



**North Dakota State
Pre-Kindergarten Content Standards Alignment to Starfall**

Social and Emotional Development

1. Students demonstrate a developing sense of self and the ability to self- regulate.

Self-Concept

North Dakota Standards	Alignment to Starfall
<p>SED.1.1 Recognize personal abilities, characteristics, culture, and preferences.</p>	<p>Teacher's Guide Seasonal Holidays p. 33 - Black History Month Teacher's Guide Seasonal Holidays p. 33 - Different Eggs Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher's Guide Seasonal Holidays p. 26 - Chinese New Year Teacher's Guide Seasonal Holidays p. 49 - Cinco de Mayo Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 65 - Gathering Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 84 - <i>Draw Dragon Dot Eyes and other Chinese Fables</i> Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 203 - Library Center Teacher's Guide - Learning Centers - (daily) Teacher's Guide - Outside Activities - (daily) Starfall.com - Talking Library: Ruby Bridges</p>

Self-Regulation

North Dakota Standards	Alignment to Starfall
<p>SED.1.2 Connect own behavior to its consequences and begin to differentiate between right and wrong.</p>	<p>Teacher's Guide Seasonal Holidays p. 35 - Change the World Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 107 - How Does the Little Red Hen Feel?</p>

	<p>Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?”</p> <p>Teacher’s Guide pp. 112-113 - Helping Your Family</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 p. 239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p> <p>Teacher’s Guide p. 400 - Sequence the Ugly Duckling</p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p>
<p>SED.1.3 Show increasing ability to regulate and communicate own feelings and emotions.</p>	<p>Teacher’s Guide Seasonal Holidays p. 53- Mother’s Day Tea</p> <p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i></p> <p>Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i></p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i></p> <p>Teacher’s Guide p. 42 - Review Emotions</p> <p>Teacher’s Guide pp. 58-59 - “Please” and “Thank You”</p> <p>Teacher’s Guide pp. 187-188 - What Would You Do?</p> <p>Teacher’s Guide p. 192 - Gathering</p> <p>Teacher’s Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide p. 362 - Class Farm Book</p> <p>Teacher’s Guide pp. 397-398 - Ways People Feel</p> <p>Teacher’s Guide - Learning Centers - (daily)</p> <p>Teacher’s Guide - Outside Activities - (daily)</p>
<p>SED.1.4 Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine).</p>	<p>Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk</p> <p>Teacher’s Guide p. 9 - Learning Centers</p> <p>Teacher’s Guide p. 19 - Learning Centers</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. 135 - The “Talking Stone”</p> <p>Teacher’s Guide p. 179 - Dramatic Play Center</p> <p>Teacher’s Guide p. 255 - Dramatic Play Center</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. 414 - Art Center</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>

Self-Reliance and Resiliency

North Dakota Standards	Alignment to Starfall
<p>SED.1.5 Demonstrate self-confidence in own abilities.</p>	<p>Teacher’s Guide Seasonal Holidays p. 6 - Fall Collage</p> <p>Teacher’s Guide Seasonal Holidays p. 7 - Leaf Dancing</p> <p>Teacher’s Guide Seasonal Holidays p. 24 - Snow Glitter Pictures</p> <p>Teacher’s Guide p. 68 - Introduce Writing Journals</p>

	<p>Teacher’s Guide p. 103 - Dramatic Play Center</p> <p>Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?”</p> <p>Teacher’s Guide p. 112 - Helping Your Family</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. 240 - Draw Goldilocks with the Three Bears</p> <p>Teacher’s Guide p. 245 - Dramatize Goldilocks and the Three Bears</p> <p>Teacher’s Guide p. 277 - Construction Center</p> <p>Teacher’s Guide p. 427 - Write a Class Story</p> <p>Teacher’s Guide p. 501 - Class Travel Journal</p>
<p>SED.1.6 Adapt to new environments with appropriate emotions and behaviors.</p>	<p>Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk</p> <p>Teacher’s Guide p. 9 - Learning Centers</p> <p>Teacher’s Guide p. 14 - Story Review: The First Day of School</p> <p>Teacher’s Guide p. 14 - “We’re Happy” Class Book</p> <p>Teacher’s Guide p. 19 - Learning Centers</p> <p>Teacher’s Guide p. 53 - The Friendship Ball</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. 70 - Share Chair</p>
<p>SED.1.7 Show self-direction, independence, and initiative.</p>	<p>Teacher’s Guide p. 211- My Healthy Food Classroom Book</p> <p>Teacher’s Guide p. 214 - Say “Thank You”</p> <p>Teacher’s Guide p. 369 - Writing Center</p> <p>Teacher’s Guide p. 376 - Draw Animals in Their Habitats</p> <p>Teacher’s Guide p. 416 - Writing Center</p> <p>Teacher’s Guide p. 427 - Write a Class Story</p> <p>Teacher’s Guide p. 473 - Big Machines</p> <p>Teacher’s Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher’s Guide p. 501 - Class Travel Journal</p> <p>Teacher’s Guide p. 564 - Creative Writing</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p>

2. Students demonstrate a developing ability to interact with others.

Social Competence

North Dakota Standards	Alignment to Starfall
<p>SED.2.1 Use words, in English and/or home language, and non-verbal communication to communicate needs, ideas, experiences, and emotions.</p>	<p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i></p> <p>Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i></p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i></p>

	<p>Teacher's Guide p. 42 - Review Emotions Teacher's Guide p. 67 - Teacher's Literature Choice: Friends Teacher's Guide pp. 165-166 - Partner Sharing 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 - Learning Centers - (daily) Teacher's Guide - Outside Activities - (daily)</p>
<p>SED.2.2 Communicate with peer or adult when encountering challenges.</p>	<p>Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide pp. 229-230 - Safety <i>Inside School and On the Playground</i> Teacher's Guide pp. 241-242 - Safety: Review Fire Safety, and Introduce Strangers Teacher's Guide p. 244 - Review Safety Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Outside Activities (daily)</p>
<p>SED.2.3 Use acceptable and constructive methods to resolve conflicts and disagreements with peers.</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. 67 - Teacher's Literature Choice: Friends Teacher's Guide p. 127 - Dramatic Play Center Teacher's Guide p. 168 - Share Chair (compliments others) Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 229 - Safety: Inside School and On the Playground Teacher's Guide p. 391 - Dramatic Play 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>

Interactions with Peers and Adults

North Dakota Standards	Alignment to Starfall
<p>SED.2.4 Begin to develop peer friendships through group activities, tasks, and play.</p>	<p>Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide p. 63 - "A-Tisket, A-Tasket" Teacher's Guide p. 67 - Teacher's Literature Choice: Friends Teacher's Guide p. 70 - Share Chair 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 Teacher’s Guide pp. 397-398 - Ways People Feel 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>
<p>SED.2.5 Develop positive relationships with 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>SED.2.6 With guidance and support, recognize and respect the feelings, opinions, and needs of others, and offer help.</p>	<p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 63 - “A-Tisket, A-Tasket” Teacher’s Guide p. 70 - Share Chair Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn” Teacher’s Guide p. 453 - What Happens After Teacher’s Guide p. 483 - Caboose on the Loose Teacher’s Guide p. 491 - Train Game Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)</p>
<p>SED.2.7 Work cooperatively with others and exhibit appropriate social behavior (e.g., use names, share, take turns, show respect).</p>	<p>Teacher’s Guide p. 9 - Learning Centers Activity Teacher’s Guide p. 33 - Where is Gingerbread Boy? Teacher’s Guide p. 92 - “Where Are the Colors?” 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. 259 - “Who Likes the Rain?” Graph 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. 427 - Write a Class Story Teacher’s Guide p. 493-494 - Introduce Yy, List Yy Words, ASL Yy</p>

	Teacher's Guide p. 521 - Warm Up Your Brain
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Approaches to Play & Learning

1. Students demonstrate habits of mind and dispositions important to learning.

Initiative and Curiosity

North Dakota Standards	Alignment to Starfall
APL.1.1 Show interest and eagerness in discovering and learning new things.	Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 306 - <i>Reach for the Stars</i> Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 499 - A Plane Ride Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)

