 400 - Create a Class Book: “If I Were a Bird”</p> <p>Teacher’s Guide p. 501 - Class Travel Journal</p>

Emergent Reading: Participation in language and literacy activities

New Hampshire Standards	Starfall Alignment
Learn new information from books being read to them	Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i>

	<p>Teacher’s Guide p. 268 - Introduce <i>Thermometers</i></p> <p>Teacher’s Guide p. 303 - Why the Sun and the Moon Live in the Sky</p> <p>Teacher’s Guide p. 306 - <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i></p> <p>Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i></p> <p>Teacher’s Guide p. 406 - Dolphins and Whales</p> <p>Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> <p>Teacher’s Guide p. 564 - Introduce <i>The Ant and the Chrysalis</i></p>
<p>Ask for a story to be read and respond to stories told or read aloud</p>	<p>Teacher’s Guide p. 41 - Gingerbread Story Comparison</p> <p>Teacher’s Guide p. 118 - Little Red Hen Comparison</p> <p>Teacher’s Guide p. 139 - Teacher’s Literature Choice: Neighborhood or Community</p> <p>Teacher’s Guide p. 313 - Pre-K Book Club</p> <p>Teacher’s Guide p. 432 - Dinosaur Book Vote</p> <p>Teacher’s Guide p. 481 - Pre-K Book Club</p> <p>Teacher’s Guide - Teacher’s Literature Choice (weekly)</p> <p>Teacher’s Guide - Library Center (daily)</p>
<p>Respond to adult questions about a book or story</p>	<p>Teacher’s Guide p. 80 - Introduce <i>Draw Dragon Dot Eyes</i></p> <p>Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i></p> <p>Teacher’s Guide p. 220 - Dramatize “One Rice Thousand Gold”</p> <p>Teacher’s Guide p. 259 - Who, Where, When, What, Why, and How</p> <p>Teacher’s Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher’s Guide p. 306 - <i>Reach for the Stars</i></p> <p>Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i></p> <p>Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> <p>Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Engines</i></p> <p>Teacher’s Guide - Library Center (daily)</p>
<p>Ask questions about a book or story</p>	<p>Teacher’s Guide p. 80 - Introduce <i>Draw Dragon Dot Eyes</i></p> <p>Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i></p> <p>Teacher’s Guide p. 220 - Dramatize “One Rice Thousand Gold”</p> <p>Teacher’s Guide p. 259 - Who, Where, When, What,</p>

	<p>Why, and How Teacher’s Guide p. 303 - Why the Sun and the Moon Live in the Sky Teacher’s Guide p. 306 - Reach for the Stars Teacher’s Guide p. 351 - Introduce “The Little Rooster” Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Engines</i></p>
<p>Make connections between a book or story to personal experiences (E.g. Irena points to a picture of a dog and says, “I have a dog like this, only bigger and my dog never chews shoes”.)</p>	<p>Teacher’s Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 306 - Reach for the Stars Teacher’s Guide p. 351 - Introduce “The Little Rooster” Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Engines</i> Teacher’s Guide p. 586 - Introduce “The Four Friends” Teacher’s Guide - Library Center (daily)</p>

Emergent Reading: Narrative and story sense

New Hampshire Standards	Starfall Alignment
<p>Guess what will happen next in a story using pictures as a guide</p>	<p>Teacher’s Guide p. 23 - Use Illustrations to Predict Teacher’s Guide p. 44 - Teacher’s Literature Choice Teacher’s Guide p. 111 - Teacher’s Literature Choice: Families Teacher’s Guide p. 139 - Teacher’s Literature Choice: Neighborhood or Community Teacher’s Guide p. 455 - Teacher’s Literature Choice: Construction Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide p. 564 - Introduce <i>The Ant and the Chrysalis</i> Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i> Teacher’s Guide p. 586 - Introduce “The Four Friends”</p>
<p>Tell their own stories</p>	<p>Teacher’s Guide p. 160 - What I Want to Be</p>

	<p>Teacher's Guide p. 187 - What Would You Do? Teacher's Guide p. 310 - Class Story: Space Trip Teacher's Guide p. 351 - Create a Class Farm Book Teacher's Guide p. 400 - Create a Class Book: "If I Were a Bird" Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 501 - Class Travel Journal Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 545 - Write About Grass Plants</p>
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Emergent Reading: Comprehension and interpretation

New Hampshire Standards	Starfall Alignment
<p>Represent stories told or read aloud through a variety of media or in play</p>	<p>Teacher's Guide p. 160 - Get Low and Go Teacher's Guide p. 192 - Use Your Senses: Popcorn Teacher's Guide p. 220 - Dramatize "One Rice Thousand Gold" Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 310 - Class Story: Space Trip Teacher's Guide p. 330 - Read the "Pets" Chart Teacher's Guide p. 359 - Milk a Cow! Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher's Guide p. 548 - Dramatize <i>The Turnip</i> Teacher's Guide - Library Center (daily) Starfall.com - Talking Library</p>
<p>Use their own words to retell a simple familiar story while looking at a book</p>	<p>Teacher's Guide p. 64 - "Mr. Bunny's Carrot Soup" Characters Teacher's Guide p. 187 - What Would You Do? Teacher's Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 290-291 - Read <i>How the Turtle cracked its Shell</i> Teacher's Guide p. 298 - Library Center Teacher's Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher's Guide p. 449 - Sequence <i>The Three Little Pigs</i> Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher's Guide p. 548 - Dramatize <i>The Turnip</i></p>

	Teacher's Guide p. 570 - Sequence The Ant and the Chrysalis
Retell information from a book (E.g. 5 year old Mac tells his Papa that Tyrannosaurus Rex runs as fast as a horse.)	Teacher's Guide pp. 82-83 - Introduce Yellow and Green Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 306 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i>

Emergent Reading: Interest in and appreciation of reading

New Hampshire Standards	Starfall Alignment
Select favorite books, authors, or illustrators	Teacher's Guide p. 41 - Gingerbread Story Comparison Teacher's Guide p. 118 - Little Red Hen Comparison Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 432 - Dinosaur Book Vote Teacher's Guide p. 481 - Pre-K Book Club Teacher's Guide - Teacher's Literature Choice (weekly) Teacher's Guide - Library Center (daily)
Request or respond to informational books on favorite topics	Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 306 - Introduce <i>Reach for the Stars</i> Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide pp. 542-543 - Mr. Bunny's Carrot Soup, Carrot Experiment

Emergent Reading: Phonological awareness (which refers to understanding the sound structure of language such as sounds, rhymes, syllables, and words)

New Hampshire Standards	Starfall Alignment
Listen to and recognize different sounds in rhymes,	Teacher's Guide p. 23 - What Animal Would You

