



**South Dakota State Early Learning Standards
Alignment to Starfall Pre K 4 Curriculum**

Social/Emotional Development and Approaches to Learning

Standard 1: Self-Concept and Self-Confidence

Children demonstrate a positive self-concept and self-confidence in play and everyday tasks.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Identify themselves by name. | Teacher's Guide p. 8 - Gathering Teacher's Guide p. 18 - Gathering Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide p. 30 - Gathering Teacher's Guide p. 33 - Gathering Teacher's Guide p. 53 - The Friendship Ball |
| 2. Describe themselves using several basic descriptors, such as gender and physical features. | Teacher's Guide Seasonal Holidays p. 33 - Different Eggs Teacher's Guide p. 53 - Gathering Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 520 - How Tall Are You? |
| 3. Take pride in accomplishments. | Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide p. 102 - Art Center Teacher's Guide p. 127 - Construction Center Teacher's Guide p. 464 - Art Center Teacher's Guide p. 515 - Things We Can Do Teacher's Guide - Learning Centers (daily) |
| 4. Adjust to new situations. | Teacher's Guide Seasonal Holidays p. 5 - Fall Walk Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays p. 28 - Shadow Activities |

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| | <p>Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide p. 313 - Pre-K Book Club</p> |
| 5. Separate easily from family member or familiar caregiver. | <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 pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide - Gathering (daily) Teacher's Guide - Small Group & Exploration (daily)</p> |
| 6. Demonstrate self-efficacy by exerting independence in play situations and during regular routines. | <p>Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 144 - Review /t/ Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 259 - "Who Likes the Rain?" Graph: Partner Sharing Teacher's Guide p. 429 - Create Dinosaurs Teacher's Guide p. 443 - Things I Can Build</p> |

Standard 2 : Regulation Emotions

Children demonstrate an ability to understand and regulate their emotions in play and everyday tasks.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Use words to express their needs, wants, and feelings, as well as to identify the emotions of others. | <p>Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher's Guide p. 107 - 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 Teacher's Guide p. 400 - Sequence the Ugly Duckling</p> |
| 2. Demonstrate knowledge that there are different ways of showing feelings. | <p>Teacher's Guide p. 13 - Emotions: <i>Happy</i> Teacher's Guide p. 16 - Emotions: <i>Excited and Silly</i> Teacher's Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher's Guide p. 67 - Teacher's Literature Choice: Friends Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide p. 400 - Sequence the Ugly Duckling</p> |

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| <p>3. Recognize they can do things to change the way they feel and how others feel.</p> | <p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide p. 240 - Draw Goldilocks With the Three Bears Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i></p> |
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Standard 3 : Respect and Appreciation of Similarities and Differences

Children respect others and recognize and appreciate their similarities and differences in play and everyday tasks.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Express ways in which others are similar and different, such as eye color, gender, and favorite activities.</p> | <p>Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide p. 53 - Gathering Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph: Partner Sharing Teacher’s Guide p. 313 - Pre-K Book Club</p> |
| <p>2. Play with a variety of children, regardless of gender, race, or ability.</p> | <p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 147 - Outside Activity Teacher Guide - Learning Centers (daily)</p> |
| <p>3. Recognize that everyone has emotions and that other people may not feel the same way they do about everything.</p> | <p>Teacher’s Guide p. 107 - How Does the Little Red Hen Feel? Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers 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. 582 - Review <i>The Little Red Hen</i></p> |
| <p>4. Demonstrate caring and concern for others.</p> | <p>Teacher’s Guide pp. 58-59 - “Please” and “Thank You”</p> |

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| | <p>Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends</p> <p>Teacher’s Guide p. 70 - Share Chair</p> <p>Teacher’s Guide p. 119 - Sharing Family Pictures</p> <p>Teacher’s Guide p. 214 - Say “Thank You”</p> <p>Teacher’s Guide p. 400 - Sequence <i>The Ugly Duckling</i></p> |
| 5. Respect the rights and property of others. | <p>Teacher’s Guide p. 127 - Construction Center</p> <p>Teacher’s Guide p. 178 - Computer Center</p> <p>Teacher’s Guide p. 203 - Construction Center</p> <p>Teacher’s Guide p. 226 - Art Center</p> <p>Teacher’s Guide p. 227 - Dramatic Play</p> <p>Teacher’s Guide - Learning Centers (daily)</p> |

Standard 4 : Pro-Social Behaviors and Cooperation

Children demonstrate pro-social behaviors and social competence, and participate cooperatively as members of a group in play and everyday tasks.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Develop positive relationships with peers and trusted adults. | <p>Teacher’s Guide pp. 86-87 - Introduce <i>Blue</i> and <i>Purple</i></p> <p>Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i></p> <p>Teacher’s Guide p. 165 - Partner Sharing: Community Helpers</p> <p>Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn”</p> <p>Teacher’s Guide p. 481 - Pre-K Book Club</p> <p>Teacher’s Guide - Learning Centers (daily)</p> |
| 2. Participate in group routines, and transition smoothly from one activity to the next. | <p>Teacher’s Guide p. 19 - Learning Centers Activity</p> <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide p. 70 - Share Chair</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 - Learning Centers (daily)</p> |
| 3. Use materials purposefully and respectfully and participate in cleaning up and putting away materials. | <p>Teacher’s Guide Read Me First p. 10 - Responsibility/Job Chart</p> <p>Teacher’s Guide p. 9 - Learning Centers Activity</p> <p>Teacher’s Guide p. 13 - Learning Centers Activity</p> <p>Teacher’s Guide p. 19 - Learning Centers Activity</p> <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide - Small Group & Exploration (daily)</p> <p>Teacher’s Guide - Learning Centers (daily)</p> |

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| <p>4. Defend self while respecting the rights of others.</p> | <p>Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 69 - Review Rule Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)</p> |
| <p>5. Identify qualities that make a good friend.</p> | <p>Teacher's Guide Seasonal Holidays p. 35 - Change the World Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 67 - Teacher's Literature Choice: Friends Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 214 - Say "Thank You"</p> |
| <p>6. Play independently, in pairs, and cooperatively in small groups.</p> | <p>Teacher's Guide p. 114 - Little Red Hen Makes Pancakes Teacher's Guide p. 144 - Review /t/ Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide p. 369 - Dramatic Play Center Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn" Teacher's Guide p. 481 - Pre-K Book Club</p> |
| <p>7. Initiate play and know how to enter into a group of children who are already involved in play.</p> | <p>Teacher's Guide p. 127 - Dramatic Play Center Teacher's Guide p. 179 - Construction Center Teacher's Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher's Guide p. 346 - Art Center Teacher's Guide - Dramatic Play Center (daily) Teacher's Guide - Small Group & Exploration (daily)</p> |
| <p>8. Take turns, share, and be courteous to others, using words such as "thank you," "please," and "excuse me."</p> | <p>Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 304 - Warm Up Your Brain Teacher's Guide p. 391 - Dramatic Play Center Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 513 - Construction Center Teacher's Guide p. 535 - Construction Center</p> |

Approaches to Learning

Standard 1 : Curiosity and Eagerness

Children demonstrate a positive self-concept and self-confidence in play and everyday tasks.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences. | Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn" Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 486 - Art Center Teacher's Guide p. 487 - Dramatic Play |
| 2. Ask questions to find answers and wonder why. | Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 293 - Teacher's Literature Choice: Seasons Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 311 - Teacher's Literature Choice: Space Teacher's Guide p. 362 - Class Farm Book |
| 3. Demonstrate eagerness to find out more about other people and to discover new things in the environment. | Teacher's Guide Seasonal Holidays p. 26 - Chinese New Year Teacher's Guide Seasonal Holidays p. 33 - Black History Month Teacher's Guide Seasonal Holidays p. 49 - Cinco de Mayo Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide pp.185-186 - Senses Walk |

Standard 2 : Initiative and Persistence

Children demonstrate initiative and persistence in play and everyday tasks.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Demonstrate persistence by working toward completing tasks, and sustain attention and focus on activities. | Teacher's Guide p. 64 - Create Character Puppets Teacher's Guide p. 103 - Dramatic Play, Construction, and Writing Centers |

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| | Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 262 - Make Weather Plates Teacher's Guide p. 415 - Construction Center Teacher's Guide p. 424 - Fossils |
| 2. Select and engage in activities, moving independently from one activity to another, and demonstrate self-direction when making choices. | Teacher's Guide - Outside Activities - (daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Gathering (daily) |
| 3. Demonstrate self-help skills, including selecting toys and materials to use in activities and returning them when finished. | Teacher's Guide Seasonal Holidays p. 6 - Fall Collage Teacher's Guide p. 32 - Design Sheep Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide p. 64 - Create Character Puppets Teacher's Guide p. 202 - Art Center Teacher's Guide p. 254 - Art Center Teacher's Guide p. 557 - Dramatic Play Center Teacher's Guide - Learning Centers (daily) |