Engagement and Persistence

North Dakota Standards	Alignment to Starfall
APL.1.2 Sustain attention, interest, and focus on activities and engagement with experiences.	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. 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)
APL.1.3 Persist with goals, plans, and a variety of learning experiences.	Teacher's Guide p. 32 - Design Sheep Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 81 - Make an Art Collage Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 184 - Create Leaf Rubbings Teacher's Guide p. 208 - Solve Story Problems

	<p>Teacher's Guide p. 211 - My Healthy Food Classroom Book</p> <p>Teacher's Guide p. 212 - Let's Stay Healthy: Germs</p> <p>Teacher's Guide p. 262 - Make Weather Plates</p> <p>Teacher's Guide p. 268 - Create Rainy Day Illustrations</p> <p>Teacher's Guide p. 281 - Create Paper Suns</p> <p>Teacher's Guide p. 449 - Construct a House</p> <p>Teacher's Guide p. 580 - Discovery Center</p> <p>Teacher's Guide - Small Group & Exploration (daily)</p> <p>Teacher's Guide - Learning Centers (daily)</p>
APL.1.4 Filter out and ignore most distractions and interruptions.	<p>Teacher's Guide p. 64 - Create Character Puppets</p> <p>Teacher's Guide p. 135 - The "Talking Stone"</p> <p>Teacher's Guide p. 184 - Create Leaf Rubbings</p> <p>Teacher's Guide pp. 185-186 - Senses Walk</p> <p>Teacher's Guide p. 202 - Art Center</p> <p>Teacher's Guide p. 254 - Art Center</p> <p>Teacher's Guide p. 416 - Writing Center</p> <p>Teacher's Guide p. 426 - Create Dinosaur Skeletons</p> <p>Teacher's Guide p. 582 - Play Alphabet Toss</p> <p>Teacher's Guide - Learning Centers (daily)</p> <p>Teacher's Guide - Gathering (daily)</p> <p>Teacher's Guide - Small Group & Exploration (daily)</p>
APL.1.5 Know how to seek and/or accept help or information from others when encountering a challenge or solving a problem.	<p>Teacher's Guide p. 126 - Computer Center</p> <p>Teacher's Guide p. 192 - Gathering</p> <p>Teacher's Guide p. 257 - Introduce Weather</p> <p>Teacher's Guide p. 277 - Construction Center</p> <p>Teacher's Guide p. 415 - Dramatic Play</p>

Flexibility and Risk Taking

North Dakota Standards	Alignment to Starfall
APL.1.6 Approach tasks with flexibility.	<p>Teacher's Guide p. 54 - Class Rules</p> <p>Teacher's Guide p. 77 - Math Center</p> <p>Teacher's Guide p. 128 - Discovery Center</p> <p>Teacher's Guide p. 129 - Gathering</p> <p>Teacher's Guide p. 144 - Review /t/</p> <p>Teacher's Guide p. 324 - Art Center</p> <p>Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher's Guide p. 396 - Play "High or Low"</p> <p>Teacher's Guide p. 431 - Recognizing Letters "My Turn, Your Turn"</p> <p>Teacher's Guide p. 473 - Big Machines</p> <p>Teacher's Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher's Guide p. 488 - Discovery Center</p> <p>Teacher's Guide p. 514 - Math Center</p> <p>Teacher's Guide p. 536 - Discovery Center</p> <p>Teacher's Guide - Small Group & Exploration (daily)</p>

<p>APL.1.7 With some support and guidance, differentiate between appropriate and inappropriate risk taking.</p>	<p>Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 233-234 - Safety: <i>Taking a Walk, In a Car</i>, and <i>Wheels, Wheels, Wheels</i> Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher’s Guide pp. 241-242 - Safety: Review <i>Fire Safety</i>, and Introduce <i>Strangers</i> Teacher’s Guide p. 243 - Teacher’s Literature Choice: <i>Safety</i> Teacher’s Guide p. 244 - Review <i>Safety</i> Teacher’s Guide p. 473 - <i>Big Machines</i> Teacher’s Guide p. 476 - <i>Estimate Rolling Speed</i> Teacher’s Guide - <i>Outside Activity (daily)</i></p>
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2. Students engage in learning through a variety of approaches and cognitive processes.

Imagination, Invention, and Creativity

North Dakota Standards	Alignment to Starfall
<p>APL.2.1 Approach tasks with imagination and inventiveness.</p>	<p>Teacher’s Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher’s Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher’s Guide p. 400 - Create a Class Book: “If I Were a Bird” Teacher’s Guide p. 419 - <i>Dinosaur Dance</i> Teacher’s Guide p. 427 - Write a Class Story Teacher’s Guide p. 487 - <i>Construction Center</i> Teacher’s Guide p. 487 - <i>Dramatic Play Center</i> Teacher’s Guide pp. 492-493 - “I’ve Been Working on the Railroad” Teacher’s Guide p. 499 - <i>A Plane Ride</i> Teacher’s Guide p. 557 - <i>Dramatic Play Center</i></p>
<p>APL.2.2 Explore and experiment with a wide variety of materials and activities.</p>	<p>Teacher’s Guide Seasonal Holidays p. 6 - <i>Fall Collage</i> Teacher’s Guide Seasonal Holidays p. 7 - <i>Leaf Dancing</i> Teacher’s Guide Seasonal Holidays p. 24 - <i>Snow Glitter Pictures</i> Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 103 - <i>Dramatic Play Center</i> Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p. 112 - <i>Helping Your Family</i> Teacher’s Guide p. 197 - Dramatize “Chicken Little” Teacher’s Guide p. 220 - Dramatize “One Rice Thousand Gold” Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 245 - Dramatize Goldilocks and the Three Bears</p>

	<p>Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 501 - Class Travel Journal</p>
<p>APL.2.3 Engage in cooperative activities.</p>	<p>Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide p. 63 - "A-Tisket, A-Tasket" Teacher's Guide p. 70 - Share Chair Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 431 - Recognizing Letters "My Turn, Your Turn" Teacher's Guide p. 453 - What Happens After Teacher's Guide p. 483 - Caboose on the Loose Teacher's Guide p. 491 - Train Game Teacher's Guide - Learning Centers - (daily) Teacher's Guide - Outside Activities - (daily)</p>

Pretend play

North Dakota Standards	Alignment to Starfall
<p>APL.2.4 Substitutes one object for another in pretend play or pretends with objects that may or may not be present</p>	<p>Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 325 - Dramatic Play Center Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide p. 415 - Dramatic Play Center Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher's Guide p. 499 - A Plane Ride</p>
<p>APL.2.5 Uses imagination to create a variety of ideas, role plays, and fantasy situations.</p>	<p>Teacher's Guide p. 51 - Dramatic Play Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 353 - Dramatize "The Little Rooster" Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show</p>
<p>APL 2.6 Engages in elaborate sustained imagined play and can distinguish between real life and fantasy.</p>	<p>Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher's Guide p. 400 - Create a Class Book: "If I Were a Bird" Teacher's Guide p. 419 - Dinosaur Dance Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 487 - Construction Center Teacher's Guide p. 487 - Dramatic Play Center</p>

	Teacher's Guide pp. 492-493 - "I've Been Working on the Railroad" Teacher's Guide p. 499 - A Plane Ride Teacher's Guide p. 557 - Dramatic Play Center
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Analysis and Evaluation

North Dakota Standards	Alignment to Starfall
APL.2.7 Make simple connections based on prior knowledge and experiences.	Teacher's Guide p. 112 - Helping Your Family Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 211 - My Healthy Food Classroom Book Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 306 - <i>Reach for the Stars</i> Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 400 - Create a Class Book: "If I Were a Bird" Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 499 - A Plane Ride

Physical Development

1. Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Movement Skills

North Dakota Standards	Alignment to Starfall
PD.1.1 Combine large motor movements (e.g., pulling, throwing, catching, kicking, rolling, riding) with the use of equipment (e.g., balls, bean bags, playground equipment).	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
PD.1.2 Engage in a variety of activities that	Teacher's Guide p. 32 - Design Sheep

require fine motor skills (e.g., art projects, manipulative toys, dressing).	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. 536 - Math Center
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Control in Movement