<p>songs, and familiar words (E.g. When the teacher sings, “Willaby wallaby Wecca an elephant sat on...”, Becca shouts, “Becca!”)</p>	<p>Bring to School? Teacher’s Guide p. 30 - Finish the Rhyme Teacher’s Guide p. 167 - “One, Two, Tie My Shoe” Teacher’s Guide p. 194 - Rhymes and Body Parts Teacher’s Guide p. 205 - <i>Where’s My Head</i> Teacher’s Guide p. 219 - Where is /a/? Teacher’s Guide p. 401 - Warm Up Your Brain Teacher’s Guide p. 407 - Rhyming Words: “Down By the Bay” Teacher’s Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)</p>
<p>Play with sounds of spoken language including letter sounds, rhymes, and words (E.g. Ray says, “My name rhymes with play.”)</p>	<p>Teacher’s Guide p. 120 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 182 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 219 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 230 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 258 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 267 - Phonological Awareness: Counting Words Teacher’s Guide p. 312 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 372 - Phonological Awareness: Words in a Sentence Starfall.com - “Backpack Bear’s ABC Rhymes”</p>
<p>Can distinguish the beginning sounds of some words</p>	<p>Teacher’s Guide p. 243 - Review <i>a, b, n, p, s, t</i> Teacher’s Guide p. 254 - Computer Center Teacher’s Guide p. 258 - Introduce /l/ Teacher’s Guide pp. 280-281 - Introduce /r/ Teacher’s Guide p. 292 - Initial Sounds: <i>Aa, Bb, Ll, Nn</i> and <i>Rr</i> Teacher’s Guide pp. 336-337 - Review Beginning Sounds Teacher’s Guide p. 384 - Phonological Awareness: Isolating Beginning Sounds Teacher’s Guide p. 457 - Review Letters and Sounds Teacher’s Guide p. 585 - Match Letter and Picture Cards Starfall.com - “Backpack Bear’s ABC Rhymes” Starfall.com - “ABC’s”</p>

Emergent Reading: Book awareness

<p>New Hampshire Standards</p>	<p>Starfall Alignment</p>
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<p>Identify parts of books such as cover, first page, and title</p>	<p>Teacher's Guide p. 12 - Introduce Nursery Rhymes Teacher's Guide pp. 17-18 - Read <i>The Gingerbread Boy</i> 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 p. 178 - Library Center Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide p. 277 - Library Center Teacher's Guide p. 286 - Phonological Awareness: Words in a Sentence Teacher's Guide p. 324 - Library Center</p>
<p>Understand that print carries a message</p>	<p>Teacher's Guide Seasonal Holidays p. 44 - Leprechaun Notes Teacher's Guide p. 12 - Introduce Nursery Rhymes Teacher's Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher's Guide p. 34 - "There's a Neat Little Clock" Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 178 - Library Center Teacher's Guide p. 277 - Library Center Teacher's Guide p. 368 - Art Center Teacher's Guide p. 369 - Writing Center Teacher's Guide p. 391 - Construction Center Teacher's Guide p. 392 - Writing Center</p>

Emergent Writing: Print and alphabet awareness

<p>New Hampshire Standards</p>	<p>Starfall Alignment</p>
<p>Recognize some letters in the alphabet, especially those in their own name (E.g. While putting her things away in her cubby, 4-year-old Azlyn notices other children's names on their cubbies. She exclaims, "Hey, Autumn starts the same as me!")</p>	<p>Teacher's Guide p. 39 - Gathering Teacher's Guide p. 78 - Gathering Teacher's Guide p. 113 - List <i>Bb</i> Words, ASL <i>Bb</i> Teacher's Guide p. 214 - Play Concentration Teacher's Guide p. 216 - Identify Aa, Bb, Nn, Ss, and Tt Teacher's Guide p. 219 - Play "Say it Fast" with Aa, Bb, Nn, Ss, and Tt Teacher's Guide p. 312 - Review Cc/k/ Teacher's Guide p. 339 - Alphabet Bingo Teacher's Guide p. 354 - Match Upper and Lowercase Letters Teacher's Guide p. 457 - Review Letters and Sounds Teacher's Guide p. 480 - Review Letters and ASL Signs</p>

<p>Begin to associate sounds with words or letters</p>	<p>Teacher’s Guide p. 39 - Gathering Teacher’s Guide p. 78 - Gathering Teacher’s Guide p. 113 - List <i>Bb</i> Words, ASL <i>Bb</i> Teacher’s Guide p. 214 - Play Concentration Teacher’s Guide p. 216 - Identify Aa, Bb, Nn, Ss, and Tt Teacher’s Guide p. 219 - Play “Say it Fast” with Aa, Bb, Nn, Ss, and Tt Teacher’s Guide p. 312 - Review Cc/k/ Teacher’s Guide p. 339 - Alphabet Bingo Teacher’s Guide p. 354 - Match Upper and Lowercase Letters Teacher’s Guide p. 457 - Review Letters and Sounds Teacher’s Guide p. 480 - Review Letters and ASL Signs Teacher’s Guide p. 588 - Identify Upper and Lowercase Letters</p>
<p>Understand that specific symbols are used to communicate in writing</p>	<p>Teacher’s Guide p. 12 - Introduce Nursery Rhymes Teacher’s Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher’s Guide p. 43 - Classify Letters, Shapes, and Numbers 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 p. 178 - Library Center Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide p. 277 - Library Center Teacher’s Guide p. 286 - Phonological Awareness: Words in a Sentence Teacher’s Guide p. 324 - Library Center Teacher’s Guide p. 399 - Introduce <i>Dd</i>, List <i>Dd</i> Words, ASL <i>Dd</i></p>

Emergent Writing: Interest in and emergent writing

<p>New Hampshire Standards</p>	<p>Starfall Alignment</p>
<p>Understand that writing is a way of communicating</p>	<p>Teacher’s Guide p. 51 - Writing Center Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 126 - Art Center Teacher’s Guide p. 151 - Writing Center Teacher’s Guide p. 164 - Review <i>Bb</i>, <i>Nn</i>, and <i>Tt</i> Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 376 - Draw Animals in Their Habitats Teacher’s Guide p. 416 - Writing Center</p>

	Teacher’s Guide p. 564 - Creative Writing
Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas	Teacher’s Guide p. 51 - Writing Center Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 126 - Art Center Teacher’s Guide p. 151 - Writing Center Teacher’s Guide p. 164 - Review <i>Bb, Nn,</i> and <i>Tt</i> Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 376 - Draw Animals in Their Habitats Teacher’s Guide p. 416 - Writing Center Teacher’s Guide p. 564 - Creative Writing Teacher’s Guide p. 589 - Create a Class Book for Gingerbread Boy
Engage in writing using letter-like symbols to make letters or words	Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 77 - Writing Center Teacher’s Guide p. 103 - Writing Center Teacher’s Guide p. 126 - Art Center Teacher’s Guide p. 368 - Art Center Teacher’s Guide p. 369 - Writing Center Teacher’s Guide p. 466 - Writing Center Teacher’s Guide p. 487 - Writing Center Teacher’s Guide p. 564 - Creative Writing
Begin to copy or write their own name	Teacher’s Guide p. 11 - Make Handprints Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 325 - Writing Center Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 347 - Writing Center Teacher’s Guide p. 466 - Writing Center Teacher’s Guide p. 517 - Create Handprint Poem Gifts