Standard 3 : Problem Solving and Reflection

Children use problem solving and reflection in play and everyday tasks.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Attempt several different strategies when encountering difficulty during daily routines or in the use of materials. | Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide p. 128 - Discovery Center Teacher's Guide p. 347 - Construction Center Teacher's Guide p. 488 - Discovery Center Teacher's Guide p. 518 - Learn About Life Cycles - Concentration Teacher's Guide p. 529 - Play "What's Missing?" |
| 2. Demonstrate satisfaction or delight when solving a problem or completing a task. | Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide p. 144 - Review /t/ Teacher's Guide p. 347 - Dramatic Play 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. 488 - Discovery Center |
| 3. Demonstrate thinking skills and verbal problem-solving skills (use self-talk and thinking aloud to solve problems). | Teacher's Guide p. 347 - Construction Center Teacher's Guide p. 396 - Play "High or Low" 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 p. 488 - Math Center |

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| <p>4. Demonstrate resilience and coping skills when faced with challenges.</p> | <p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide p. 561 - Shape Orientation</p> |
| <p>5. Seek help from adults and peers when needed.</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 pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn” Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Outside Activities (daily)</p> |

Standard 4 : Invention and Imagination

Children use invention and imagination in play and everyday tasks.

| <p>South Dakota Benchmarks</p> | <p>Starfall Pre K 4 Alignment</p> |
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| <p>1. Explore and experiment with a wide variety of materials and activities.</p> | <p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 180 - Discovery Center Teacher’s Guide p. 195 - Use Your Senses: What’s In the Bag? Teacher’s Guide p. 202 - Art Center Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide p. 514 - Discovery Center</p> |
| <p>2. Make independent decisions about materials to use in order to express individuality.</p> | <p>Teacher’s Guide p. 102 - Art Center Teacher’s Guide p. 127 - Writing Center Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide p. 414 - Art Center Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide p. 487 - Construction Center</p> |
| <p>3. Develop creative solutions in play and daily situations.</p> | <p>Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 227 - Dramatic Play Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 441 - Construction Center</p> |

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| | Teacher's Guide p. 488 - Discovery Center |
| 4. Engage in fantasy play, taking on pretend roles with real or imaginary objects. | Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 227 - Dramatic Play Center Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 359 - Milk a Cow! |
| 5. Use imagination to try new ways of doing things and work with materials in creative ways. | Teacher's Guide Seasonal Holidays p. 6 - Fall Collage Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher's Guide Seasonal Holidays p. 24 - Snow Glitter Pictures Teacher's Guide p. 81 - Make an Art Collage Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 426 - Create Dinosaur Skeletons |

Language and Literacy

Standard 1 – Reading

Through their explorations, play, and social interactions, children use skills and strategies to get meaning from print.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Demonstrate motivation, interest and enjoyment in books, reading, and acting out stories while engaged in play. | Teacher's Guide p. 76 - Library Center Teacher's Guide p. 103 - Construction Center Teacher's Guide p. 126 - Library Center Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide p. 347 - Dramatic Play Center |
| 2. Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back. | Teacher's Guide p. 50 - Library Center Teacher's Guide p. 76 - Library Center Teacher's Guide p. 102 - Library Center Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 324 - Library Center Teacher's Guide p. 465 - Dramatic Play Center |
| 3. Recognize familiar environmental print, such as "STOP" signs, and realize it has meaning. | Teacher's Guide p. 34 - "There's a Neat Little Clock" |

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| | <p>Teacher's Guide p. 105 - Gathering Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 226 - Library Center Teacher's Guide p. 227 - Writing Center Teacher's Guide p. 255 - Construction Center</p> |
| 4. Retell a story from a familiar book and relate it to real-life experiences. | <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. 298 - Library Center Teacher's Guide p. 400 - Sequence <i>The Ugly Duckling</i> Teacher's Guide pp. 449/455 - Sequence <i>The Three Little Pigs</i>, Draw and Write</p> |
| 5. Make predictions of next steps in a story. | <p>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. 191 - Teacher's Literature Choice: Senses Teacher's Guide p. 265 - Teacher's Literature Choice: Rain Teacher's Guide p. 494 - Introduce <i>A Tale of Two Little Engines</i></p> |
| 6. Demonstrate knowledge that a symbol can represent something else (e.g. a word can stand for an object, a name for a person, a picture for the real object.) | <p>Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide pp. 143-144 - Vehicles and Buildings Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher's Guide p. 546 - Fruits and Vegetables</p> |
| 7. Recognize own first name in print. | <p>Teacher's Guide p. 8 - Gathering Teacher's Guide p. 17 - Create Photo Pages Teacher's Guide p. 18 - Gathering Teacher's Guide p. 39 - Gathering Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 136 - Small Group & Exploration Teacher's Guide p. 185 - Gathering</p> |
| 8. Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet. | <p>Teacher's Guide p. 144 - Discriminating /t/ Teacher's Guide p. 166 - Discriminating /n/ Teacher's Guide p. 169 - Same or Different Teacher's Guide p. 196 - Discriminating /s/</p> |

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| | <p>Teacher's Guide p. 245 - Discriminating /n/ Teacher's Guide pp. 336-337 - Review Beginning Sounds</p> |
| <p>9. Identify at least 10 letters of the alphabet, especially those in their own name.</p> | <p>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>10. Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures, letters, and words.</p> | <p>Teacher's Guide pp. 16-17 - Read <i>The Gingerbread Boy</i> Teacher's Guide pp. 18-19 - "What's the Weather?" Teacher's Guide p. 43 - Classify Letters, Shapes, and Numbers Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide p. 277 - Library Center Teacher's Guide p. 286 - Phonological Awareness: Words in a Sentence</p> |

Standard 2 – Writing

Through their explorations, play, and social interactions, children use writing and drawing as means of communication.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, and the computer keyboard.</p> | <p>Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 278 - Discovery Center Teacher's Guide p. 284 - Stuffed Animal Imaginations Teacher's Guide p. 298 - Art Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide - Writing Center (daily) Teacher's Guide - Computer Center (daily)</p> |
| <p>2. Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate.</p> | <p>Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 111 - My Family Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 167 - A Letter to the Elves</p> |

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| | Teacher's Guide p. 227 - Writing Center |
| 3. Use scribbling and drawing to represent their ideas and then begin to use letters and developmental or invented spelling of words to communicate a message. | Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide p. 325 - Writing Center Teacher's Guide p. 351 - Create a Class Farm Book Teacher's Guide p. 423 - Draw Dinosaur Pictures Teacher's Guide p. 455 - Draw and Write Teacher's Guide p. 514 - Writing Center |
| 4. Attempt to write their own names using a variety of materials. | Teacher's Guide p. 14 - "We're Happy Class Book" Teacher's Guide p. 17 - Create Photo Pages Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 103 - Writing Center Teacher's Guide p. 466 - Writing Center |
| 5. Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories. | Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 127 - Construction Center Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p. 227 - Writing Center Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 369 - Writing Center |

Standard 3 - Listening and Phonological Awareness

Through their explorations, play, and social interactions, children listen, identify, and respond to environmental sounds, directions and conversations, and have phonological awareness.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Listen and respond to conversations with adults and other children during play. | Teacher's Guide p. 227 - Dramatic Play Center Teacher's Guide p. 254 - Art Center Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 352 - "The Farmer in the Dell" Teacher's Guide p. 369 - Dramatic Play Center |
| 2. Identify sounds and words in their daily environment. | Teacher's Guide p. 126 - Library Center Teacher's Guide p. 127 - Construction Center Teacher's Guide p. 140 - Gathering Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p. 178 - Library Center Teacher's Guide pp. 185-186 - Senses Walk |
| 3. Listen attentively to books and stories. | Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p. 80 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide pp. 155-156 - <i>A Day in the Life of</i> |