North Dakota Standards	Alignment to Starfall
PD.1.3 Develop large body muscle control and coordination by engaging in a variety of physical activities (e.g., jumping, skipping, running, hopping, galloping, climbing, crawling, rolling).	Teacher's Guide Seasonal Holidays p. 16 - Pumpkin Race Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher's Guide Seasonal Holidays p. 36 - Red Light, Green Light Teacher's Guide Seasonal Holidays p. 39 - Jump Over the Puddle Teacher's Guide Seasonal Holidays p. 47 - Recycle Relay Teacher's Guide p. 25 - Outside Activity Teacher's Guide p. 47 - Outside Activity Teacher's Guide p. 129 - Warm Up Your Brain Teacher's Guide p. 160 - Get Low and Go
PD.1.4. Demonstrate a growing sense of balance (e.g., stands on one foot, walks on a balance beam).	Teacher's Guide p. 57 - Warm Up Your Brain Teacher's Guide p. 65 - Warm Up Your Brain Teacher's Guide p. 69 - Warm Up Your Brain Teacher's Guide pp. 106-107 - Introduce /b/ Teacher's Guide p. 137 - Warm Up Your Brain Teacher's Guide p. 140 - Warm Up Your Brain Teacher's Guide p. 168 - Warm Up Your Brain
PD.1.5 Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring).	Teacher's Guide p. 39 - Cinnamon Play Dough Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 64 - Create Character Puppets Teacher's Guide p. 76 - Art Center Teacher's Guide p. 77 - Discovery Center Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 175 - Snack Suggestion Teacher's Guide p. 188 - Form Play Dough Letters Teacher's Guide p. 202 - Art Center Teacher's Guide p. 226 - Art Center Teacher's Guide p. 256 - Math Center
PD.1.6 Manipulate a variety of objects (e.g., clothing, blocks) and tools (e.g., writing and art	Teacher's Guide p. 76 - Dramatic Play Center Teacher's Guide p. 152 - Math Center

tools, utensils).	Teacher's Guide p. 178 - Art Center Teacher's Guide p. 184 - Create Leaf Rubbings Teacher's Guide p. 227 - Construction Center Teacher's Guide p. 300 - Discovery Center Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 325 - Dramatic Play Center Teacher's Guide p. 325 - Writing Center
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2. Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Movement Concepts

North Dakota Standards	Alignment to Starfall
PD.2.1 Demonstrate awareness of space and directionality in relationship to stationary and moving objects or boundaries (e.g., walls, lines, circles, bases) and respond to spatial directions.	Teacher's Guide Seasonal Holidays p. 12 - Apple Toss 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

3. Students participate in regular physical activity.

Benefit of Physical Activity

North Dakota Standards	Alignment to Starfall
PD.3.1 Identify the benefits and effects of exercise (e.g., positive feelings, increased stamina).	Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy ("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 - Teacher's Literature Choice: Healthy Habits Teacher's Guide p. 218 - Warm Up Your Brain

Participates in Physical Activity

North Dakota Standards	Alignment to Starfall
<p>PD.3.2 Participate in structured (e.g., games) and unstructured (e.g., playground) daily physical activities.</p>	<p>Teacher’s Guide p. 25 - Outside Activity Teacher’s Guide p. 47 - Outside Activity Teacher’s Guide p. 73 - Outside Activity Teacher’s Guide p. 123 - Outside Activity Teacher’s Guide p. 199 - Outside Activity Teacher’s Guide p. 266 - Warm Up Your Brain Teacher’s Guide p. 365 - Outside Activity (“Run, Hop and Slither”) Teacher’s Guide p. 483 - Outside Activity (Caboose on the Loose)</p>

Physical Development

4. Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Physiological Response to Physical Activity

North Dakota Standards	Alignment to Starfall
<p>PD.4.1 Exhibit strength, flexibility, and stamina/ endurance when participating in exercises for large motor skills.</p>	<p>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. 99 - “Duck, Duck, Hen” Teacher’s Guide p. 123 - “Red Light, Green Light” Teacher’s Guide p. 175 - “Hens and Chickens” Teacher’s Guide p. 263 - Warm Up Your Brain Teacher’s Guide p. 411 - Move Like a Dinosaur</p>
<p>PD.4.2 Exhibit control, strength, and dexterity in hand muscles.</p>	<p>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. 536 - Math Center</p>

5. Students exhibit responsible personal and social behavior in physical activity settings.

Procedures and Personal Responsibility

North Dakota Standards	Alignment to Starfall
<p>PD.5.1 Follow simple safety rules under teacher instruction and supervision during structured physical activities.</p>	<p>Teacher's Guide p. 5 - Outside Activity - Safety Rules Teacher's Guide p. 25 - Outside Activity - Review Safety Rules Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 69 - Review Rules 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 Teacher's Guide - Outside Activities - (daily)</p>

Working With Others

North Dakota Standards	Alignment to Starfall
<p>PD.5.2 Work cooperatively with others in play and group physical activities.</p>	<p>Teacher's Guide Seasonal Holidays p. 12 - Apple Toss 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. 411 - Move Like a Dinosaur Teacher's Guide p. 483 - Caboose on the Loose Teacher's Guide p. 531 - Quarter Spoon Relay Teacher's Guide p. 553 - Caterpillars Teacher's Guide p. 559 - Warm Up Your Brain Teacher's Guide - Outside Activities - (daily)</p>

Health

1. Students understand the fundamental concepts of growth and development.

Human Growth and Development

North Dakota Standards	Alignment to Starfall
<p>H.1.1 Recognize that people, including self, are growing and developing.</p>	<p>Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 517 - Create Handprint Poem Gifts Teacher's Guide p. 518 - Learn About Life Cycles Teacher's Guide p. 520 - How Tall Are You? Teacher's Guide pp. 521-522 - Characteristics of Living Things Teacher's Guide p. 525 - Determine Living and</p>

	<p>Nonliving Teacher's Guide pp. 526-527 - Compare and Contrast Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 561 - Teacher's Literature Choice: Growing Up Teacher's Guide p. 568 - Look What We've Learned Teacher's Guide p. 586 - Look At Us Now!</p>
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Body Systems

North Dakota Standards	Alignment to Starfall
<p>H.1.2 Identify the functions of basic body parts and systems (e.g., mouth is used to eat and talk).</p>	<p>Teacher's Guide p. 11 - Make Handprints Teacher's Guide p. 11 - <i>If You're Happy and You Know It</i> Teacher's Guide p. 178 - Library Center Teacher's Guide p. 181 - Warm Up Your Brain Teacher's Guide pp. 181-182 - The Five Senses Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide p. 194 - Rhymes and Body Parts</p>

2. Students understand concepts related to the promotion of health and the prevention of disease.

Personal Health

North Dakota Standards	Alignment to Starfall
<p>H.2.1 Develop awareness of behaviors that promote health and well-being (e.g., eating nutritious foods, sufficient rest, and avoidance of unhealthy substances).</p>	<p>Teacher's Guide p. 53 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p. 60 - Taste Vegetables Teacher's Guide p. 78-79 - Introduce <i>Red and 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</p>

Disease and Illness

North Dakota Standards	Alignment to Starfall
<p>H.2.2 Perform basic self-help tasks that promote good hygiene (e.g., hand and face washing and drying, eating, dressing, brushing)</p>	<p>Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide p. 11 - Make Handprints</p>

teeth, toileting).	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. 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)
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Safety and Injury Prevention

North Dakota Standards	Alignment to Starfall
H.2.3 Know health and safety rules (e.g., rules for traffic and pedestrian safety, proper use of classroom materials, behavior in the classroom and on the playground).	Teacher's Guide p. 5 - Outside Activity - Safety Rules Teacher's Guide p. 25 - Outside Activity - Review 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</i> and <i>On the Playground</i> Teacher's Guide pp. 233-234 - Safety: <i>Talking a Walk, In a Car,</i> and <i>Wheels, Wheels, Wheels</i> Teacher's Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>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
H.2.4 Follow rules in emergency situations and recognize potentially dangerous objects and substances.	Teacher's Guide p. 5 - Outside Activity - Safety Rules Teacher's Guide p. 25 - Outside Activity - Review 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</i> and <i>On the Playground</i> Teacher's Guide pp. 233-234 - Safety: <i>Talking a Walk, In a Car,</i> and <i>Wheels, Wheels, Wheels</i> Teacher's Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>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

3. Students understand the effect of external factors on the health of individuals, families, communities, and the environment.