Cognitive Development - Early Numeracy

Number Operations: Concept of number, quantity, ways of representing numbers, one-to-one correspondence, and counting (Develop progressively more complex knowledge and skills about numbers, in the following sequence*:))

New Hampshire Standards	Starfall Alignment
Identify by sight how many are in a small group of up to 3 items	Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 128 - Math Center Teacher’s Guide p. 287 - Numbers Everywhere

	<p>Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 491 - Train Game Starfall.com - Math: Numbers 1-3</p>
Demonstrate understanding of one-to-one correspondence	<p>Teacher's Guide p. 42 - Gathering Teacher's Guide p. 104 - Math Center Teacher's Guide p. 116 - Gathering Teacher's Guide p. 204 - Math Center Teacher's Guide p. 370 - Math Center Teacher's Guide p. 373 - Make Animal Sets</p>
Recognize that the last number used in counting is the same as the total (E.g. Leila counts four cars and when the teacher asks her, "How many cars do you have?" she answers, "Four.")	<p>Teacher's Guide p. 18 - Gathering Teacher's Guide p. 112 - Warm Up Your Brain Teacher's Guide p. 116 - Gathering Teacher's Guide p. 326 - Math Center Teacher's Guide p. 348 - Math Center Teacher's Guide p. 373 - Make Animal Sets</p>
Count objects in two different collections (up to ten in each) to determine which is the larger one	<p>Teacher's Guide pp. 36-37 - Analyze the Spice Graph Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 358 - Estimation Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 491 - Train Game Teacher's Guide p. 549 - Graph Favorite Fruits & Vegetables</p>
Can answer the question "What comes after..." a number without having to recount (E.g. When asked, "What comes after five," Sawyer says, "Six," without having to count up from one.)	<p>Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 104 - Math Center Teacher's Guide p. 180 - Math Center Teacher's Guide p. 204 - Math Center Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 228 - Math Center Teacher's Guide p. 348 - Math Center Teacher's Guide - Gathering (daily)</p>
Change small collections of objects by combining or removing objects and then counting to determine how many they have (E.g. Avery counts out three blocks, then adds two more, and counts all of the blocks and says, "I have five blocks.") <i>*While many children move through all of the steps of this sequence by five years old, others may still be only partially through this sequence by that age.</i>	<p>Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 524 - Solve Story Problems Teacher's Guide p. 528 - Learn About Pennies and Nickels Starfall.com - Math: Addition and Subtraction - Word Problems Starfall.com - Math: Addition and Subtraction - Addition Practice, "Addition Introduction" Starfall.com: Math: Math Songs</p>
Begin to recognize and attempt to write numerals up to 10	<p>Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 180 - Math Center</p>

	Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 287 - Numbers Everywhere Teacher's Guide p. 377 - Estimate Frog Hops Teacher's Guide p. 392 - Math Center
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Geometry and Spatial Sense: Shapes and their attributes, position, comparing and contrasting two or more objects, and distance

New Hampshire Standards	Starfall Alignment
Use words that show understanding of order and position of objects	Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 103 - Construction Center Teacher's Guide p. 153 - Warm Up Your Brain Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 442 - Math Center <i>Starfall.com</i> : Math: Geometry: 3D Space
Identify and name common shapes	Teacher's Guide p. 40 - Compare Shapes Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide pp. 66-67 - Where's the Shape Teacher's Guide p. 108 - Design a House Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p. 561 - Shape Orientation
Describes basic features of shapes (E.g. Finnley says, "This triangle has three sides and this square has four sides.")	Teacher's Guide p. 40 - Compare Shapes Teacher's Guide pp. 66-67 - <i>Where's the Shape</i> Teacher's Guide p. 311 - 3D Geometric Shapes Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 558 - Math Center <i>Starfall.com</i> - Math: Geometry and Measurement
Compare the shape of two objects (E.g. Reanna draws two round shapes and says, "This one is an oval and this one is a circle.")	Teacher's Guide p. 40 - Compare Shapes Teacher's Guide pp. 66-67 - <i>Where's the Shape</i> Teacher's Guide p. 77 - Construction Center Teacher's Guide p. 108 - Design a House Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 558 - Math Center Teacher's Guide p. 561 - Shape Orientation <i>Starfall.com</i> - Math: Geometry and Measurement

Measurements: Size, volume, quantity, and other measurable qualities, and the tools to measure them

New Hampshire Standards	Starfall Alignment
Recognize that objects can be measured by height, length, weight, and volume (E.g. Palo makes a stack of unifix cubes next to his friend and says, "You're	Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 218 - Order and Compare Short or Tall

40 cubes tall.”)	Teacher’s Guide p. 309 - Measure Rockets Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 450 - Measure Height Teacher’s Guide p. 520 - How Tall Are You?
Make comparison such as bigger or smaller between two groups of objects	Teacher’s Guide p. 218 - Order and Compare Short to Tall Teacher’s Guide p. 231 - Introduce Goldilocks and the Three Bears Teacher’s Guide p. 309 - Measure Rockets Teacher’s Guide p. 491 - Train Game <i>Starfall.com</i> : Math: Geometry and Measurement: Measurement: “Shoes” <i>Starfall.com</i> : Math: Geometry and Measurement: Measurement: “Trains”
Recognize that time is measured in units (E.g. John asks how many more minutes he can stay outside.)	Teacher’s Guide p. 34 - “There’s a Neat Little Clock” Teacher’s Guide p. 84 - Story Order Teacher’s Guide p. 111 - My Family Teacher’s Guide p. 139 - Create a Neighborhood Scene Teacher’s Guide p. 215 - Let’s Stay Healthy: Sleep and Water Teacher’s Guide p. 496 - Introduce Trains Teacher’s Guide p. 559 - Growing and Changing Teacher’s Guide p. 568 - Look What We’ve Learned Teacher’s Guide - Gathering (daily) <i>Starfall.com</i> - Math Songs: The Time Song <i>Starfall.com</i> - Backpack Bear Learns the Rules

Patterns and Relationships: Recognizing or creating planned or random repetitions, and comparisons

New Hampshire Standards	Starfall Alignment
Order or sequence several objects based on one characteristic	Teacher’s Guide Seasonal Holidays p. 49 - ABC Pattern Teacher’s Guide p. 256 - Math Center Teacher’s Guide p. 278 - Math Center Teacher’s Guide p. 290 - Make Patterns with Coins Teacher’s Guide p. 488 - Math Center Teacher’s Guide p. 565 - Create Patterns
Begin creating simple patterns with familiar objects (E.g. Max places the blocks in rows of long, short, long, short, etc.)	Teacher’s Guide p. 232 - Create a Pattern Teacher’s Guide p. 256 - Math Center Teacher’s Guide p. 265 - Create Weather Patterns Teacher’s Guide p. 281 - Create Paper Suns Teacher’s Guide p. 488 - Math Center Teacher’s Guide p. 565 - Create Patterns