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| | <p><i>a Firefighter</i> Teacher's Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher's Guide p. 545 - Introduce "The Turnip" Teacher's Guide - Library Center (daily) Starfall.com - Talking Library</p> |
| 4. Repeat familiar songs, rhymes, and phrases from favorite storybooks. | <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. 63 - "A-Tisket, A-Tasket" Teacher's Guide pp. 110-111 - Introduce <i>Bb</i> Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 520 - Sequence <i>The Green Grass Grew All Around</i></p> |
| 5. Demonstrate understanding of an increasingly rich vocabulary. | <p>Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 307 - The Stars Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 420 - Dinosaur Names Teacher's Guide p. 424 - Fossils</p> |
| 6. Follow simple directions with two or more steps. | <p>Teacher's Guide p. 257 - Warm Up Your Brain Teacher's Guide p. 306 - Create Star Wands Teacher's Guide p. 338 - A Pet for Gingerbread Boy Teacher's Guide p. 339 - Alphabet Bingo Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 491 - Train Game</p> |
| 7. Recognize some rhyming sounds. | <p>Teacher's Guide p. 82 - Gathering Teacher's Guide p. 83 - "One, Two, Tie My Shoe" 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. 407 - Rhyming Words: "Down by the Bay"</p> |
| 8. Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g. clapping out each syllable of puppy, di-no-saur.) | <p>Teacher's Guide p. 89 - Gathering Teacher's Guide p. 92 - Gathering Teacher's Guide p. 117 - Phonological Awareness: Blend Syllables Teacher's Guide p. 193 - Phonemic Awareness: Blending Syllables</p> |

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| | <p>Teacher’s Guide p. 328 - Phonological Awareness: Blending Syllables</p> <p>Teacher’s Guide p. 503 - Phonological Awareness: Syllables in Words</p> |
| 9. Identify words that begin with the same sound from a small group of words. | <p>Teacher’s Guide pp. 110-111 - Introduce /b/</p> <p>Teacher’s Guide p. 182 - Introduce /s/</p> <p>Teacher’s Guide p. 216 - Identify <i>Aa, Bb, Nn, Ss,</i> and <i>Tt</i></p> <p>Teacher’s Guide p. 328 - Introduce /e/</p> <p>Teacher’s Guide p. 394 - Introduce /d/</p> <p>Teacher’s Guide p. 516 - Introduce /g/</p> |
| 10. Repeat spoken words when requested. | <p>Teacher’s Guide p. 53 - The Friendship Ball</p> <p>Teacher’s Guide pp. 66-67 - “Where’s the Shape?”</p> <p>Teacher’s Guide p. 78 - Introduce <i>Red</i> and <i>Orange</i></p> <p>Teacher’s Guide p. 83 - “One, Two, Tie My Shoe”</p> <p>Teacher’s Guide p. 114 - Little Red Hen Makes Pancakes</p> <p>Teacher’s Guide pp. 134-135 - Introduce <i>Tt</i></p> |

Standard 4 - Speaking/Communicating and Oral Language Development

Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Play with the sounds of language, repeating rhymes, songs, poems and fingerplays. | <p>Teacher’s Guide Seasonal Holidays p. 11- Apple Math: <i>Ten Little Apples</i></p> <p>Teacher’s Guide Seasonal Holidays p. 29 - Groundhog Day: <i>Ten Little Groundhogs</i></p> <p>Teacher’s Guide p. 31 - <i>Head, Shoulders, Knees, and Toes</i></p> <p>Teacher’s Guide p. 66 - <i>The Ants Go Marching</i></p> <p>Teacher’s Guide p. 209 - <i>Let’s Stay Healthy</i></p> <p>Starfall.com- Motion Songs</p> <p>Starfall.com- Math Songs</p> <p>Starfall.com- Historical Folk Songs</p> |
| 2. Use an increasingly rich vocabulary. | <p>Teacher’s Guide pp. 143-144 - Vehicles and Buildings</p> <p>Teacher’s Guide p. 207 - “One Rice Thousand Gold”</p> <p>Teacher’s Guide p. 374 - Compare and Contrast Habitats</p> <p>Teacher’s Guide p. 406 - Dolphins and Whales</p> <p>Teacher’s Guide p. 526 - Compare and Contrast</p> <p>Teacher’s Guide p. 528 - Learn About Pennies and Nickels</p> |
| 3. Demonstrate motivation to communicate in play and everyday activities. | <p>Teacher’s Guide p. 53 - The Friendship Ball</p> <p>Teacher’s Guide p. 70 - Share Chair</p> |

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| | <p>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 - Learning Centers (daily)</p> |
| 4. Provide meaningful responses to questions and pose questions to learn new information or clarify ideas. | <p>Teacher’s Guide pp. 57-58 - It’s Raining! Teacher’s Guide pp. 59-60 - Make Carrot Soup Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 129 - Gathering</p> |
| 5. Use complete sentences of varying length to express ideas and feelings through spoken language, sign language, or other forms of communication. | <p>Teacher’s Guide p. 70 - Share Chair Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher’s Guide p. 114 - Little Red Hen Makes Pancakes Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide - American Sign Language (woven throughout curriculum)</p> |
| 6. Initiate and engage in conversation and discussions with adults and other children. | <p>Teacher’s Guide pp. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 259 - <i>Who, What, When, Where, Why, and How</i> Teacher’s Guide pp. 279-280 - Day and Night Teacher’s Guide p. 288 - Hibernation Teacher’s Guide p. 494 - Introduce <i>A Tale of Two Engines</i></p> |
| 7. Tell real or imaginary stories that have a recognizable beginning, middle, and end. | <p>Teacher’s Guide p. 111 - My Family Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 400 - Create a Class Book: “If I Were a Bird” Teacher’s Guide p. 501 - Class Travel Journal Teacher’s Guide p. 545 - Write About Grass Plants Teacher’s Guide p. 564 - Creative Writing</p> |

Standard 5 - Learning New Languages

Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in a language other than their home language.

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| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Name at least one example of a language other than their home languages.</p> | <p>Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day (Spanish, Italian, Dutch, Swedish, French) Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays pp. 49-50 - Cinco de Mayo Starfall.com - ABC’s in Spanish and French Espanol: http://more.starfall.com/m/abc-es/abc-index-es/load.htm Francais: http://more.starfall.com/m/abc-index-fr/load.htm</p> |
| <p>2. Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“good-bye” in Spanish) or use sign language to express a greeting.</p> | <p>Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day (Spanish, Italian, Dutch, Swedish, French) Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays pp. 49-50 - Cinco de Mayo</p> |

Mathematics

Standard 1 - Number Sense and Operations

Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Count by ones to 10 and higher.</p> | <p>Teacher’s Guide Seasonal Holidays p. 6 - Leaf Sorting/Counting Teacher’s Guide Seasonal Holidays p. 23 - Marshmallow Math Teacher’s Guide p. 12 - Gathering Teacher’s Guide pp. 205-206 - Let’s Stay Healthy Teacher’s Guide p. 326 - Math Center Teacher’s Guide p. 514 - Math Center Teacher’s Guide p. 536 - Math Center</p> |
| <p>2. Count the number of items in a group of up to 10 objects and know that the last number tells how many.</p> | <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> |
| <p>3. Verbally count backward from 5.</p> | <p>Teacher’s Guide Seasonal Holidays p. 29 - Ten</p> |

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| | <p><i>Little Groundhogs</i> Teacher's Guide Seasonal Holidays p. 45 - <i>Five Little Leprechauns</i> Teacher's Guide pp. 328-329 - <i>The Frog Prince</i> Starfall.com - Math Songs: Five Little Speckled Frogs Starfall.com - Math Songs: Ten Little Kittens Starfall.com - Math: Numbers - Spaceship</p> |
| 4. Look at a group of up to 4 objects and quickly see and say the number of objects. | <p>Teacher's Guide p. 82 - Warm Up Your Brain Teacher's Guide p. 204 - Math Center Teacher's Guide p. 287- Numbers Everywhere Teacher's Guide p. 396 - Play "High or Low"</p> |
| 5. Recognize and name numerals 1 to 5. | <p>Teacher's Guide p. 112 - Warm Up Your Brain Teacher's Guide p. 167 - "One, Two, Tie My Shoe" Teacher's Guide p. 180 - Math Center Teacher's Guide p. 287 - Numbers Everywhere Teacher's Guide p. 326 - Math Center Teacher's Guide p. 380 - Count Wild Animals Teacher's Guide p. 587 - Play "I Spy" Starfall.com - Math: Math Songs, Numbers</p> |
| 6. Compare two groups (containing up to 5 objects each) and describe them using comparative words, such as more, less, fewer, or equal. | <p>Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 88 - Eye Color Graph 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> |
| 7. Use and understand the terms first, last, and first through fifth. | <p>Teacher's Guide p. 161- Gathering Teacher's Guide p. 168 - Gathering Teacher's Guide p. 355 - Warm Up Your Brain "Five Little Bees" Teacher's Guide p. 565 - Create Patterns Teacher's Guide p. 565 - Warm Up Your Brain Teacher's Guide p. 587 - Play "I Spy" Starfall.com - Math Songs: Little Farmer</p> |
| 8. Separate a collection of 10 items into 2 equal groups. | <p>Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide - Gathering Routine Teacher's Guide - Math Centers Starfall.com - Math Games</p> |
| 9. Give up to 5 items when requested. | <p>Teacher's Guide p. 37 - "Five Gingerbread Men" 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. 524 - Solve Story Problem Equations</p> |