External Influences on Health

North Dakota Standards	Alignment to Starfall
<p>H.3.1 Knows ways to keep their environment clean and healthy.</p>	<p>Teacher’s Guide Seasonal Holidays p. 46 - Pollution Pond Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities 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. 217 - Healthy Habits Teacher’s Guide pp. 320-432 - Unit 5: Animals Everywhere Teacher’s Guide pp. 508-593 - Unit 7: Growing Starfall.com - Earth Icon: Every Day is Earth Day Starfall.com - “I’m Reading” Fiction: “It’s Earth Day, Dear Dragon” Starfall.com - Backpack Bear’s Books - “The Bottle in the River”</p>

4. Students demonstrate the ability to use decision making and goal setting skills to enhance health.

Goal Setting

North Dakota Standards	Alignment to Starfall
<p>H.4.1 Exhibit knowledge about foods and nutrition (e.g., foods that are healthy or unhealthy).</p>	<p>Teacher’s Guide p. 53 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 60 - Taste Vegetables Teacher’s Guide p. 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</p>
<p>H.4.2 Make healthy choices (e.g., eats veggies and fruits) and engage in healthy practices (e.g., routines for personal hygiene).</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 p. 209 - Categorizing Healthy and Unhealthy Teacher’s Guide pp. 212-213 - Let’s Stay Healthy: Germs Teacher’s Guide p. 215 - Let’s Stay Healthy: Sleep and</p>

	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)
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Expressive Arts and Creative Thinking
1. Students engage in dance.

Movement Elements

North Dakota Standards	Alignment to Starfall
ART.1.1 Coordinate movements in response to beat or rhythm in music.	Teacher's Guide p. 53 - <i>The More We Get Together</i> Teacher's Guide p. 83 - "One, Two, Tie My Shoe" Teacher's Guide p. 116 - "The Farmer in the Dell" Teacher's Guide p. 215 - Warm Up Your Brain : <i>Ten Bears in the Bed</i> Teacher's Guide p. 329 - <i>Five Little Speckled Frogs</i> Teacher's Guide p. 395 - <i>Six Little Ducks</i> Teacher's Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum) Starfall.com - Motion Songs Starfall.com - Math Songs

Expressive Arts and Creative Thinking

2. Students engage in drama.

Acting

North Dakota Standards	Alignment to Starfall
ART.2.1 Use a variety of materials and play processes in dramatic play and assume different roles or characters.	Teacher's Guide p. 51 - Dramatic Play Center Teacher's Guide p. 71 - Dramatize "Mr. Bunny's Carrot Soup" Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 127 - Dramatic Play Center Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 220 - Dramatize "One Rice Thousand Gold" Teacher's Guide p. 227 - Dramatic Play Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 441 - Dramatic Play Center

3. Students engage with music.

Singing

North Dakota Standards	Alignment to Starfall
<p>ART.3.1 Sing to music.</p>	<p>Teacher’s Guide p. 8 - Warm Up Your Brain Teacher’s Guide p. 22 - Warm Up Your Brain Teacher’s Guide pp. 65-66 - “The Ants Go Marching” Teacher’s Guide p. 92 - Warm Up Your Brain Teacher’s Guide p. 453 - Warm Up Your Brain Teacher’s Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum) Starfall.com: “Motion Songs” Starfall.com: “Historical Folk Songs” Starfall.com: “Math Songs”</p>

Instrumental Performance

North Dakota Standards	Alignment to Starfall
<p>ART.3.2 Play simple musical instruments.</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - African Music/African Drum Teacher’s Guide Seasonal Holidays p. 39 - Rain Sticks Teacher’s Guide Seasonal Holidays p. 50 - Maracas Teacher’s Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)</p>

Listening

North Dakota Standards	Alignment to Starfall
<p>ART.3.3 Listen to music with attention.</p>	<p>Teacher’s Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum) Starfall.com - It’s Fun to Read: Music - Scott Joplin Starfall.com - It’s Fun to Read: Music - Peter Tchaikovsky Starfall.com - It’s Fun to Read: Music - Ludwig van Beethoven Starfall.com - It’s Fun to Read: Music - Frederic Chopin Starfall.com - It’s Fun to Read: Music - Wolfgang Amadeus Mozart</p>

4. Students engage in visual arts.

Visual Art Media, Techniques, and Processes

North Dakota Standards	Alignment to Starfall
<p>ART.4.1 Use a variety of media and techniques</p>	<p>Teacher’s Guide p. 50 - Art Center</p>

to create art, including a variety of two-dimensional and three-dimensional processes.	Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 268 - Create Rainy Day Illustrations Teacher's Guide p. 276 - Art Center Teacher's Guide p. 403 - Create an Octopus Teacher's Guide p. 578 - Art Center
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Subject Matter, Theme, Symbols, and Ideas in Visual Art

North Dakota Standards	Alignment to Starfall
ART.4.2 Create art work that depicts objects and events and/or expresses feelings, thoughts, and ideas.	Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 262 - Make Weather Plates Teacher's Guide p. 268 - Create Rainy Day Illustrations Teacher's Guide p. 379 - Make Handprint Trees Teacher's Guide p. 400 - Create a Class Book: "If I Were a Bird" Teacher's Guide p. 414 - Art Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 534 - Art Center Teacher's Guide p. 567 - Create the Butterfly Life Cycle

Connections

North Dakota Standards	Alignment to Starfall
ART.4.3 Share and discuss own art work with others, including opinions, likes, and dislikes about artistic creations.	Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 102 - Art Center Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 324 - Art Center Teacher's Guide p. 362 - Class Farm Book Teacher's Guide p. 429 - Create Dinosaurs Teacher's Guide p. 556 - Art Center Teacher's Guide p. 578 - Art Center

Language and Literacy

1. Students read a variety of literature and informational texts.

Key Ideas and Details

North Dakota Standards	Alignment to Starfall
LL.1.1 Recall and retell information from a book with attention to the main events or major	Teacher's Guide p. 64 - "Mr. Bunny's Carrot Soup" Characters

<p>ideas.</p>	<p>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> Teacher’s Guide p. 570 - Sequence <i>The Ant and the Chrysalis</i></p>
<p>LL.1.2 Respond to books in a variety of ways (e.g., make predictions, relate to personal experiences).</p>	<p>Teacher’s Guide p. 80 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher’s Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide p. 220 - Dramatize “One Rice Thousand Gold” Teacher’s Guide p. 259 - Who, Where, When, What, 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>

Craft and Structure

North Dakota Standards	Alignment to Starfall
<p>LL.1.3 Know that books and other reading materials have titles, authors, and often, illustrators.</p>	<p>Teacher’s Guide p. 10 - Teacher’s Literature Choice: First Day of School Teacher’s Guide pp. 55-56 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide pp. 155-156 - A Day in the Life of a Firefighter Teacher’s Guide p. 170 - Teacher’s Literature Choice: Community Helpers Teacher’s Guide p. 306 - Reach for the Stars</p>

Integration of Knowledge and Ideas

North Dakota Standards	Alignment to Starfall
<p>LL.1.4 With prompting and support, compare two or more books on the same topic (e.g., trucks, germs, rainbows) or theme (e.g., sharing, holidays).</p>	<p>Teacher’s Guide p. 41 - Gingerbread Story Comparison Teacher’s Guide p. 118 - “The Little Red Hen” Comparison Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide p. 409 - Teacher’s Literature Choice: The Ocean Teacher’s Guide pp. 432 - Dinosaur Book Vote Teacher’s Guide p. 455 - Teacher’s Literature Choice: Construction Teacher’s Guide p. 512 - Library Center Teacher’s Guide p. 550 - Teacher’s Literature Choice: Fruits & Vegetables</p>
<p>LL.1.5 Understand that illustrations and pictures convey meaning.</p>	<p>Teacher’s Guide pp. 131-132 - Introduce <i>Stone Soup</i> Teacher’s Guide p. 139 - Teacher’s Literature Choice: Neighborhood or Community Teacher’s Guide p. 142 - <i>Stone Soup</i> Characters Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 170 - Teacher’s Literature Choice: Community Helpers</p>