Data Collection and Analysis: Gathering, organizing, and analyzing information, drawing conclusions to make sense of the world

New Hampshire Standards	Starfall Alignment
Sort objects and count and compare the groups formed (E.g. Carlo says, "There are 3 brown teddy bears and 4 black teddy bears.")	<p>Teacher's Guide p. 217 - How Tall are You? Teacher's Guide p. 218 - Order and Compare Short to Tall Teacher's Guide p. 236 - Small, Medium, Large Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 419 - Create Dinosaur Footprints Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 491 - Train Game Teacher's Guide p. 523 - Compare Sizes Teacher's Guide p. 536 - Math Center</p>
Organize and represent information visually, with adult support (E.g. The teacher helps the preschoolers create a picture graph showing the numbers of children who walked to school or rode in a car.)	<p>Teacher's Guide p. 36 - Analyze the Spice Graph Teacher's Guide p. 181 - Gathering (Forecast the Weather) Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 358 - Estimation Teacher's Guide p. 549 - Graph Favorite Fruits & Vegetables</p>

Time and Sequence: Concept of time as it relates to daily routines, and sequencing of events

New Hampshire Standards	Starfall Alignment
Begin to differentiate between yesterday, today, and tomorrow	<p>Teacher's Guide Seasonal Holidays p. 38 - Spring Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 443 - Things I Can Build Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 581 - Graph Favorite Learning Centers Teacher's Guide - Gathering (daily)</p>

Key Concepts: Object permanence and representational/ symbolic thought

New Hampshire Standards	Starfall Alignment
Talk about things or people that are not present	<p>Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day Teacher's Guide pp. 129-130 - Introduce Neighbors and Community Teacher's Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide pp. 241-242 - Safety: Review <i>Fire Safety</i>, and <i>Introduce Strangers</i> Teacher's Guide p. 419 - Dinosaur Dance Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Starfall.com - Songs & Rhymes: <i>Historical Folk Songs</i></p>
Use a variety of forms (drawings, block structures, movement, and other materials) to represent their ideas and feelings	<p>Teacher's Guide Seasonal Holiday p. 7 - Leaf Dancing Teacher's Guide Seasonal Holidays p. 24- Musical Hibernation Game Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide Seasonal Holidays p. 27 - Dragon Dance: Chinese New Year Teacher's Guide Seasonal Holidays p. 50 - Dance Streamers Teacher's Guide p. 202 - Mosaics Teacher's Guide p. 419 - Dinosaur Dance</p>

Exploring the Physical World: Physical science, life science, earth and space science, and environmental science

New Hampshire Standards	Starfall Alignment
Begin to identify the properties of various living things and what living things need to be able to survive	<p>Teacher's Guide Seasonal Holidays p. 40 - Worm Home Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide p. 393 - Introduce Birds Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 525 -Determine Living and Nonliving Teacher's Guide p. 529 - Teacher's Literature Choice: Living and Nonliving Teacher's Guide p. 537- Seeds Teacher's Guide p. 571 - Riddles: What Am I?</p>
Begin to talk about environmental changes and	Teacher's Guide Seasonal Holidays p. 28 -

phenomena (weather, seasons, sun, and moon)	<p>Shadow Activities Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 277 - Dramatic Play Center Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide pp. 286-287 - Introduce Autumn Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 303 - <i>Why the Sun and Moon Live in the Sky</i> Teacher's Guide p. 304 - The Solar System</p>
Show interest in caring for the earth and environment	<p>Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide Seasonal Holidays p. 47 - Sorting Cans Teacher's Guide Seasonal Holidays p. 47 - Recycling Teacher's Guide p. 535 - Dramatic Play Center (reusable grocery bags) Activities for Math (use collected rainfall to water plants) Starfall.com - Earth Icon: Every Day is Earth Day Starfall.com - Backpack Bear's Books - "The Bottle in the River"</p>
Explore simple physical science concepts such as force, motion, and gravity (E.g. Three children in the preschool room build an elaborate structure with blocks and ramps and then run different marbles through it to see which is the fastest.)	<p>Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 478 - Make Bulldozer Paintings Teacher's Guide p. 488 - Discovery Center Teacher's Guide - Construction Center (daily)</p>

Exploring the Social World: Social conventions (Rules and expectations, authority and governance)

New Hampshire Standards	Starfall Alignment
Show interest in caring for the classroom environment	<p>Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 90 - Make Fruit Salad Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 178 - Art Center Teacher's Guide p. 202 - Art Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 368 - Art Center Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 580 - Math Center</p>

<p>Participate in developing classroom rules</p>	<p>Teacher’s Guide <i>Read Me First</i> p. 10 - Responsibility/Job Chart Teacher’s Guide <i>Seasonal Holidays</i> p. 27 - Clean Up! Teacher’s Guide p. 9 - Learning Centers Activity Teacher’s Guide p. 19 - Learning Centers Activity Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 69 - Review Rules Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i></p>
<p>Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)</p>	<p>Teacher’s Guide <i>Seasonal Holidays</i> pp. 8-9 - Grandparent’s Day Teacher’s Guide <i>Seasonal Holidays</i> pp. 52-53 - Mother’s Day Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide - Snack/Lunch (daily) Teacher’s Guide - Learning Centers (daily)</p>
<p>With guidance from adults, can engage in problem-solving to resolve difference in perspectives</p>	<p>Teacher’s Guide <i>Seasonal Holidays</i> p. 35 - Change the World Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 107 - How Does the Little Red Hen Feel? Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide p. 179 - Dramatic Play Center Teacher’s Guide p. 277 - Construction Center Teacher’s Guide p. 277 - Dramatic Play Center Teacher’s Guide p. 400 - Sequence the Ugly Duckling</p>

Exploring the Social World: Self, family, and community (Culture, ethical and human issues)

<p>New Hampshire Standards</p>	<p>Starfall Alignment</p>
<p>Know basic personal information</p>	<p>Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 129 - Introduce Neighbors and Community Teacher’s Guide p. 133 - Where We Live Teacher’s Guide p. 139 - Create a Neighborhood Scene Teacher’s Guide pp. 140-141 - Safety Signs Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide - Gathering (daily)</p>