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| | Teacher's Guide p. 528 - Learn About Pennies and Nickels |
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Standard 2 – Shapes/Geometry

Through their explorations, play, and social interactions, children identify and describe simple geometric shapes (circle, triangle, rectangle) and show an awareness of their positions in relation to other objects.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Recognize and name circle, triangle and rectangle (which includes square). | 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 |
| 2. Build and describe two-dimensional shapes, such as making circles and triangles with blocks and play dough. | Teacher's Guide p. 77 - Construction Center Teacher's Guide p. 108 - Design a House Teacher's Guide p. 156 - Create Fire Trucks Teacher's Guide p. 498 - Make Name Trains Teacher's Guide - Construction Center (daily) Starfall.com - Math: Geometry & Measurement |
| 3. Recognize that a shape remains the same shape when it changes position. | Teacher's Guide p. 40 - Compare Shapes Teacher's Guide pp. 66-67 - Where's the Shape Teacher's Guide p. 495 - Three Dimensional Shapes Teacher's Guide p. 502 - Shape Game Teacher's Guide p. 561 - Shape Orientation Starfall.com: Math: Geometry and Measurement |
| 4. Sort and match objects with the same shape and size, and lay an object of the same shape and size on top of another to show they are the same. | Teacher's Guide p. 311 - 3D Geometric Shapes Teacher's Guide p. 495 - Three Dimensional Shapes Starfall.com: Math: Geometry and Measurement (2D/3D Shapes) Starfall.com: Math: Geometry and Measurement (2D/3D Sort) |
| 5. Make a picture by combining shapes. | Teacher's Guide p. 108 - Design a House Teacher's Guide p. 449 - Construct a House Teacher's Guide p. 495 - Three Dimensional Shapes Teacher's Guide p. 498 - Make Name Trains Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 558 - Math Center Starfall.com: Math: Geometry and Measurement |
| 6. Take a shape apart (decompose) to make new shapes, such as finding two triangles in a square. | Teacher's Guide p. 77 - Construction Center Starfall.com: Math: Geometry and Measurement |

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| | <p>(Make Shapes) Starfall.com: Math: Geometry and Measurement (Triangles) Starfall.com: Math: Geometry and Measurement (Make Shapes)</p> |
| <p>7. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to.</p> | <p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 133 - Where We Live Teacher's Guide p. 153 - Warm Up Your Brain Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 442 - Math Center Starfall.com: Math: Geometry: 3D Space</p> |
| <p>8. Create two-dimensional shapes and three-dimensional structures that have symmetry.</p> | <p>Teacher's Guide p. 77 - Discovery Center Teacher's Guide p. 77 - Construction Center Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 590 - Review Shapes Starfall.com: Math: Geometry and Measurement (Make Shapes) Starfall.com: Math: Geometry and Measurement (Symmetry)</p> |

Standard 3 – Measurement

Through their explorations, play, and social interactions, children identify and compare the attributes of length, volume, weight, time, and temperature and use the tools needed to measure them.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Compare length and other attributes of objects, using the terms bigger, longer, and taller.</p> | <p>Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 218 - Order and Compare Short or 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? Starfall.com: Math: Geometry and Measurement Activities</p> |
| <p>2. Compare two objects by placing one on top of another and indicate which object takes up more space.</p> | <p>Teacher's Guide p. 218 - Order and Compare Short to Tall Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 419 - Create Dinosaur Footprint Teacher's Guide p. 491 - Train Game Starfall.com: Math: Geometry and Measurement (Measurement)</p> |

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| <p>3. Arrange objects in order according to characteristics or attributes, such as height.</p> | <p>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. 309 - Measure Rockets Teacher’s Guide p. 491 - Train Game Starfall.com: Math: Geometry and Measurement: Measurement: “Shoes” Starfall.com: Math: Geometry and Measurement: Measurement: “Trains”</p> |
| <p>4. Identify and use measurement tools, such as ruler, scales, measuring cups, thermometer, clock, and calendar.</p> | <p>Teacher’s Guide Seasonal Holidays p. 10 - Balance Scale Teacher’s Guide Seasonal Holidays p. 15 - Pumpkin Math Teacher’s Guide p. 218 - Order and Compare Short to Tall Teacher’s Guide p. 268 - Introduce <i>Thermometers</i> Teacher’s Guide p. 417 - Introduce Dinosaurs Teacher’s Guide p. 537 - Math Center</p> |

Standard 4 - Making Sense of Data

Through their explorations, play, and social interactions, children classify, organize, represent, and use information to ask and answer questions.

| <p>South Dakota Benchmarks</p> | <p>Starfall Pre K 4 Alignment</p> |
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| <p>1. Sort objects onto a large graph according to one attribute, such as size, shape or color.</p> | <p>Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide p. 35 - Our Favorite Spice Graph Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 549 - Graph Favorite Fruits & Vegetables Teacher’s Guide p. 581 - Graph Favorite Learning Centers</p> |
| <p>2. Name the category that has the most, least, or the same on a large graph.</p> | <p>Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher’s Guide Seasonal Holidays p. 38 - Measuring Rainfall Teacher’s Guide pp. 36-37 - Analyze the Spice Graph Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 217 - How Tall Are You? Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 549 - Graph Favorite Fruits & Vegetables</p> |

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| <p>3. Gather information to answer questions of interest.</p> | <p>Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float? Teacher’s Guide Seasonal Holidays p. 38 - Measuring Rainfall 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 Teacher’s Guide p. 540 - Miss MacDonald Teacher’s Guide pp. 542-543 - Introduce “Mr. Bunny’s Carrot Soup”/Carrot Experiment</p> |
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Standard 5 – Patterns/Algebra

Through their explorations, play, and social interactions, children identify, repeat, and describe simple patterns using concrete objects.

| <p>South Dakota Benchmarks</p> | <p>Starfall Pre K 4 Alignment</p> |
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| <p>1. Sort, classify, and order objects by size and other properties.</p> | <p>Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher’s Guide Seasonal Holidays p. 47 - Sorting Cans, Recycle Relay Teacher’s Guide p. 77 - Math Center Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 91 - <i>Let’s Eat</i> Sorting Activity Teacher’s Guide pp. 143-144 - Vehicles and Buildings Teacher’s Guide p. 204 - Math Center</p> |
| <p>2. Identify simple patterns in the context of play or daily activities (such as “block, car, block, car”) and use patterns to describe relationships between objects (“car follows block”).</p> | <p>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</p> |
| <p>3. Predict, repeat, and extend a simple pattern in the context of play or daily activities (“dish, spoon, dish, spoon”).</p> | <p>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</p> |

Science

Standard 1 - Science as Inquiry

As a result of their explorations and participation in simple investigations through play, children demonstrate their understanding of and ability to use scientific inquiry.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Express wonder, ask questions, and make simple predictions, such as whether an object will sink or float. | Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher's Guide Seasonal Holidays p. 29 - Groundhog Day Prediction Teacher's Guide p. 266 - "Will the Wind Blow It?" Graph Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 475 - Predictions: Roll or Slide |
| 2. Observe and use senses to explore materials and their environment both indoors and outdoors. | 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. 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. 518 - Learn About Life Cycles Teacher's Guide p. 521 - Characteristics of Living Things |
| 3. Use simple tools and measuring devices, such as balance scales, thermometers, and rulers to explore the environment. | Teacher's Guide p. 52 - Discovery Center Teacher's Guide p. 104 - Discovery Center Teacher's Guide p. 228 - Discovery Center Teacher's Guide p. 268 - Thermometers Teacher's Guide p. 424 - Fossils Teacher's Guide p. 442 - Discovery Center |

Standard 2 – Physical Science

As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties, position, and motion of objects in the environment.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
|---|---|
| 1. Observe and use words to describe physical changes, such as a solid turning to liquid. | Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher's Guide p. 152 - Discovery Center Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide pp. 263-264 - Weather: Cause and Effect Teacher's Guide pp. 269-270 - Weather Riddles Teacher's Guide p. 300 - Discovery Center |
| 2. Identify similarities and differences of objects. | Teacher's Guide Seasonal Holidays p. 5 - Leaf |