Range of Reading and Level of Text Complexity

North Dakota Standards	Alignment to Starfall
<p>LL.1.6 Know that reading is valuable and enjoyable.</p>	<p>Teacher’s Guide p. 76 - Library Center Teacher’s Guide pp. 78-79 - Introduce <i>Red</i> and <i>Orange</i> Teacher’s Guide p. 102 - Library Center Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide p. 406 - Dolphins and Whales</p>
<p>LL.1.7 Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters).</p>	<p>Teacher’s Guide p. 12 - Introduce <i>Starfall’s Selected Nursery Rhymes</i> Teacher’s Guide pp. 78-79 - Introduce <i>Red</i> and <i>Orange</i> Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 304 - The Solar System Teacher’s Guide p. 306 - Reach for the Stars Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins are not Fish!</i></p>

2. Students apply basic skills in reading foundations.

Print Concepts

North Dakota Standards	Alignment to Starfall
<p>LL.2.1 Know that print conveys meaning.</p>	<p>Teacher’s Guide p. 30 - Gathering Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 138 - List <i>Tt</i> Words Teacher’s Guide pp. 140-141 - Safety Signs Teacher’s Guide p. 157 - Dialing 9-1-1 Teacher’s Guide p. 162 - List <i>Nn</i> Words Teacher’s Guide pp. 231-232 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 324 - Library Center Teacher’s Guide p. 346 - Library Center Teacher’s Guide p. 356 - List <i>Mm</i> Words</p>
<p>LL.2.2 Understand some basic print conventions and characteristics of books.</p>	<p>Teacher’s Guide p. 10 - Teacher’s Literature Choice: First Day of School Teacher’s Guide p. 121 - Teacher’s Literature Choice: Pancakes or Grandmothers Teacher’s Guide p. 145 - Teacher’s Literature Choice: Houses, Neighborhoods, or Soup 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 Teacher’s Guide p. 336 - Circle Time - Review Beginning Sounds Teacher’s Guide p. 353 - Phonological Awareness: Words in Sentences</p>
<p>LL.2.3 Know that letters have names and there are upper and lower case forms.</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. 582 - Play Alphabet Toss Teacher’s Guide p. 588 - Identify Upper and Lowercase Letters</p>
<p>LL.2.4 Understand that the sounds of language are represented in print by letters and words.</p>	<p>Teacher’s Guide p. 138 - List <i>Tt</i> Words Teacher’s Guide p. 162 - List <i>Nn</i> Words</p>

	<p>Teacher's Guide p. 196 - Phonemic Awareness: Discriminating /s/ Teacher's Guide p. 242 - Introduce Final /p/ Teacher's Guide p. 356 - List Mm Words Teacher's Guide p. 399 - Introduce <i>Dd</i>, List <i>Dd</i> Words, ASL <i>Dd</i> Teacher's Guide p. 447 - Building Words Teacher's Guide p. 457 - Review Letters and Sounds Starfall.com - A, B, C's</p>
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Phonological Awareness

North Dakota Standards	Alignment to Starfall
<p>LL.2.5 Discriminate between words and syllables in words.</p>	<p>Teacher's Guide p. 117 - Phonological Awareness: Blend Syllables Teacher's Guide p. 141- Phonological Awareness: Syllables Teacher's Guide p. 186 - Phonological Awareness: Syllables Teacher's Guide p. 193 - Phonemic Awareness: Blending Syllables Teacher's Guide p. 289 - - Phonological Awareness: Syllables</p>
<p>LL.2.6 Recognize that spoken words can be separated into separate sounds and that separate sounds can be combined into spoken words.</p>	<p>Teacher's Guide p. 190 - Phonological Awareness: Blending Teacher's Guide p. 196 - Phonemic Awareness: Discriminating/s/ Teacher's Guide p. 264 - Phonemic Awareness: Blending CVC Words Teacher's Guide p. 334 - Phonemic Awareness: Blend CVC Teacher's Guide p. 356 - Phonemic Awareness: Blending CVC</p>

Phonics and Word Recognition

North Dakota Standards	Alignment to Starfall
<p>LL.2.7 Know that each letter has its own sound(s) and identify some letter sounds.</p>	<p>Teacher's Guide pp. 206-207 - Introduce /a/ Teacher's Guide pp. 230-231 - Introduce /p/ Teacher's Guide pp. 238-239 - List <i>Pp</i> Words, ASL <i>Pp</i> Teacher's Guide p. 258 - Introduce /l/ Teacher's Guide p. 264 - List <i>Ll</i> Words, ASL <i>Ll</i> Teacher's Guide pp. 280-281 - Introduce /r/</p>
<p>LL.2.8 Recognize familiar print in the environment (e.g., traffic signs, store logos, own name).</p>	<p>Teacher's Guide p. 18 - Gathering Teacher's Guide p. 30 - Gathering Teacher's Guide p. 54 - Class Rules</p>

	Teacher's Guide p. 105 - Gathering Teacher's Guide pp. 140 - 141 - Safety Signs Teacher's Guide p. 226 - Library Center
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3. Students write for a variety of purposes and audiences.

Text Types and Purposes

North Dakota Standards	Alignment to Starfall
LL.3.1 Know that writing communicates meaning and information for different purposes.	Teacher's Guide p. 10 - Teacher's Literature Choice: First Day of School Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 111 - My Family Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 167 - A Letter to the Elves Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 406 - <i>Dolphins and Whales</i>
LL.3.2 Use knowledge of letters to write, copy, or trace familiar words (e.g., own name, mom, dad, no, yes)	Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 56 - Friendship Quilt 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. 151 - Writing Center Teacher's Guide p. 179 - Writing Center Teacher's Guide p. 204 - Writing Center Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 325 - Writing Center

Production and Distribution of Writing

North Dakota Standards	Alignment to Starfall
LL.3.3 Use writing tools and materials (e.g., pencils, crayons, chalk, markers, computers, paper)	Teacher's Guide Seasonal Holidays p. 23 - "Shaving Cream Snow" Teacher's Guide - Computer Center (daily) Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 91 - Finger Painting Teacher's Guide p. 243 - Review <i>a,b,n,p,s,t</i> Teacher's Guide p. 276 - Art Center Teacher's Guide p. 299 - Writing Center Teacher's Guide p. 303 - Create Nighttime Chalk Drawings
LL.3.4 Use scribbles, shapes, pictures, letters, and dictation to represent thoughts and ideas.	Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 68 - Introduce Writing Journals

	<p>Teacher's Guide p. 126 - Art Center</p> <p>Teacher's Guide p. 151 - Writing Center</p> <p>Teacher's Guide p. 164 - Review <i>Bb, Nn, and Tt</i></p> <p>Teacher's Guide p. 284 - Stuffed Animal Imaginations</p> <p>Teacher's Guide p. 376 - Draw Animals in Their Habitats</p> <p>Teacher's Guide p. 416 - Writing Center</p> <p>Teacher's Guide p. 564 - Creative Writing</p> <p>Teacher's Guide p. 589 - Create a Class Book for Gingerbread Boy</p>
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Research to Build and Present Knowledge

North Dakota Standards	Alignment to Starfall
<p>LL.3.5 Use a variety of ways to find information and solve problems.</p>	<p>Teacher's Guide Seasonal Holidays p. 15 - Halloween Science</p> <p>Teacher's Guide Seasonal Holidays p. 49 - Where is Mexico?</p> <p>Teacher's Guide p. 226 - Computer Center</p> <p>Teacher's Guide p. 227 - Construction Center</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. 374 - Compare and Contrast Habitats</p>

Language and Literacy

4. Students apply a variety of speaking and listening skills.

Comprehension and Collaboration

North Dakota Standards	Alignment to Starfall
<p>LL.4.1 Engage in conversations.</p>	<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>

<p>LL.4.2 Listen for a variety of purposes (e.g., to understand messages, to gain information, to perform a task, for enjoyment, to learn what happened in a story, to converse with an adult or peer).</p>	<p>Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide p. 168 - Share Chair: Community Helpers Teacher’s Guide p. 214 - Say “Thank You” Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher’s Guide p. 282 - Pajama Fashion Show Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 480 - Review Letters and ASL Signs</p>
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Presentation of Knowledge and Ideas