<p>Are aware of own family relationships and show curiosity about others' families</p>	<p>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. 84 - Draw Dragon Dot Eyes and other Chinese Fables Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide pp. 129-130 - Introduce Neighbors and Community Teacher's Guide p. 133 - Where We Live Teacher's Guide p. 207 - "One Rice Thousand Gold"</p>
<p>Notice similarities and differences in people, families, and social groups</p>	<p>Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day Activities and Crafts Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher's Guide Seasonal Holidays p. 33 - Different Eggs Teacher's Guide Seasonal Holidays p. 34 - African Music/African Drum Teacher's Guide Seasonal Holidays pp. 50-51 - Cinco de Mayo Teacher's Guide pp. 80-81 - Introduce Draw Dragon Dot Eyes Teacher's Guide p. 84 - Draw Dragon Dot Eyes and other Chinese Fables Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 207 - "One Rice Thousand Gold" <i>Starfall.com</i>: I'm Reading: Chinese Fables <i>Starfall.com</i>: I'm Reading: Greek Myths <i>Starfall.com</i>: Backpack Bear's Books: Ruby Goes to School <i>Starfall.com</i> - Talking Library: Ruby Bridges <i>Starfall.com</i> - It's Fun to Read: All About Me</p>
<p>Recognize some people, places, and occupations in their communities</p>	<p>Teacher's Guide p. 116 - "The Farmer in the Dell" Teacher's Guide pp. 153-154 - Firefighters Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 160 - Get Low and Go Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 472 - <i>My Father Runs an Excavator</i></p>

	Teacher's Guide p. 499 - A Plane Ride
Act out family roles and occupations in dramatic play	Teacher's Guide p. 51 - Dramatic Play Center Teacher's Guide p. 76 - Dramatic Play Center Teacher's Guide p. 103 - Dramatic Play Center Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 299 - Dramatic Play Center
Show interest in issues of friendship and fairness	Teacher's Guide <i>Read Me First</i> p. 10 - Responsibility/Job Chart Teacher's Guide Seasonal Holidays p. 27 - Clean Up! Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 53 - Friendship Ball Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide pp. 397-398 - Ways People Feel

Cognitive Development – Approaches to Learning

Inquiry and Exploration: Conjecture, scientific inquiry process, curiosity, and sensory exploration

New Hampshire Standards	Starfall Alignment
Observe, wonder, and/or ask questions, make guesses, and explore hypotheses	Teacher's Guide Seasonal Holidays p. 28 - Shadow Activities Teacher's Guide Seasonal Holidays p. 30 - Valentine Mixing Colors Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 537 - Seeds Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Learning Centers - (daily) Teacher's Guide - Outside Activities - (daily)

<p>Use senses and tools/technology to aid in investigation</p>	<p>Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk Teacher’s Guide Seasonal Holidays p. 6 - Fall Tree Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk Teacher’s Guide Seasonal Holidays p. 38 - Evaporation Teacher’s Guide pp. 181-182 - The Five Senses Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide p. 195 - Use Your Senses: What’s in the Bag? Teacher’s Guide p. 204 - Discovery Center Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph</p>
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Inquiry and Exploration: Cause and effect

<p>New Hampshire Standards</p>	<p>Starfall Alignment</p>
<p>Sometimes use magical thinking, showing misunderstanding of cause and effect (E.g. Zeke puts his snow pants by the front door, believing that this will make it snow overnight.)</p>	<p>Teacher’s Guide p. 277 - Dramatic Play Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 325 - Writing Center Teacher’s Guide p. 369 - Dramatic Play Center Teacher’s Guide p. 391 - Dramatic Play Center Teacher’s Guide p. 400 - Create a Class Book: If I Were a Bird Teacher’s Guide - Learning Centers</p>
<p>Continue to experiment with cause and effect</p>	<p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide Seasonal Holidays p. 28 - Shadow Activities Teacher’s Guide Seasonal Holidays p. 30 - Valentine Mixing Colors Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 466 - Discovery Center Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 537- Seeds Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p>
<p>Engage in repeated actions to make something happen (E.g. Dannie notices that Marie buttons her own coat, so Dannie tries several methods before succeeding in buttoning her own coat.)</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 316 - Discovery Center Teacher’s Guide p. 348 - Discovery Center</p>

	<p>Teacher's Guide p. 369 - Dramatic Play Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 565 - Create Patterns Teacher's Guide - Construction Center (daily) Teacher's Guide - Dramatic Play Center (daily)</p>
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Reasoning and Problem Solving: Theories about the world and how things work, reflection, critical thinking, and trial and error

New Hampshire Standards	Starfall Alignment
Talk about own ideas, predictions, and plans, building on prior experiences either self-initiated or guided by adults	<p>Teacher's Guide Seasonal Holidays p. 35 - Change the World Teacher's Guide p. 107 - How Does the Little Red Hen Feel? Teacher's Guide p. 109 - "Did Little Red Hen Do the Right Thing?" Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide pp. 397-398 - Ways People Feel Teacher's Guide p. 400 - Sequence the Ugly Duckling Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide - Learning Centers - (daily) Teacher's Guide - Outside Activities - (daily)</p>
Can figure out more than one solution to a problem if the first one doesn't work (E.g. In trying to get a ball down from the tree, Marlow first throws a shoe to get it down and when that doesn't work, gets a rake to try to poke it down.)	<p>Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide p. 128 - Discovery Center Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 465 - Dramatic Play Center Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 488 - Discovery Center Teacher's Guide - Learning Centers (daily)</p>

Cooperative Learning: Cooperative learning

New Hampshire Standards	Starfall Alignment
Work with others to plan or problem solve toward a	Teacher's Guide Seasonal Holidays p. 35 - Change

<p>shared goal and can describe the reasons for their shared decisions (E.g. Aaron, Chuck, and Jill make a complex track for a train and discuss how sharp curves make trains derail.)</p>	<p>the World Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 212 - Let’s Stay Healthy: Germs Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 415 - Dramatic Play Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p>
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Play: Imitation, risk taking, experimentation, spontaneous learning, and play with others

New Hampshire Standards	Starfall Alignment
<p>Co-create elaborate pretend play with other children, including scenarios with multiple roles, ideas, and co-negotiated rules</p>	<p>Teacher’s Guide p. 51 - Dramatic Play Center Teacher’s Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 103 - Dramatic Play Center Teacher’s Guide p. 227 - Dramatic Play Center Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher’s Guide p. 255 - Dramatic Play Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 325 - Dramatic Play Center Teacher’s Guide p. 347 - Dramatic Play Center Teacher’s Guide p. 548 - Dramatize “The Turnip”</p>
<p>Engage in pretend play with others to explore and understand life experience and roles</p>	<p>Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 160 - Get Low and Go Teacher’s Guide p. 179 - Dramatic Play Center Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher’s Guide p. 255 - Dramatic Play Center Teacher’s Guide p. 277 - Dramatic Play Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 557 - Dramatic Play Center</p>
<p>Create sophisticated structures alone and with others, using various constructive materials, sometimes used in pretend play</p>	<p>Teacher’s Guide p. 103 - Construction Center Teacher’s Guide p. 127 - Construction Center Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 151 - Construction Center Teacher’s Guide p. 179 - Construction Center Teacher’s Guide p. 227 - Construction Center</p>

	Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 488 - Discovery Center Teacher's Guide p. 557 - Construction Center
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Play: Sense of delight and humor