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| | <p>Sorting Teacher's Guide Seasonal Holidays p. 11 - Apple Sort Teacher's Guide Seasonal Holidays p. 25 - Frozen Juice Igloo Popsicle Teacher's Guide Seasonal Holidays p. 47 - Sorting Cans Teacher's Guide p. 349 - Farm Animals Teacher's Guide p. 383 - Review <i>Pets, Farm Animals, and Wild Animals</i></p> |
| 3. Compare and sort materials according to one or more properties. | <p>Teacher's Guide Seasonal Holidays p. 5 - Leaf Sorting Teacher's Guide Seasonal Holidays p. 11 - Apple Sort Teacher's Guide Seasonal Holidays p. 47 - Sorting Cans Teacher's Guide p. 77 - Math Center Teacher's Guide p. 383 - Review <i>Pets, Farm Animals, and Wild Animals</i> Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 523 - Compare Sizes</p> |
| 4. Explore ways to move objects, such as pushing or pulling and describe these motions. | <p>Teacher's Guide p. 255 - Construction 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. 478 - Make Bulldozer Paintings Teacher's Guide p. 487 - Construction Center</p> |

Standard 3 – Life Science

As a result of their explorations and participation in simple investigations through play, children develop an understanding of characteristics, life cycles, and environments of living things.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Observe and classify living things as animals or plants and use words to describe them. | <p>Teacher's Guide p. 338 - A Pet for Gingerbread Boy Teacher's Guide p. 525 - Determine Living and Nonliving Teacher's Guide p. 537 - Seeds Teacher's Guide p. 539 - Plant Seeds Teacher's Guide p. 540 - Miss MacDonald Teacher's Guide p. 545 - Write About Grass Plants</p> |
| 2. Demonstrate knowledge that living things have basic needs, such as food, water, and air. | <p>Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 521 - Characteristics of Living Things Teacher's Guide p. 525 - Determine Living and Nonliving Teacher's Guide p. 537 - Seeds</p> |

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| | Teacher's Guide p. 540 - Miss MacDonald |
| 3. Demonstrate knowledge that plants, animals, and humans live in environments that support their needs, such as fish living in water. | Teacher's Guide p. 349 - Farm Animals Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 537 - Seeds |
| 4. Recognize that living things, including themselves, change and grow throughout their life cycles. | Teacher's Guide Seasonal Holidays p. 6 - Fall Tree Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 518 - Learn About Life Cycles Teacher's Guide p. 537 - Seeds Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle Teacher's Guide p. 586 - Look at Us Now! |

Standard 4 - Earth and Space Science

As a result of their explorations and participation in simple investigations through play, children develop an understanding of properties of earth materials, objects in the sky, and changes in the earth and sky.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Explore the properties of earth materials, such as sand and water, through play. | Teacher's Guide Seasonal Holidays p. 40 - Worm Home Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 300 - Discovery Center Teacher's Guide pp. 386-409 - Week 17: Animals in the Air and Sea Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 539 - Plant Seeds |
| 2. Name objects in the sky, including sun, moon, clouds, and stars. | Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide pp. 263-264 - Weather" Cause and Effect 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. 306 - <i>Reach for the Stars</i> Teacher's Guide p. 307 - The Stars Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> |
| 3. Describe differences between night and day. | Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 281 - Teacher's Literature Choice: Day and Night |

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| | <p>Teacher’s Guide p. 298 - Library Center Teacher’s Guide p. 301 - Introduce Earth Teacher’s Guide p. 307 - The Stars</p> |
| <p>4. Recognize and describe current conditions and changes in the weather.</p> | <p>Teacher’s Guide - Gathering Routine (daily beginning in Week 2) Teacher’s Guide p. 257 - Introduce Weather Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 262 - Make Weather Plates Teacher’s Guide pp. 269 - 270 - Weather Riddles Teacher’s Guide p. 285 - Patterns: Day/Night and Seasons Teacher’s Guide p. 291 - “My Favorite Season” Chart</p> |
| <p>5. Observe and describe basic changes in the seasons.</p> | <p>Teacher’s Guide Seasonal Holidays p. 6 - Fall Tree Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk Teacher’s Guide p. 262 - Make Weather Plates Teacher’s Guide p. 276 - Computer Center Teacher’s Guide p. 285 - Patterns: Day/Night and Seasons Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 291 - “My Favorite Seasons” Chart Teacher’s Guide p. 293 - Teacher’s Literature Choice: Seasons</p> |

Standard 5 - Science and Technology

As a result of their explorations and participation in simple investigations through play, children develop an understanding about science and technology and the ability to distinguish between natural objects and objects made by humans.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Use tools or objects in the environment to solve problems or complete tasks.</p> | <p>Teacher’s Guide p. 52 - Discovery Center Teacher’s Guide p. 104 - Discovery Center Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 179 - Dramatic Play Center Teacher’s Guide p. 204 - Discovery Center Teacher’s Guide p. 488 - Discovery Center</p> |
| <p>2. Use the computer and other technology, if available, to explore how their actions can cause an effect.</p> | <p>Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide p. 160 - Get Low and Go Teacher’s Guide - Computer Center (daily) Teacher’s Guide - Listening Center (daily) Starfall.com: Every Day is Earth Day (Earth icon)</p> |

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| <p>3. Identify some objects as being found in nature and others as being made by people.</p> | <p>Teacher’s Guide Seasonal Holidays p. 6 - Leaf Sorting Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide Seasonal Holidays p. 15 - Seed Science Teacher’s Guide pp. 143-144 - Vehicles and Buildings Teacher’s Guide p. 184 - Create Leaf Rubbings Teacher’s Guide p. 195 - Use Your Senses: What’s In the Bag?</p> |
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Standard 6 - Science, Environment and Society

As a result of their explorations and participation in simple investigations through play, children demonstrate an awareness of and respect for the environment and how it can be changed. Children demonstrate an understanding that people use science to explore the world and answer questions.

| <p style="text-align: center;">South Dakota Benchmarks</p> | <p style="text-align: center;">Starfall Pre K 4 Alignment</p> |
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| <p>1. Demonstrate care and respect for the environment.</p> | <p>Teacher’s Guide Seasonal Holidays p. 19 - Thanksgiving Meal (use recycled materials) Teacher’s Guide Seasonal Holidays p. 47 - Litter Bags Teacher’s Guide Seasonal Holidays p. 47 - Recycle Relay Teacher’s Guide Seasonal Holidays p. 47 - Sorting Cans Teacher’s Guide p. 488 - Discovery Center <i>Starfall.com: Every Day is Earth Day</i> (Earth icon)</p> |
| <p>2. Demonstrate knowledge that their actions and actions of others can change the environment.</p> | <p>Teacher’s Guide Seasonal Holidays pp. 46-48 - Seasonal Holidays: Earth Day Teacher’s Guide p. 513 - Construction Center <i>Starfall.com:</i> Holiday icon: “Every Day is Earth Day” <i>Starfall.com:</i> I’m Reading: Nonfiction, “It’s Earth Day, Dear Dragon” <i>Starfall.com</i> - Backpack Bear’s Books - “The Bottle in the River” <i>Starfall.com: Every Day is Earth Day</i> (Earth icon)</p> |
| <p>3. Recognize ways to recycle and reuse materials.</p> | <p>Teacher’s Guide Seasonal Holidays p. 19 - Thanksgiving Meal (use recycled materials) Teacher’s Guide Seasonal Holidays p. 47 - Recycle Relay Teacher’s Guide p. 103 - Writing Center (recycled magazines) Teacher’s Guide p. 488 - Discovery Center Teacher’s Guide p. 513 - Construction Center (use</p> |

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| | recycled materials) Teacher's Guide p. 535 - Dramatic Play Center (reusable grocery bags) <i>Starfall.com:</i> I'm Reading: Nonfiction, "It's Earth Day, Dear Dragon" <i>Starfall.com:</i> <i>Every Day is Earth Day</i> (Earth icon) |
| 4. Demonstrate understanding that everyone can use science to explore and solve problems. | Teacher's Guide p. 266 - "Will the Wind Bow It?" Graph Teacher's Guide p. 406 - Sink or Float? Teacher's Guide p. 466 - Discovery 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 |