North Dakota Standards	Alignment to Starfall
<p>LL.4.3 Use non-verbal cues to communicate needs, opinions, ideas, experiences, and emotions.</p>	<p>Teacher’s Guide p. 8 - Gathering Teacher’s Guide p. 13 - Emotions: Happy Teacher’s Guide p. 15 - Gathering Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry,</i> and <i>Afraid</i> Teacher’s Guide p. 35 - “Our Favorite Spice “ Graph Teacher’s Guide p. 39 - Gathering Teacher’s Guide p. 42 - Emotions Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i></p>

5. Students understand and apply the characteristics of language.

Conventions of Standard English

North Dakota Standards	Alignment to Starfall
<p>LL.5.1 Apply basic grammatical structures in spoken language.</p>	<p>Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide p. 22 - Learning Centers Teacher’s Guide p. 168 - Share Chair: Community Helpers Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher’s Guide p. 432 - Dinosaur Book Vote Teacher’s Guide p. 443 - Things I Can Build Teacher’s Guide p. 501 - Class Travel Journal Teacher’s Guide p. 515 - Things We Can Do</p>

Knowledge of Language

North Dakota Standards	Alignment to Starfall
<p>LL.5.2 Use language for a variety of purposes (e.g., to speak, sing, act out, share information, and recite familiar texts.)</p>	<p>Teacher’s Guide p. 14 - Story Review: The First Day of School Teacher’s Guide p. 22 - Warm Up Your Brain Teacher’s Guide p. 34 - “There’s a Neat Little Clock” Teacher’s Guide p. 39 - Warm Up Your Brain Teacher’s Guide p. 42 - Warm Up Your Brain Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 142 - <i>Stone Soup</i> Characters Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide p. 179 - Dramatic Play Center Teacher’s Guide p. 197 - Dramatize “Chicken Little”</p>

Vocabulary Acquisition and Use

North Dakota Standards	Alignment to Starfall
<p>LL.5.3 Understand and use new vocabulary and descriptive language to describe feelings, thoughts, experiences, and observations.</p>	<p>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 p. 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></p>

Mathematics and Logical Thinking

1. Students understand counting and cardinality.

Number Names and the Count Sequence

North Dakota Standards	Alignment to Starfall
<p>MTH.1.1 Demonstrate an understanding that numbers are always in the same order: 1, 2, 3 (stable order counting principle), and that the order when counting objects does not affect the total (order irrelevance counting principle).</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Sorting and Counting Teacher's Guide p. 91 - Let's Eat Sorting Activity Teacher's Guide p. 165 - Warm Up Your Brain Teacher's Guide p. 279 - Gathering Teacher's Guide p. 326 - Math Center Teacher's Guide p. 358 - Estimation Teacher's Guide p. 359 - Milk a Cow! Teacher's Guide p. 371 - Warm Up Your Brain Teacher's Guide p. 373 - Make Animal Sets <i>Starfall.com</i> - Math: Numbers</p>
<p>MTH.1.2 Use number names with written numerals.</p>	<p>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. 152 - Math Center Teacher's Guide p. 180 - Math Center Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 287 - Numbers Everywhere Teacher's Guide p. 348 - Math Center Teacher's Guide p. 370 - Math Center Teacher's Guide p. 377 - Estimate Frog Hops Teacher's Guide p. 392 - Math Center Teacher's Guide p. 416 - Math Center Teacher's Guide p. 489 - Introduce Transportation</p>
<p>MTH.1.3 Relates numbers and quantities to the everyday environment.</p>	<p>Teacher's Guide Seasonal Holidays p. 11 - Apple Math Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 104 - Math Center Teacher's Guide p. 152 - Math Center Teacher's Guide p. 204 - Math Center Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 491 - Train Game Teacher's Guide p. 524 - Solve Story Problem Equations</p>

Count Objects

North Dakota Standards	Alignment to Starfall
<p>MTH.1.4 Demonstrate understanding of one-to-one correspondence between objects</p>	<p>Teacher's Guide p. 8 - Gathering Teacher's Guide p. 22 - Gathering</p>

and numbers.	Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 104 - Math Center Teacher's Guide p. 152 - Math Center Teacher's Guide p. 204 - Math Center Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 348 - Math Center Teacher's Guide p. 382 - Count Animal Sets
MTH.1.5 Name the number of items in a small set without counting each object (perceptual and conceptual subitizing)	Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 128 - Math Center Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 287 - Numbers Everywhere 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. 524 - Solve Story Problem Equations Teacher's Guide p. 528 - Learn About Pennies and Nickels <i>Starfall.com</i> - Math: Numbers 1-3

Compare Numbers

North Dakota Standards	Alignment to Starfall
MTH.1.6 Demonstrates ability to compare quantities of objects.	Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 377 - Estimate Frog Hops Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 396 - Play "High" or "Low" Teacher's Guide p. 416 - Math Center Teacher's Guide p. 432 - Dinosaur Book Vote Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 466 - Math Center

2. Students begin to develop an understanding of operations and algebraic thinking.

Addition as adding to, and subtraction as taking from

North Dakota Standards	Alignment to Starfall
MTH.2.1 Recognize that the number of objects can change when they are added or taken away from a group.	Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 373 - Make Animal Sets Teacher's Guide p. 380 - Count Wild Animals Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 524 - Solve Story Problem Equations <i>Starfall.com</i> : Addition and Subtraction: "Addition Intro" <i>Starfall.com</i> : Addition and Subtraction: "Subtraction Intro"

	Starfall.com: Addition and Subtraction
MTH.2.2 Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5.	Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 380 - Count Wild Animals 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: Addition and Subtraction: “Addition Intro” Starfall.com: Addition and Subtraction: “Subtraction Intro” Starfall.com: Addition and Subtraction

Patterns

North Dakota Standards	Alignment to Starfall
MTH.2.3 Recognize, duplicate, and extend simple patterns of objects, sounds, and movements using manipulatives.	Teacher’s Guide p. 87 - Shape Patterns Teacher’s Guide p. 265 - Create Weather Patterns Teacher’s Guide p. 278 - Math Center Teacher’s Guide p. 281 - Create Paper Suns Teacher’s Guide p. 285 - Patterns-Day/Night and Seasons Teacher’s Guide p. 290 - Make Patterns with Coins Teacher’s Guide p. 488 - Math Center

3. Students understand measurement and data.

Compare measurable attributes

North Dakota Standards	Alignment to Starfall
MTH.3.1 Compare objects based on their attributes (e.g., two- or three-dimensional, containers which hold more or less of something).	Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher’s Guide p. 43 - Classify Letters, Shapes, and Numbers Teacher’s Guide p. 77 - Math Center Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 218 - Order and Compare Short to Tall Teacher’s Guide p. 236 - Small, Medium, Large Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 514 - Math Center

	<p>Teacher's Guide p. 523 - Compare Sizes Starfall.com: Math: Geometry and Measurement Activities</p>
<p>MTH.3.2 Use standard or nonstandard measurement techniques to measure objects.</p>	<p>Teacher's Guide Seasonal Holidays p. 10 - Weighing an Apple Teacher's Guide Seasonal Holidays p. 15 - Pumpkin Math Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 217 - How Tall are You? Teacher's Guide p. 218 - Order and Compare Short to Tall Teacher's Guide p. 231 - Introduce <i>Goldilocks and the Three Bears</i> 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>

Classify objects

North Dakota Standards	Alignment to Starfall
<p>MTH.3.3 Order objects by size and length.</p>	<p>Teacher's Guide Seasonal Holidays p. 29 - Groundhog Math Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 218 - Order and Compare Short to Tall Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 491 - Train Game Starfall.com: Math: Geometry and Measurement: Measurement: "Shoes" Starfall.com: Math: Geometry and Measurement: Measurement: "Trains"</p>

4. Students begin to develop geometric thinking.

Identify and describe shapes

North Dakota Standards	Alignment to Starfall
<p>MTH.4.1 Identifies, draws, builds, and names common two- or three- dimensional shapes.</p>	<p>Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math</p>