New Hampshire Standards	Starfall Alignment
Show delight in all aspects of play from planning to describing the experience	Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> Teacher's Guide p. 14 - "We're Happy" Class Book Teacher Guide p. 23 - What Animal Would You Bring to School Teacher's Guide p. 63 - "A-Ticket, A-Tasket" Teacher's Guide p. 115 - Little Red Hen Makes Pancakes Teacher Guide p. 194 - Rhymes and Body Parts Teacher's Guide p. 407 - Rhyming Words: "Down By the Bay" Teacher's Guide p. 419 - Dinosaur Dance Teacher's Guide p. 455 - Draw and Write
May play with language including "bathroom" words	Teacher Guide p. 82 - Gathering Teacher Guide p. 194 - Rhymes and Body Parts Teacher's Guide - Learning Centers Teacher's Guide - Small Group & Exploration Teacher's Guide - Outside Activities Teacher's Guide - Gathering Routine Teacher's Guide - Morning Meeting
Begin to understand simple jokes	Teacher's Guide - Learning Centers Teacher's Guide - Small Group & Exploration Teacher's Guide - Outside Activities Teacher's Guide - Gathering Routine Teacher's Guide - Morning Meeting Teacher's Guide - Outside Activities
May share physical humor with one another	Teacher Guide p. 23 - What Animal Would You Bring to School Teacher Guide p. 82 - Gathering Teacher Guide p. 179 - Writing Center Teacher Guide p. 194 - Rhymes and Body Parts Teacher Guide p. 350 - Five Little Monkeys Teacher's Guide p. 407 - Rhyming Words: "Down By the Bay" Teacher Guide p. 427 - Write a Class Story Teacher's Guide p. 455 - Draw and Write Teacher's Guide - Warm Up Your Brain Teacher's Guide - Learning Centers Teacher's Guide - Small Group & Exploration

Play: Creativity, imagination, and inventiveness

New Hampshire Standards	Starfall Alignment
Tell elaborate stories of their own invention or add details to stories	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher Guide p. 400 - Create a Class Book: “If I Were a Bird” Teacher’s Guide p. 423 - Draw Dinosaur Pictures Teacher’s Guide p. 427 - Write a Class Story Teacher’s Guide p. 441 - Writing Center Teacher’s Guide p. 455 - Draw and Write</p>
Create games that continue to evolve as they plan	<p>Teacher’s Guide p. 52 - Math Center Teacher’s Guide p. 228 - Math Center Teacher’s Guide p. 232 - Create a Pattern Teacher’s Guide p. 255 - Construction Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 347 - Dramatic Play Center Teacher’s Guide - Outside Activities (daily) Teacher’s Guide - Learning Centers (daily)</p>
Pretend to be characters from stories, books, television shows, movies, or their own invention	<p>Teacher’s Guide p. 197 - Dramatize “Chicken Little” Teacher’s Guide p. 347 - Dramatic Play Center Teacher’s Guide p. 391 - Dramatic Play Center Teacher’s Guide p. 415 - Dramatic Play Center Teacher’s Guide p. 419 - Dinosaur Dance Teacher’s Guide p. 441 - Dramatic Play Center Teacher’s Guide p. 465 - Dramatic Play Center</p>

Executive Function: Adaptability of thought processes, planning, and intentionality

New Hampshire Standards	Starfall Alignment
Begin to show ability to adapt their plans when they can’t follow through with their original idea	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 465 - Dramatic Play Center Teacher’s Guide p. 466 - Discovery Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Discovery Center</p>

	Teacher's Guide - Learning Centers (daily)
Can adapt their plan to include other children with adult guidance	Teacher's Guide p. 116 - "The Farmer in the Dell" Teacher's Guide p. 144 - Review /t/ Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 203 - Construction Center Teacher's Guide p. 227 - Writing Center Teacher's Guide p. 227 - Dramatic Play Center Teacher's Guide p. 235 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 310 - Class Story: Space Trip Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 476 - Estimate Rolling Speed
Can engage in increasingly complex planning (E.g. The 4-year-olds create very complex rules for the game they are playing on the playground.)	Teacher's Guide p. 147 - "Name It" Teacher's Guide p. 179 - Construction Center Teacher's Guide p. 227 - Dramatic Play Center Teacher's Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 376 - Draw Animals in Their Habitats Teacher's Guide p. 391 - Dramatic Play Teacher's Guide p. 429 - Create Dinosaurs Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 476 - Estimate Rolling Speed
May ask for help on own or with teacher prompting or seek more information when needed	Teacher's Guide p. 126 - Computer Center Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 214 - Play "Concentration" Teacher's Guide p. 347 - Construction Center Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 431 - Recognizing Letters "My Turn, Your Turn" Teacher's Guide p. 464 - Computer Center Teacher's Guide - Learning Centers (daily)

Executive Function: Working memory and focus and attention

New Hampshire Standards	Starfall Alignment
Pay attention to and remember details	Teacher's Guide p. 187 - What Would You Do? Teacher's Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide pp. 290-291 - Read <i>How the Turtle cracked its Shell</i> Teacher's Guide p. 298 - Library Center Teacher's Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher's Guide p. 449 - Sequence <i>The Three Little</i>

	<p><i>Pigs</i> Teacher’s Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher’s Guide p. 548 - Dramatize <i>The Turnip</i> Teacher’s Guide p. 570 - Sequence <i>The Ant and the Chrysalis</i></p>
Keep track of more than one thing at a time	<p>Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 442 - Discovery Center Teacher’s Guide p. 512 - Art Center Teacher’s Guide p. 525 - Determine Living and Nonliving Teacher’s Guide p. 526 - Compare and Contrast Teacher’s Guide p. 546/549 - Fruits and Vegetables, Graph Favorite Fruits and Vegetables</p>
Stay focused for longer periods of time on activities that interest them and return to those activities	<p>Teacher’s Guide Seasonal Holidays p. 40 - Worm Home Teacher’s Guide p. 64 - Create Character Puppets Teacher’s Guide p. 184 - Create Leaf Rubbings Teacher’s Guide pp. 185-186 - Senses Walk Teacher’s Guide p. 202 - Art Center Teacher’s Guide p. 254 - Art Center Teacher’s Guide p. 281 - Create Paper Suns Teacher’s Guide p. 416 - Writing Center Teacher’s Guide p. 426 - Create Dinosaur Skeletons Teacher’s Guide p. 582 - Play Alphabet Toss Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Gathering (daily) Teacher’s Guide - Small Group & Exploration (daily)</p>

Executive Function: Motivation, initiative, and persistence

New Hampshire Standards	Starfall Alignment
Demonstrate a desire to please adults and may seek adult attention (E.g. 4-year-old Zara yells “Watch me! Watch me!” as she walks across the balance beam.)	<p>Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 392 - Writing Center Teacher’s Guide p. 414 - Art Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 486 - Computer Center Teacher’s Guide - Outside Activities (daily)</p>