Health and Physical Development

Standard 1– Health and Safety

Children demonstrate healthy habits and safe practices.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Recognize and identify nutritious foods. | Teacher's Guide Seasonal Holidays p. 20 - Friendship Fruit Salad Teacher's Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables Teacher's Guide pp. 78-79 - Introduce <i>Red</i> and <i>Orange</i> Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide p. 211 - My Healthy Food Classroom Book Teacher's Guide p. 546 - Dramatic Play: Fruits and Vegetables |
| 2. Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, dressing, and eating. | Teacher's Guide Seasonal Holidays p. 19 - Count the Popcorn Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide p. 11 - Make Handprints 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 - Dramatic Play (daily) |
| 3. Know how and when to alert adults to dangerous situations. | Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide pp. 155-156 - <i>A Day in the Life of</i> |

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| | <p><i>a Firefighter</i></p> <p>Teacher’s Guide pp. 157-158 - Dialing 9-1-1</p> <p>Teacher’s Guide pp. 229-230 - Safety: Review <i>Fire Safety</i> and <i>Introduce Strangers</i></p> <p>Teacher’s Guide p. 243 - Teacher’s Literature Choice: Safety</p> <p>Teacher’s Guide p. 244 - Review Safety</p> |
| 4. Recognize basic safety symbols, including stop signs, red lights, and poison symbols. | <p>Teacher’s Guide p. 127 - Construction Center</p> <p>Teacher’s Guide pp. 140-141 - Safety Signs</p> <p>Teacher’s Guide pp. 222-245 - Week 10: Being Safe</p> <p>Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i></p> <p>Teacher’s Guide p. 243 - Teacher’s Literature Choice: Safety</p> <p>Teacher’s Guide p. 244 - Review Safety</p> |
| 5. Follow street, vehicle, and bike safety rules, such as looking both ways before crossing, and using car safety seats and bike helmets. | <p>Teacher’s Guide pp. 222-245 - Week 10: Being Safe</p> <p>Teacher’s Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car,</i> and <i>Wheels, Wheels, Wheels</i></p> <p>Teacher’s Guide p. 243 - Teacher’s Literature Choice: Safety</p> <p>Teacher’s Guide p. 244 - Review Safety</p> <p>Teacher’s Guide - Outdoor Activities</p> |
| 6. Know how to respond safely in emergency situations, such as a fire or tornado, and in the presence of strangers or dangerous objects. | <p>Teacher’s Guide p. 151 - Dramatic Play Center</p> <p>Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i></p> <p>Teacher’s Guide pp. 157-158 - Dialing 9-1-1</p> <p>Teacher’s Guide pp. 222-245 - Week 10: Being Safe</p> <p>Teacher’s Guide pp. 229-230 - Safety: Inside School and on the Playground</p> <p>Teacher’s Guide p. 243 - Teacher’s Literature Choice: Safety</p> <p>Teacher’s Guide p. 244 - Review Safety</p> |

Standard 2 – Gross Motor

Children engage in play and movement to develop gross (large) motor skills.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”). | <p>Teacher’s Guide pp. 205-206 - Let’s Stay Healthy</p> <p>Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy</p> <p>Teacher’s Guide p. 217 - Healthy Habits</p> <p>Teacher’s Guide p. 212 - Warm Up Your Brain</p> <p>Teacher’s Guide pp. 212-213 - Let’s Stay Healthy:</p> |

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| | <p>Germes Teacher's Guide p. 218 - Warm Up Your Brain</p> |
| <p>2. Demonstrate locomotor skills by walking, running, hopping, galloping, marching, and climbing.</p> | <p>Teacher's Guide p. 123 - "Red Light, Green Light" Teacher's Guide p. 140 - Warm Up Your Brain Teacher's Guide p. 260 - Warm Up Your Brain Teacher's Guide p. 380 - Warm Up Your Brain Teacher's Guide p. 427 - Warm Up Your Brain Teacher's Guide p. 437 - Wolf's Dinner Time</p> |
| <p>3. Demonstrate stability, flexibility, and balance by standing on one foot, turning, stretching, bending, rolling, balancing, stopping, jumping, and twisting.</p> | <p>Teacher's Guide p. 73 - Outside Activity Teacher's Guide p. 153 - Warm Up Your Brain Teacher's Guide p. 229 - Warm Up Your Brain Teacher's Guide p. 338 - Warm Up Your Brain Teacher's Guide p. 349 - Warm Up Your Brain Teacher's Guide p. 528 - Warm Up Your Brain Teacher's Guide p. 587 - Warm Up Your Brain</p> |
| <p>4. Demonstrate increasing coordination when pedaling, throwing, catching, kicking, bouncing objects, and hitting objects with racquets or paddles.</p> | <p>Teacher's Guide Seasonal Holidays p. 12 - Apple Toss Teacher's Guide Seasonal Holidays p. 39 - Bean Bag Puddle Toss Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 147 - Outside Activity Teacher's Guide p. 304 - Warm Up Your Brain Teacher's Guide p. 343 - Outside Activity: Horseshoes Teacher's Guide p. 509 - Alphabet Toss, Ball Toss</p> |
| <p>5. Demonstrate increasing body strength and endurance in play and movement experiences.</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. 229 - Warm Up Your Brain Teacher's Guide p. 233 - Warm Up Your Brain Teacher's Guide p. 241 - Warm Up Your Brain Teacher's Guide p. 461 - Rolling Relays</p> |

Standard 3 – Fine Motor

Children engage in play and interesting experiences to develop fine (small) motor skills.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Participate in play and movement activities that enhance fine motor development.</p> | <p>Teacher's Guide p. 142 - Design Collages Teacher's Guide p. 278 - Math Center Teacher's Guide p. 358 - Estimation Teacher's Guide p. 391 - Construction Center Teacher's Guide p. 392 - Discovery Center Teacher's Guide p. 536 - Math Center</p> |

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| <p>2. Demonstrate eye-hand coordination through activities such as stringing large beads and completing simple puzzles.</p> | <p>Teacher’s Guide p. 41 - Decorate Gingerbread Boy Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 276 - Art Center Teacher’s Guide p. 358 - Estimation Teacher’s Guide p. 392 - Discovery Center Teacher’s Guide p. 536 - Math Center</p> |
| <p>3. Practice self-help skills, such as buttoning, zipping, and snapping.</p> | <p>Teacher’s Guide Seasonal Holidays p. 7 - Season Dress Up Teacher’s Guide p. 76 - Art Center Teacher’s Guide p. 151 - Dramatic Play Center Teacher’s Guide p. 255 - Dramatic Play Center Teacher’s Guide p. 277 - Dramatic Play Center Teacher’s Guide p. 325 - Dramatic Play Center</p> |
| <p>4. Display strength and control while using a variety of manipulative materials including scissors, pencils, crayons, small toys and connecting blocks.</p> | <p>Teacher’s Guide p. 51 - Writing Center Teacher’s Guide p. 76 - Art Center Teacher’s Guide p. 77 - Writing Center Teacher’s Guide p. 178 - Art Center Teacher’s Guide p. 276 - Art Center Teacher’s Guide p. 299 - Writing Center Teacher’s Guide p. 414 - Art Center Teacher’s Guide p. 416 - Writing Center</p> |

The Creative Arts

Standard 1– Visual Arts

Children use a variety of art materials for enjoyment and self-expression and demonstrate an appreciation for art.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Use a variety of materials for constructing, painting, drawing, and sculpting.</p> | <p>Teacher’s Guide Seasonal Holidays p. 24 - Painting with Snowballs Teacher’s Guide Seasonal Holidays p. 26 - Masks on Parade Teacher’s Guide Seasonal Holidays p. 27 - Fireworks Teacher’s Guide p. 50 - Art Center Teacher’s Guide p. 91 - Finger Painting Teacher’s Guide p. 202 - Mosaics</p> |
| <p>2. Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design.</p> | <p>Teacher’s Guide p. 41 - Decorate Gingerbread Boy 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. 202 - Mosaics Teacher’s Guide p. 268 - Create Rainy Day</p> |

| | Illustrations |
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| <p>3. Describe experiences, ideas, emotions, people, and objects represented in their artwork.</p> | <p>Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 403 - Create an Octopus Teacher’s Guide p. 424 - Fossils Teacher’s Guide p. 426 - Create Dinosaur Skeletons Teacher’s Guide p. 567 - Create the Butterfly Life Cycle Teacher’s Guide p. 589 - Create a Class Book for Gingerbread Boy</p> |
| <p>4. Use words to describe their artwork in terms of color, line, shape, space, and texture.</p> | <p>Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 226 - Art Center Teacher’s Guide p. 326 - Discovery Center Teacher’s Guide p. 368 - Art Center Starfall.com - It’s Fun to Read: Art Gallery: Georges Seurat Starfall.com - It’s Fun to Read: Art Gallery: Paul Gauguin Starfall.com - It’s Fun to Read: Art Gallery: Vincent van Gogh</p> |
| <p>5. Demonstrate value and respect for their own artwork and that of their peers.</p> | <p>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. 178 - Art Center Teacher’s Guide p. 202 - Art Center Teacher’s Guide p. 254 - Art Center</p> |
| <p>6. Show appreciation for a variety of artwork, including that of their own culture and community, as well as others.</p> | <p>Teacher’s Guide Seasonal Holidays pp. 26-27 - Chinese New Year Teacher’s Guide Seasonal Holidays pp. 49-51 - Cinco de Mayo Teacher’s Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 202 - Art Center Starfall.com - Songs & Rhymes: <i>Historical Folk Songs</i> Starfall.com - It’s Fun to Read: Art Gallery: Georges Seurat Starfall.com - It’s Fun to Read: Art Gallery: Paul Gauguin Starfall.com - It’s Fun to Read: Art Gallery: Vincent van Gogh Starfall.com - It’s Fun to Read: Art Gallery: Marc Chagall</p> |