	<p>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. 77 - Discovery Center Teacher's Guide p. 77 - Construction Center Teacher's Guide p. 108 - Design a House Teacher's Guide p. 256 - Math Center Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 561 - Shape Orientation Starfall.com - Math: Geometry and Measurement</p>
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Spatial Sense

North Dakota Standards	Alignment to Starfall
<p>MTH.4.2 Use vocabulary to describe or indicate directionality, order, or position of objects.</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 18 - Warm Up Your Brain Teacher's Guide p. 47 - Outside Activity "Simon Says" Teacher's Guide p. 123 - Outside Activity - "Red Light, Green Light" Teacher's Guide p. 129 - Warm Up Your Brain Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 365 - Outside Activity "Run, Hop, Slither" Teacher's Guide p. 442 - Math Center Teacher's Guide p. 467 - Warm Up Your Brain Teacher's Guide p. 492 - "I've Been Working on the Railroad" Teacher's Guide p. 502 - Shape Game Teacher's Guide p. 549 - Warm Up Your Brain</p>
<p>MTH.4.3 Demonstrate understanding of spatial sense for solving problems when completing activities.</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 18 - Warm Up Your Brain Teacher's Guide p. 47 - Outside Activity "Simon Says" Teacher's Guide p. 123 - Outside Activity - "Red Light, Green Light" Teacher's Guide p. 129 - Warm Up Your Brain Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 365 - Outside Activity "Run, Hop, Slither" Teacher's Guide p. 442 - Math Center Teacher's Guide p. 467 - Warm Up Your Brain Teacher's Guide p. 492 - "I've Been Working on the Railroad" Teacher's Guide p. 502 - Shape Game Teacher's Guide p. 549 - Warm Up Your Brain Starfall.com: Math: Geometry: 3D Space</p>

5. Students use math practices.

Strategies and multiple solutions (e.g., logical thinking)

North Dakota Standards	Alignment to Starfall
MTH.5.1 Uses simple strategies to solve mathematical problems.	Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 208 - Solve Story Problems Teacher’s Guide p. 380 - Count Wild Animals 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 <i>Starfall.com:</i> Addition and Subtraction: “Addition Intro” <i>Starfall.com:</i> Addition and Subtraction: “Subtraction Intro” <i>Starfall.com:</i> Addition and Subtraction
MTH.5.2 Choose which strategies and thinking skills should be used when solving a problem.	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 Teacher’s Guide p. 528 - Learn About Pennies and Nickels <i>Starfall.com:</i> Addition and Subtraction: “Addition Intro” <i>Starfall.com:</i> Addition and Subtraction: “Subtraction Intro” <i>Starfall.com:</i> Addition and Subtraction

Science and Problem Solving

1. Students understand the unifying concepts and processes of science.

Consistency and Change

North Dakota Standards	Alignment to Starfall
SCI.1.1 Know and describe the sequence of daily routines.	Teacher’s Guide - Gathering (daily) Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Snack Time (daily) Teacher’s Guide - Outside Activity (daily)
SCI.1.2 Recognize and inquire about simple cause and effect relationships (e.g., if you go outside when it is raining you will get wet).	Teacher’s Guide Seasonal Holidays p. 6 - Peppermint Play Dough Leaf Prints Teacher’s Guide Seasonal Holidays p. 15 - Slime

	<p>Teacher's Guide Seasonal Holidays p. 23 - Ice melting Chart</p> <p>Teacher's Guide Seasonal Holidays p. 23 - Animals in the Arctic: What keeps them warm?</p> <p>Teacher's Guide Seasonal Holidays p. 40 - Worm Home</p> <p>Teacher's Guide Seasonal Holidays p. 42 - St. Patrick's Day Mixing Color Activities</p> <p>Teacher's Guide p. 152 - Discovery Center</p> <p>Teacher's Guide p. 204 - Discovery Center</p> <p>Teacher's Guide p. 260 - How Clouds Are Formed</p> <p>Teacher's Guide pp. 263-264 - Weather: Cause and Effect</p> <p>Teacher's Guide p. 251 - Outside Activity</p> <p>Teacher's Guide p. 475 - Roll or Slide</p> <p>Teacher's Guide p. 487 - Construction Center</p> <p>Teacher's Guide p. 496 - Warm Up Your Brain</p>
<p>SCI.1.3 Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle).</p>	<p>Teacher's Guide pp. 279-280 - Day and Night</p> <p>Teacher's Guide p. 301 - Introduce Earth</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. 304 - The Solar System</p>

2. Students use the process of science inquiry.

Scientific Inquiry

North Dakota Standards	Alignment to Starfall
<p>SCI.2.1 Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment.</p>	<p>Teacher's Guide Seasonal Holidays p. 28 - Shadow Activities</p> <p>Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor</p> <p>Teacher's Guide Seasonal Holidays p. 38 - Measuring Rainfall</p> <p>Teacher's Guide p. 52 - Discovery Center</p> <p>Teacher's Guide p. 104 - Discovery Center</p> <p>Teacher's Guide p. 128 - Discovery Center</p> <p>Teacher's Guide p. 152 - Discovery Center</p> <p>Teacher's Guide p. 446 - Heavy or Light</p> <p>Teacher's Guide p. 475 - Predictions: Roll or Slide</p> <p>Teacher's Guide - Construction Center (daily)</p> <p>Teacher's Guide - Computer Center (daily)</p>
<p>SCI.2.2 Use their five senses to manipulate materials and learn about the environment.</p>	<p>Teacher's Guide Seasonal Holidays p. 5 - The Listening Walk</p> <p>Teacher's Guide Seasonal Holidays p. 6 - Fall Tree</p> <p>Teacher's Guide Seasonal Holidays p. 7 - Fall Walk</p> <p>Teacher's Guide Seasonal Holidays p. 38 - Evaporation</p>

	<p>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>
<p>SCI.2.3 Gather and record simple information through discussions and drawings about their environment (e.g., weather).</p>	<p>Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float? Teacher’s Guide p. 15 - Introduce the Weather Teacher’s Guide p. 181 - Gathering (Forecast the Weather) Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 262 - Make Weather Plates Teacher’s Guide p. 263 - Weather: Cause and Effect Teacher’s Guide p. 268 - Introduce: <i>Thermometers</i> Teacher’s Guide p. 269 - Weather Riddles Teacher’s Guide p. 277 - Dramatic Play Center Teacher’s Guide - Gathering (daily)</p>
<p>SCI.2.4 Make predictions and generate ideas based on past experience, observations, and information.</p>	<p>Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 181 - Gathering (Forecast the Weather) Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 358 - Estimation Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed</p>

3. Students understand the basic concepts and principles of physical science.

Properties of Matter

North Dakota Standards	Alignment to Starfall
<p>SCI.3.1 Use words to identify, describe, and compare objects based on physical characteristics.</p>	<p>Teacher’s Guide Seasonal Holidays p. 7 - Leaf Blowing Teacher’s Guide Seasonal Holidays p. 15 - Science (seeds) Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 333 - Real or Make-Believe Teacher’s Guide p. 361 - Compare Small, Medium, and Large Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p>

	<p>Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 525 - Determine Living and Nonliving</p>
<p>SCI.3.2 Observe and describe the physical properties of materials (e.g., liquids or solids found in the everyday environment).</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Sorting Teacher's Guide Seasonal Holidays p. 11 - Apple Sort Teacher's Guide Seasonal Holidays p. 13 - Applesauce Teacher's Guide Seasonal Holidays p. 38 - Evaporation Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher's Guide Seasonal Holidays p. 23 - Animals in the Arctic Teacher's Guide Seasonal Holidays p. 40 - Solar Oven Teacher's Guide Seasonal Guide p. 47 - Recycling Activities Teacher's Guide p. 180 - Discovery Center Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 416 - Discovery Center Teacher's Guide p. 446 - Heavy or Light Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 536 - Math Center</p>