<p>Take the initiative carrying out their own plans and persist until the goal is achieved</p>	<p>Teacher's Guide p. 32 - Design Sheep Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide p. 403 - Create an Octopus Teacher's Guide p. 426 - Create Dinosaur Skeletons Teacher's Guide p. 452 - Create Puppets Teacher's Guide p. 486 - Art Center Teacher's Guide p. 488 - Discovery Center Teacher's Guide p. 570 - Create Butterflies Teacher's Guide p. 567 - Create the Butterfly Life Cycle</p>
<p>May get frustrated if they cannot carry out their goals to the level of mastery they desire</p>	<p>Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 299 - Construction Center Teacher's Guide p. 376 - Draw Animals in Their Habitats Teacher's Guide p. 391 - Construction Center Teacher's Guide p. 414 - Art Center Teacher's Guide p. 415 - Construction Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 487 - Construction Center</p>

Symbolic Representation: Representational process

<p>New Hampshire Standards</p>	<p>Starfall Alignment</p>
<p>Use objects to represent other objects in their pretend play (E.g. Hadley and Kayla build an elaborate castle using couch cushions and blankets.)</p>	<p>Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 359 - Milk a Cow! Teacher's Guide p. 499 - A Plane Ride Teacher's Guide p. 567 - Create the Butterfly Life Cycle</p>
<p>Understand that symbols on pictographs and bar graphs indicate quantity (E.g. Chethan puts a sticker on the class graph to show that he has a cat at home and remarks, "More children have a dog at home than a cat.")</p>	<p>Teacher's Guide p. 35 - "Our Favorite Spice" Graph Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 581 - My Favorite Learning Center</p>

Physical Development and Health

Body Awareness and Control: Spatial awareness, development of the senses, orientation to stimuli, sensory integration, physical fitness, knowledge for participation in physical education

New Hampshire Standards	Starfall Alignment
Participate in a variety of physical activities to enhance personal health and physical fitness	Teacher’s Guide p. 25 - Outside Activity Teacher’s Guide p. 47 - “Simon Says” Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 57 - Warm Up Your Brain Teacher’s Guide p. 65 - Warm Up Your Brain Teacher’s Guide p. 137 - Warm Up Your Brain Teacher’s Guide p. 147 - Outside Activity Teacher’s Guide p. 304 - Warm Up Your Brain 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 Teacher’s Guide p. 509 - Alphabet Toss/Ball Toss
Continue to develop their ability to move their body in space and control their bodily movements (E.g. Tanya maneuvers her wheelchair up a ramp and around a corner to join her friends.)	Teacher’s Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher’s Guide Seasonal Holidays p. 39 - Jump Over the Puddle Teacher’s Guide p. 47 - “Simon Says” Teacher’s Guide p. 263 - Warm Up Your Brain Teacher’s Guide p. 411 - Move Like a Dinosaur Teacher’s Guide p. 427 - Warm Up Your Brain Teacher’s Guide p. 437 - Wolf’s Dinner Time Teacher’s Guide p. 447 - Warm Up Your Brain Teacher’s Guide p. 467 - Warm Up Your Brain Teacher’s Guide p. 473 - Warm Up Your Brain Teacher’s Guide p. 483 - Caboose on the Loose
Increasingly use eye-hand coordination to perform a variety of tasks	Teacher’s Guide p. 32 - Design Sheep Teacher’s Guide p. 41 - Decorate Gingerbread Boy Teacher’s Guide p. 77 - Writing Center Teacher’s Guide p. 202 - Art Center Teacher’s Guide p. 204 - Writing Center Teacher’s Guide p. 226 - Art Center Teacher’s Guide p. 255 - Construction Center Teacher’s Guide p. 276 - Art Center Teacher’s Guide p. 392 - Discovery Center Teacher’s Guide p. 514 - Math Center Teacher’s Guide p. 536 - Math Center

Large Muscle Development and Coordination: Gross motor skills

New Hampshire Standards	Starfall Alignment
Continue to develop large muscle control and coordination to play more complex games and/or perform more controlled actions (E.g. Juanita, 5 years old, tosses a stone on the hopscotch game, hops on one foot through two squares and then jumps on two feet to complete the game.)	Teacher's Guide Seasonal Holidays p. 16 -Harvest Obstacle Course Teacher's Guide Seasonal Holidays p. 39 - Jump Over the Puddle Teacher's Guide p. 25 - Outside Activity Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 411 - Move Like a Dinosaur Teacher's Guide p. 461 - Rolling Relays Teacher's Guide p. 483 - Caboose on the Loose Teacher's Guide p. 509 - Alphabet Toss/Ball Toss Starfall.com - Motion Songs
Increase their strength, balance, flexibility, and stamina	Teacher's Guide Seasonal Holidays p. 12 - Apple Relay Teacher's Guide Seasonal Holidays p. 16 -Harvest Obstacle Course Teacher's Guide Seasonal Holidays p. 22 - Indoor Ice Skating Teacher's Guide Seasonal Holidays p. 29 - Groundhog Tunnel Game Teacher's Guide Seasonal Holidays p. 36 - Red Light, Green Light Teacher's Guide p. 25 - Outside Activity Teacher's Guide p. 73 - Outside Activity Teacher's Guide p. 99 - Outside Activity Teacher's Guide p. 175 - Outside Activity Teacher's Guide p. 483 - Outside Activity
Use a variety of materials and equipment in gross motor activities	Teacher's Guide Seasonal Holidays p. 12 - Apple Toss Teacher's Guide Seasonal Holidays p. 16 - Pumpkin Race Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide Seasonal Holidays p. 39 - Bean Bag Puddle Toss Teacher's Guide Seasonal Holidays p. 44 - "St. Patrick's Day Toss" Teacher's Guide p. 147 - Outside Activity Teacher's Guide p. 273 - Outside Activity Teacher's Guide p. 509 - Alphabet Toss/Ball Toss

Small Muscle Development and Coordination; Fine motor skills

New Hampshire Standards	Starfall Alignment
Continue to develop small muscle control and coordination (E.g. 4-year-old Emily uses her index finger and her thumb to form the clay into animal	Teacher's Guide p. 142 - Design Collages Teacher's Guide p. 278 - Math Center Teacher's Guide p. 358 - Estimation

like shapes.)	Teacher's Guide p. 391 - Construction Center Teacher's Guide p. 392 - Discovery Center Teacher's Guide p. 536 - Math Center
Demonstrate greater dexterity with a variety of tools such as eating utensils, crayons, keyboards, paint brushes, and scissors	Teacher's Guide p. 32 - Design Sheep 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. 299 - Writing Center Teacher's Guide p. 358 - Estimation Teacher's Guide - Art Center (daily)

Nutrition: Nutrition

New Hampshire Standards	Starfall Alignment
Recognize and eat a variety of nutritious foods	Teacher's Guide p. 53 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide pp. 78-79 - Introduce <i>Red</i> and <i>Orange</i> Teacher's Guide p. 199 - Snack Suggestion Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 211 - My Healthy Food Classroom Book Teacher's Guide p. 217 - Teacher's Literature Choice: Healthy Habits Teacher's Guide p. 531 - Snack Suggestion Teacher's Guide p. 535 - Dramatic Play Teacher's Guide p. 546 - Fruits and Vegetables
When asked, are able to name nutritious alternatives	Teacher's Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 211 - My Healthy Food Classroom Book Teacher's Guide p. 211 - Teacher's Literature Choice: Healthy Habits Teacher's Guide p. 546 - Dramatic Play: Fruits and Vegetables