Standard 2 – Music

Children engage in a variety of musical activities for enjoyment and self-expression and demonstrate an appreciation for music.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Show enjoyment and participate in a variety of musical and rhythmic experiences, including singing, listening, and using musical instruments.</p> | <p>Teacher’s Guide Seasonal Holidays p. 34 - African Drum Teacher’s Guide Seasonal Holidays p. 39 - Rain Sticks Teacher’s Guide Seasonal Holidays p. 40 - Musical Rain Drops Teacher’s Guide p. 13 - <i>If You’re Happy and You Know It</i> Teacher’s Guide pp. 65-66 - “The Ants Go Marching” Teacher’s Guide pp. 185-186 - <i>Parts of My Body</i> Teacher’s Guide p. 205 - <i>Where Is My Head?</i> Teacher’s Guide p. 355 - <i>Five Little Bees</i> Starfall.com: Songs and Rhymes: Motion Songs Starfall.com: Songs & Rhymes: <i>Historical Folk Songs</i></p> |
| <p>2. Use music to communicate and express feelings, ideas, and experiences.</p> | <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 pp. 155-156 - <i>A Day in the Life of a Firefighter, Five Little Firefighters</i> Teacher’s Guide p. 205 - Warm Up Your Brain Teacher’s Guide p. 419 - Dinosaur Dance</p> |
| <p>3. Notice and imitate changes in vocal and instrumental music (high and low, loud and soft, etc.)</p> | <p>Teacher’s Guide Seasonal Holiday p. 7 - Leaf Dancing Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum) Starfall.com: Songs and Rhymes: Motion Songs Starfall.com: Songs & Rhymes: Historical Folk Songs 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</p> |

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| | Starfall.com - It's Fun to Read: Music - Wolfgang Amadeus Mozart |
| 4. Show appreciation for a variety of music, including that of their own culture and community as well as others. | <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 - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)</p> <p>Starfall.com: Songs and Rhymes: Motion Songs</p> <p>Starfall.com: Songs & Rhymes: <i>Historical Folk Songs</i></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> <p>Starfall.com - It's Fun to Read: Music - Ludwig van Beethoven</p> <p>Starfall.com - It's Fun to Read: Music - Frederic Chopin</p> <p>Starfall.com - It's Fun to Read: Music - Wolfgang Amadeus Mozart</p> |

Standard 3 - Creative Movement

Children engage in a variety of creative movement activities for enjoyment and self-expression and demonstrate an appreciation for various forms of expressive movement.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Participate in a variety of creative movement experiences, which could include dance and rhythmic activities. | <p>Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing</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 Seasonal Holidays p. 51 - Mexican Hat Dance</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>Starfall.com - <i>Songs and Rhymes:</i> Motion Songs</p> |
| 2. Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping. | <p>Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing</p> <p>Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance</p> <p>Teacher's Guide p. 333 - Warm Up Your Brain</p> <p>Teacher's Guide p. 371 - Warm Up Your Brain</p> |

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| | <p>Teacher’s Guide p. 407 - Warm Up Your Brain Starfall.com - <i>Songs and Rhymes</i>: Motion Songs Starfall.com: <i>Songs & Rhymes</i>: Historical Folk Songs</p> |
| <p>3. Use movement to communicate and express feelings, ideas, and experiences.</p> | <p>Teacher’s Guide Seasonal Holidays 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. 50 - Dance Streamers Teacher’s Guide p. 419 - Dinosaur Dance Teacher’s Guide p. 420 - Warm Up Your Brain</p> |
| <p>4. Respond and move to the beat, tempo, and dynamics of music.</p> | <p>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 - <i>Songs & Rhymes: Sing-Along</i> Volumes 1 & 2 (throughout curriculum) Starfall.com - Motion Songs Starfall.com - Math Songs</p> |
| <p>5. Show appreciation for a variety of expressive movement, including that of their own culture and community, as well as others.</p> | <p>Teacher’s Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p. 27 - Dragon Dance: Chinese New Year Teacher’s Guide Seasonal Holidays p. 34 - African Drum Teacher’s Guide Seasonal Holidays p. 39 - Rain Sticks Teacher’s Guide Seasonal Holidays p. 50 - Dance Streamers Starfall.com - <i>Songs and Rhymes</i>: Motion Songs Starfall.com - <i>Songs & Rhymes</i>: Historical Folk Songs</p> |

Standard 4 – Dramatic Play

Children engage in pretend play for enjoyment and self-expression and demonstrate an appreciation for various forms of dramatic expression.

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| <p>South Dakota Benchmarks</p> | <p>Starfall Pre K 4 Alignment</p> |
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| <p>1. Participate in a variety of spontaneous, imaginative play experiences alone or with others and create and engage in increasingly detailed and extended scenarios in their dramatic play.</p> | <p>Teacher's Guide p. 51 - Dramatic Play Center Teacher's Guide p. 127 - Dramatic Play Center Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 227 - Dramatic Play Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 441 - Dramatic Play Center</p> |
| <p>2. Use dramatic play to communicate and express feelings, ideas, and experiences.</p> | <p>Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide pp. 157-158 - Dialing 9-1-1 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. 277 - Dramatic Play Center Teacher's Guide p. 282 - Pajama Fashion Show</p> |
| <p>3. Use words and actions to imitate a variety of familiar stories, roles, and real-life or fantasy experiences.</p> | <p>Teacher's Guide pp. 65-66 - "The Ants Go Marching" 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 pp. 155-156 - <i>A Day in the Life of a Firefighter, Five Little Firefighters</i> Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i></p> |
| <p>4. Use materials and props to represent objects in creative play.</p> | <p>Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 301 - Introduce Earth 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 - Construction Center (daily) Teacher's Guide - Dramatic Play (daily)</p> |
| <p>5. Show appreciation for a variety of dramatic experiences from their own culture and community as well as others, including storytelling, puppetry, and theater.</p> | <p>Teacher's Guide Seasonal Holidays p. 26 - Masks on Parade Teacher's Guide Seasonal Holidays pp. 49 - 51 - Cinco de Mayo Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 116 - "The Farmer in the Dell" Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide p. 458 - Dramatize <i>The Three Little Pigs</i></p> |

Social Studies

Standard 1 - Families/Cultures

Through their explorations, play, and social interactions children demonstrate an understanding of self, families, and cultures.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Identify themselves as individuals and as belonging to a family. | <p>Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day</p> <p>Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day</p> <p>Teacher's Guide pp. 105-106 - Introduce Grandmother</p> <p>Teacher's Guide p. 111 - My Family</p> <p>Teacher's Guide pp. 112-113 - Helping Your Family</p> <p>Teacher's Guide p. 119 - Sharing Family Pictures</p> |
| 2. Describe what a family is and roles that family members can play. | <p>Teacher's Guide p. 207 - "One Rice Thousand Gold"</p> <p>Teacher's Guide pp. 105-106 - Introduce Grandmother</p> <p>Teacher's Guide p. 111 - Teachers Literature Choice: Families</p> <p>Teacher's Guide p. 111 - My Family</p> <p>Teacher's Guide pp. 112-113 - Helping Your Family</p> <p>Teacher's Guide p. 116 - "The Farmer in the Dell"</p> <p>Teacher's Guide p. 119 - Sharing Family Pictures</p> |
| 3. Share family traditions and daily routines and demonstrate interest in learning about the traditions of others. | <p>Teacher's Guide Seasonal Holidays p. 8 - Grandparent's Day</p> <p>Teacher's Guide Seasonal Holidays p. 27 - Clean Up!</p> <p>Teacher's Guide Seasonal Holidays p. 33 - Black History Month</p> <p>Teacher's Guide Seasonal Holidays p. 49 - Cinco de Mayo</p> <p>Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day</p> <p>Teacher's Guide p. 111 - Teachers Literature Choice: Families</p> <p>Teacher's Guide pp. 112-113 - Helping Your Family</p> |
| 4. Demonstrate understanding that there are diverse families and cultures and all have value. | <p>Teacher's Guide Seasonal Holidays p. 26 - Chinese New Year</p> <p>Teacher's Guide Seasonal Holidays p. 33 - Black History Month</p> <p>Teacher's Guide Seasonal Holidays p. 49 - Cinco de Mayo</p> |