4. Students understand the basic concepts and principles of life science.

Characteristics of Organisms

North Dakota Standards	Alignment to Starfall
<p>SCI.4.1 Develop awareness of the needs of living things.</p>	<p>Teacher's Guide p. 327 - Pets Teacher's Guide p. 349 - Farm Animals Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide p. 393 - Introduce Birds Teacher's Guide p. 401 - Introduce <i>Ocean Animals</i> Teacher's Guide p. 402 - Introduce <i>Dolphins Are Not Fish!</i> Teacher's Guide p. 525 - Morning Meeting: Determine Living and Nonliving Teacher's Guide p. 567 - Create the Butterfly Life Cycle Teacher's Guide p. 559 - Growing and Changing Teacher's Guide pp. 320-432 - Unit 5: Animals Everywhere Teacher's Guide pp. 508-573 - Unit 7: <i>Your Environment</i></p>

Social Studies

1. Students apply social studies skills and resources.

Map Skills

North Dakota Standards	Alignment to Starfall
<p>SS.1.1 Identify characteristics of the places where they live, play, and learn.</p>	<p>Teacher’s Guide p. 9 - Learning Centers Teacher’s Guide p. 22 - Learning Centers Teacher’s Guide p. 30 - Gathering Teacher’s Guide p. 33 - Where is Gingerbread Boy? Teacher’s Guide p. 34 - “There’s a Neat Little Clock” Teacher’s Guide pp. 129-130 - Introduce Neighbors and Community Teacher’s Guide p. 133 - Where We Live Teacher’s Guide p. 139 - Teacher’s Choice: Neighborhood or Community Teacher’s Guide p. 139 - Create a Neighborhood Scene</p>
<p>SS.1.2 Understand that maps, visuals, and objects can represent places.</p>	<p>Teacher’s Guide Seasonal Holidays p. 44 - Finding Ireland Teacher’s Guide Seasonal Holidays p. 49 - Where is Mexico? Teacher’s Guide p. 32 - Sequence <i>The Gingerbread Boy</i> Teacher’s Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> 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. 307 - The Stars Teacher’s Guide p. 487 - Dramatic Play Center</p>

Social Studies

2. Students understand important historical events.

Concepts of Time

North Dakota Standards	Alignment to Starfall
<p>SS.2.1 Demonstrate a basic understanding of past, present, and future.</p>	<p>Teacher’s Guide - <i>Read Me First</i> p. 14 - Calendar Routine (daily) Teacher’s Guide p. 105 - Gathering Teacher’s Guide p. 131 - Introduce <i>Stone Soup</i> Teacher’s Guide p. 132 - Gathering Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 181 - Gathering Teacher’s Guide p. 260 - Gathering Starfall.com: Calendar</p>

People and Events

North Dakota Standards	Alignment to Starfall
<p>SS.2.2 Demonstrate a basic understanding of how things, people, and places change over time and connect new ideas to past experiences and events.</p>	<p>Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 518 - Learn About Life Cycles Teacher's Guide pp. 520-521 - Characteristics of Living Things Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 561 - Teacher's Literature Choice: Growing Up Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle Teacher's Guide p. 568 - Look What We've Learned!</p>

3. Students understand economic concepts and the characteristics of various economic systems.

Community Workers

North Dakota Standards	Alignment to Starfall
<p>SS.3.1 Know that people perform various kinds of work to earn money to buy things they need.</p>	<p>Teacher's Guide Seasonal Holidays p. 51 - Products from Mexico Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher's Guide p. 351 - Introduce "The Little Rooster" Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Starfall.com - Learn to Read: <i>Mox's Shop</i></p>

4. Students understand the development, functions, and forms of various political institutions and the role of the citizen in government and society.

Citizenship

North Dakota Standards	Alignment to Starfall
<p>SS.4.1 Share responsibility for caring for their environment (e.g., cleaning, recycling).</p>	<p>Teacher's Guide Seasonal Holidays p. 47 - Litter Bags Teacher's Guide Seasonal Holidays p. 47 - Sorting Cans Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 535 - Dramatic Play Center (reusable grocery bags)</p>

	Teacher’s Guide p. 579 - Dramatic Play Center (recycled telephone-repurposed)
SS.4.2 Demonstrate an awareness of rules and routines in the classroom, community, and family life.	Teacher’s Guide <i>Read Me First</i> p. 13 - Gingerbread Boy’s Daily Message Teacher’s Guide <i>Read Me First</i> p.13 - Attendance Routine, Weather Routine, Calendar Routine Teacher’s Guide p. 9 - Small Group & Exploration (daily) Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 69 - Review Rules Teacher’s Guide p. 112 - Helping Your Family Teacher’s Guide pp. 129-130 - Introduce Neighbors and Community Teacher’s Guide pp. 140-141 - Safety Signs Teacher’s Guide - Outside Activity (daily) Teacher’s Guide - Learning Centers (daily)
SS.4.3 Function as a member of the classroom community by contributing to the well-being of the group (e.g., taking care of property, respecting the rights of others, and keeping one another safe).	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 Teacher’s Guide p. 229 - Safety: Inside School and on the Playground Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i> Teacher’s Guide - Learning Centers - (daily) Teacher’s Guide - Outside Activities - (daily)
SS.4.4 Begin to understand various group decision-making processes (e.g., voting, consensus, handshake, “boss”).	Teacher’s Guide p. 35 - “Our Favorite Spice” Graph Teacher’s Guide p. 36 - Analyze the Spice Graph Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 118 - “The Little Red Hen” Comparison Teacher’s Guide p. 291 - “My Favorite Season” Chart 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 p. 581 - Graph Favorite Learning Centers

5. Students understand the importance of culture, individual identity, and group identity.

Identity and Culture

North Dakota Standards	Alignment to Starfall
SS.5.1 Understand relationships and roles	Teacher’s Guide p. 9 - Learning Centers

<p>within families, homes, and classroom.</p>	<p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 111 - My Family Teacher’s Guide pp. 112-113 - Helping Your Family Teacher’s Guide pp. 129-130 - Introduce Neighbors and Community Teacher’s Guide p. 139 - Teacher’s Choice: Neighborhood or Community Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p>
<p>SS.5.2 Know about communities to which they belong (e.g., roles of community members, ways communities interact).</p>	<p>Teacher’s Guide p. 127 - Construction Center Teacher’s Guide pp. 129-130 - Introduce Neighbors and Community Teacher’s Guide pp. 133-134 - Where We Live Teacher’s Guide pp. 137-138 - “The Wheels on the Bus” Teacher’s Guide p. 139 - Teacher’s Choice: Neighborhood or Community Teacher’s Guide p. 151 - Writing Center 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 pp. 157-158 - Dialing 9-1-1 Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p>
<p>SS.5.3 Demonstrate awareness of differences among families (e.g., ethnicity, routines, language, traditions).</p>	<p>Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide Seasonal Holidays pp. 15-18 - Black History Month Teacher’s Guide Seasonal Holidays pp. 15-17 - Cinco de Mayo Teacher’s Guide Seasonal Holidays pp. 18-20 - Thanksgiving Teacher’s Guide Seasonal Holidays pp. 26-27 - Chinese New Year Teacher’s Guide p. 80-81- Introduce <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 105 - Introduce Grandmother Teacher’s Guide p. 111 - Teacher’s Literature Choice: Families 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 p. 121 - Teacher’s Literature Choice: Grandmothers Teacher’s Guide p. 207- <i>One Rice Thousand Gold</i></p>
<p>SS.5.4 Identify basic types of media and technology used at home, school, and work.</p>	<p>Teacher’s Guide Seasonal Holidays p. 15 - Halloween Science</p>

	<p>Teacher's Guide p. 32 - Sequence The Gingerbread Boy</p> <p>Teacher's Guide p. 118 - Compound Words</p> <p>Teacher's Guide pp. 157-158 - Dialing 9-1-1</p> <p>Teacher's Guide pp. 180-181 - The Five Senses</p> <p>Teacher's Guide p. 203 - Dramatic Play Center (cash register)</p> <p>Teacher's Guide pp. 205-206 - Let's Stay Healthy</p> <p>Teacher's Guide p. 255 - Dramatic Play (Weather Station/Reporters)</p> <p>Teacher's Guide p. 299 - Dramatic Play (walkie-talkies, phones, computers)</p> <p>Teacher's Guide - Sing-Along CDs (throughout the curriculum)</p> <p>Teacher's Guide - Computer Center (daily)</p> <p>Teacher's Guide - Library Center (daily)</p>
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*The standards in this document were copied directly from *North Dakota Pre-Kindergarten Content 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.