Basic Safety: Basic safety

New Hampshire Standards	Starfall Alignment
Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk	Teacher's Guide p. 5 - Outside Activity - Safety Rules Teacher's Guide p. 25 - Outside Activity - Review

<p>with his mother. He looks both ways, holds his mom's hand, and then crosses the street at the crosswalk.)</p>	<p>Safety Rules Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 69 - Review Rules Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 160 - Get Low and Go Teacher's Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide pp. 233-234 - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide pp. 237-238 - Safety: <i>Tub and Shower and At the Pool</i> 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>
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Self-care: Self-care

New Hampshire Standards	Starfall Alignment
<p>Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water.)</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Season Dress Up Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide p. 11 - Make Handprints Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits Teacher's Guide p. 218 - Warm Up Your Brain Teacher's Guide p. 269 - Warm Up Your Brain Teacher's Guide - Snack Time (daily)</p>

Creative Expression and Aesthetic Appreciation

Exploration and Creation of Artistic Works: Invention and imagination

New Hampshire Standards	Starfall Alignment
<p>Act out elaborate pretend play scenarios with objects, create representational and abstract art, and play with musical instruments individually and with peers</p>	<p>Teacher's Guide Seasonal Holidays p. 24- Musical Hibernation Game Teacher's Guide Seasonal Holidays p. 26 - Masks on Parade Teacher's Guide Seasonal Holidays p. 27 - Dragon Dance: Chinese New Year Teacher's Guide Seasonal Holidays p. 34 - African</p>

	<p>Drum</p> <p>Teacher's Guide Seasonal Holidays p. 39 - Rain Sticks</p> <p>Teacher's Guide p. 203 - Dramatic Play Center</p> <p>Teacher's Guide p. 255 - Dramatic Play Center</p> <p>Teacher's Guide p. 391 - Dramatic Play Center</p> <p>Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show</p>
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Exploration and Creation of Artistic Works: Curiosity and interest

New Hampshire Standards	Starfall Alignment
<p>Show interest in learning new skills related to art, music, dance, and drama (E.g. Doug asks his teacher to show him how to play more chords on the guitar.)</p>	<p>Teacher's Guide Seasonal Holidays p. 51 - Mexican Hat Dance</p> <p>Teacher's Guide p. 197 - Dramatize "Chicken Little"</p> <p>Teacher's Guide p. 227 - Dramatic Play Center</p> <p>Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide p. 255 - Dramatic Play Center</p> <p>Teacher's Guide - Art Center (daily)</p> <p>Starfall.com - Songs & Rhymes: <i>Historical Folk Songs</i></p>
<p>Participate in experiences in art, music, creative movement, drama, and dance</p>	<p>Teacher's Guide Seasonal Holiday p. 7 - Leaf Dancing</p> <p>Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i></p> <p>Teacher's Guide Seasonal Holidays p. 50 - Dance Streamers</p> <p>Teacher's Guide pp. 65-66 - "The Ants Go Marching"</p> <p>Teacher's Guide p. 202 - Mosaics</p> <p>Teacher's Guide p. 268 - Create Rainy Day Illustrations</p> <p>Teacher's Guide p. 391 - Dramatic Play Center</p> <p>Teacher's Guide p. 403 - Create an Octopus</p> <p>Teacher's Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)</p> <p>Starfall.com: Songs and Rhymes: Motion Songs</p>

Exploration and Creation of Artistic Works: Confidence

New Hampshire Standards	Starfall Alignment
<p>Display or perform for others and/or talk about what they have made or done</p>	<p>Teacher's Guide p. 71 - Dramatize "Mr. Bunny's Carrot Soup"</p> <p>Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i></p>

	<p>Teacher’s Guide p. 197 - Dramatize “Chicken Little”</p> <p>Teacher’s Guide p. 220 - Dramatize “One Rice Thousand Gold”</p> <p>Teacher’s Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p. 340 - Dramatize <i>The Frog Prince</i></p> <p>Teacher’s Guide p. 391 - Dramatic Play Center</p>
Show an interest in participating in group performances, but may become anxious and choose not to participate	<p>Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i></p> <p>Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i></p> <p>Teacher’s Guide p. 235 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p. 284 - Pajama Day Nursery Rhymes</p> <p>Teacher’s Guide p. 353 - Dramatize “The Little Rooster”</p> <p>Teacher’s Guide p. 391 - Dramatic Play Center</p> <p>Teacher’s Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show</p>

Appreciation of and Response to the Creations of Others and the Natural World: Awareness and attention

New Hampshire Standards	Starfall Alignment
Discuss and evaluate the music, art, drama, dance, and natural phenomena they have witnessed	<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 p. 226 - Art Center</p> <p>Teacher’s Guide p. 326 - Discovery Center</p> <p>Teacher’s Guide p. 368 - Art Center</p> <p>Teacher’s Guide p. 391 - Dramatic Play Center</p> <p>Teacher’s Guide p. 414 - Art Center</p> <p>Starfall.com - It’s Fun to Read: Art Gallery: Georges Seurat</p> <p>Starfall.com - It’s Fun to Read: Art Gallery: Paul Gauguin</p> <p>Starfall.com - It’s Fun to Read: Music: Ludwig Van Beethoven</p> <p>Starfall.com - It’s Fun to Read: Music: Wolfgang Amadeus Mozart</p> <p>Starfall.com - It’s Fun to Read: Music: Scott Joplin</p> <p>Starfall.com - It’s Fun to Read: Music: Peter Tchaikovsky</p>

Appreciation of and Response to the Creations of Others and the Natural World: Sense of joy and wonder

New Hampshire Standards	Starfall Alignment
<p>Show interest and respect for the creative work of self and others, and share experiences and ideas about art and creative expression</p>	<p>Teacher’s Guide p. 50 - Art Center Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 91 - Finger Painting Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 268 - Create Rainy Day Illustrations Teacher’s Guide p. 276 - Art Center Teacher’s Guide p. 391 - Dramatic Play Center Teacher’s Guide p. 403 - Create an Octopus Teacher’s Guide p. 478 - Make Bulldozer Paintings Teacher’s Guide p. 578 - Art Center Teacher’s Guide - Art Center (daily) Teacher’s Guide - Construction Center (daily) Teacher’s Guide - Dramatic Play (daily) Starfall.com - It’s Fun to Read: Art Gallery</p>

*The standards in this document were copied directly from the New Hampshire Early Learning Standards.

Publisher’s Note: The citations included in this alignment represent a sampling of Starfall Pre K 4 Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards may be found in the *Read Me First* section of the Teacher’s Guide.