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| | <p>Teacher’s Guide p. 22 - Share Photo Pages</p> <p>Teacher’s Guide p. 84 - Draw Dragon Dot Eyes and other Chinese Fables</p> <p>Teacher’s Guide p. 207 - “One Rice Thousand Gold”</p> |
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Standard 2 - Community/Civics

Through their explorations, play, and social interactions children demonstrate an understanding of what it means to be a participating member of groups and communities.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Demonstrate confidence in expressing individual opinions and thoughts. | <p>Teacher’s Guide p. 53 - Friendship Ball</p> <p>Teacher’s Guide p. 168 - Share Chair (compliments others)</p> <p>Teacher’s Guide p. 229 - Safety: Inside School and On the Playground</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 p. 400 - Sequence <i>The Ugly Duckling</i></p> |
| 2. Demonstrate respect for the thoughts and opinions of others, even when different from their own. | <p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World</p> <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup”</p> <p>Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends</p> <p>Teacher’s Guide p. 109 - “Did Little Red Hen Do the Right Thing?”</p> <p>Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i></p> |
| 3. Demonstrate understanding that communities are composed of groups of people who live, play, or work together and identify communities to which they belong. | <p>Teacher’s Guide p. 11 - Make Handprints</p> <p>Teacher’s Guide p. 53 - Friendship Ball</p> <p>Teacher’s Guide p. 56 - Friendship Quilt</p> <p>Teacher’s Guide pp. 112-113 - Helping Your Family</p> <p>Teacher’s Guide p. 119 - Sharing Family Pictures</p> <p>Teacher’s Guide pp. 129-130 - Introduce Neighbors and Community</p> |
| 4. Participate in creating and following rules and routines. | <p>Teacher’s Guide p. 19 - Learning Centers Activity</p> <p>Teacher’s Guide p. 54 - Class Rules</p> <p>Teacher’s Guide p. 58 - “Please” and “Thank You”</p> <p>Teacher’s Guide p. 69 - Review Rules</p> <p>Teacher’s Guide pp. 112-113 - Helping Your Family</p> <p>Teacher’s Guide pp. 222-243 - Week 10: Being Safe</p> |

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| | Starfall.com - Talking Library: Backpack Bear Learns the Rules |
| 5. Take responsibility for simple tasks that contribute to the well-being of the group. | 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. 54 - Class Rules Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide pp. 222-243 - Week 10: Being Safe Teacher's Guide - Learning Centers (daily) |

Standard 3 – History/Time

Through their explorations, play, and social interactions children demonstrate an understanding of the passage of time and how the past influences their future.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Describe past, current and future events. | Teacher's Guide Seasonal Holidays pp. 18-20 - Thanksgiving Teacher's Guide p. 18 - Gathering Teacher's Guide p. 84 - Story Order Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 568 - Look What We've Learned! |
| 2. Describe their day and coming activities in terms of daily routines (first we..., then we...). | Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 19 - Learning Centers Activity (daily) Teacher's Guide p. 84 - Story Order Teacher's Guide - Gathering (daily) Teacher's Guide - Small Group and Exploration (daily) Teacher's Guide - Outside Activity (daily) |
| 3. Describe how a past event relates to something happening currently or in the future. | Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 496 - Introduce Trains Teacher's Guide p. 501 - Class Travel Journal Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 568 - Look What We've Learned! |
| 4. Share stories or pictures about themselves in the past. | Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays pp. 18-20 - |

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| | <p>Thanksgiving Teacher's Guide Seasonal Holidays pp. 52-53 - Mother's Day Teacher's Guide p. 105 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide p. 119 - Sharing Family Pictures</p> |
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Standard 4 - Geography/Places, People and Environments

Through their explorations, play, and social interactions children demonstrate an awareness of their physical environment and its impact on daily living.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| 1. Describe where they live and where others live in relationship to them. | <p>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 - Create a Neighborhood Scene Teacher's Guide p. 139 - Teacher's Choice: Neighborhood or Community</p> |
| 2. Identify various living environments, such as farm, ranch, city, town, and country. | <p>Teacher's Guide p. 103 - Construction Center Teacher's Guide p. 116 - "The Farmer in the Dell" 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 Neighborhood or Community Teacher's Guide p. 351 - Introduce "The Little Rooster"</p> |
| 3. Describe familiar places in their environment, such as a house, classroom, park, lake, or river. | <p>Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 348 - Discovery Center Teacher's Guide p. 416 - Discovery Center Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 557 - Construction Center Starfall.com: Backpack Bear's Books - "The Bottle in the River"</p> |
| 4. Draw or build representations of familiar places with a variety of materials. | <p>Teacher's Guide p. 103 - Construction Center Teacher's Guide p. 127 - Construction Center Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 151 - Construction Center Teacher's Guide p. 348 - Construction Center Teacher's Guide p. 348 - Discovery Center</p> |

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| <p>5. Identify various weather conditions and seasons and how they affect what we wear and what we do.</p> | <p>Teacher's Guide p. 259 - "Who Likes Rain?" Graph Teacher's Guide pp. 269-270 - Weather Riddles Teacher's Guide p. 277 - Dramatic Play Center Teacher's Guide p. 285 - Patterns: Day/Night and Seasons Teacher's Guide pp. 286-287 - Introduce Autumn Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide - Gathering (daily)</p> |
| <p>6. Name natural resources, such as water, soil, clean air, and trees, describe how they help us, and how we can be good stewards of the environment.</p> | <p>Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide p. 103 - Writing Center Teacher's Guide p. 513 - Construction Center (use recycled materials) Teacher's Guide p. 535 - Dramatic Play Center (reusable grocery bags) Teacher's Guide p. 579 - Dramatic Play Center 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> |

Standard 5 – Economics

Through their explorations, play, and social interactions children demonstrate an understanding of how people work together to grow, produce, distribute, and consume goods and services that meet their wants and needs.

| South Dakota Benchmarks | Starfall Pre K 4 Alignment |
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| <p>1. Identify several community helpers and the services they provide.</p> | <p>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 p. 160 - What I Want to Be Teacher's Guide p. 165 - Partner Sharing: Community Helpers Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 465 - Dramatic Play Center Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> |
| <p>2. Describe source of familiar foods, such as milk, apples, and eggs.</p> | <p>Teacher's Guide Seasonal Holidays pp. 10-13 - Johnny Appleseed Teacher's Guide Seasonal Holidays pp. 14-17 - Harvest Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 540 - Miss MacDonald</p> |

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| | <p>Teacher’s Guide p. 542 - Introduce “Mr. Bunny’s Carrot Soup”</p> <p>Teacher’s Guide p. 545 - Introduce “The Turnip”</p> |
| <p>3. Express knowledge that money can be used to purchase goods.</p> | <p>Teacher’s Guide Seasonal Holidays p. 18 - Thanksgiving (buying groceries for a food bank)</p> <p>Teacher’s Guide p. 132 - Introduce Money</p> <p>Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i></p> <p>Teacher’s Guide p. 465 - Dramatic Play</p> <p>Teacher’s Guide p. 513 - Dramatic Play</p> <p>Teacher’s Guide p. 535 - Dramatic Play</p> |
| <p>4. Demonstrate understanding that people work to earn money to provide for their families and buy what they need.</p> | <p>Teacher’s Guide Seasonal Holidays p. 18 - Thanksgiving (buying groceries for a food bank)</p> <p>Teacher’s Guide p. 132 - Introduce Money</p> <p>Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i></p> <p>Teacher’s Guide p. 465 - Dramatic Play</p> <p>Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> <p>Teacher’s Guide p. 492 - “I’ve Been Working on the Railroad”</p> <p>Teacher’s Guide p. 528 - Learn About Pennies and Nickels</p> |

*The standards in this document were copied directly from the South Dakota Early Learning Guidelines.

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.