

**Vermont State Early Learning Standards
Alignment To Starfall**

DEVELOPING SELF : APPROACHES TO LEARNING

Element 1: Play and Exploration

Goal 1: Children engage in play to understand the world around them.

Expectations	Starfall Pre K 4 Alignment
1. Engage solidly in “solitary”, “parallel”, “associative” and “cooperative play” (e.g., play that involves engagement, negotiation and pre-planning)	Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 325 - Construction Center Teacher’s Guide p. 369 - Dramatic Play Center Teacher’s Guide p. 415 - Dramatic Play Center Teacher’s Guide - Learning Centers (daily)
2. Engage in sustained play episodes (e.g., stays in a dramatic play role like “the baby”)	Teacher’s Guide p. 277 - Construction Center Teacher’s Guide p. 299 - Dramatic Play Center Teacher’s Guide p. 325 - Dramatic Play Center Teacher’s Guide p. 391 - Dramatic Play Center Teacher’s Guide - Learning Centers (daily)
3. Practice concepts through play (e.g., emergent writing: restaurant menu, geometry: naming the block shapes used in building a garage)	Teacher’s Guide p. 127 - Writing Center Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 487 - Dramatic Play Teacher’s Guide pp. 495, 487 - Three Dimensional Shapes/Construction Center Teacher’s Guide p. 499 - A Plane Ride
4. Play basic games with rules	Teacher’s Guide p. 214 - Play “Concentration” Teacher’s Guide p. 396 - Play “High or Low” Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn” Teacher’s Guide p. 491 - Train Game Teacher’s Guide - Outside Activity (daily)

Element 2: Initiative

Goal 1: Children show curiosity about the world around them and take action to interact with it and learn.

Expectations	Starfall Pre K 4 Alignment
1. Demonstrate flexibility, imagination and inventiveness in approaching task and activities through play	Teacher’s Guide Seasonal Holidays p. 34 - Be An Inventor Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 144 - Review /t/ Teacher’s Guide p. 391 - Dramatic Play Teacher’s Guide p. 441 - Construction Center
2. Explore/discuss a range of topics, ideas and tasks	Teacher’s Guide p. 260 - How Clouds Are Formed Teacher’s Guide p. 263 - Weather: Cause and Effect Teacher’s Guide p. 266 - “Will the Wind Blow?” Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 476 - Estimate Rolling Speed

3. Attempt to master new skills (e.g., riding a bike)	Teacher's Guide p. 188 - Form Play Dough Letters Teacher's Guide p. 204 - Discovery Center Teacher's Guide p. 416 - Writing Center Teacher's Guide - Computer Center (daily) Teacher's Guide - Outside Activity (daily)
4. Ask questions to find out about future events	Teacher's Guide p. 22 - Learning Center Activity Teacher's Guide p. 501 - Class Travel Journal Teacher's Guide p. 561 - Teacher's Literature Choice: Growing Up Teacher's Guide - Seasonal Holidays Teacher's Guide - Gathering - (daily - beginning in Week 5)

Element 3: Problem Solving

Goal 1: Children display an interest in novel situations and demonstrate flexibility, creativity and innovation in solving challenging tasks.

Expectations	Starfall Pre K 4 Alignment
1. Use imagination and creativity to interact with objects and materials	Teacher's Guide p. 142 - Design Collages Teacher's Guide p. 414 - Dramatic Play Center Teacher's Guide p. 441 - Dramatic Play Center Teacher's Guide p. 487 - Dramatic Play Center Teacher's Guide p. 513 - Construction Center
2. Uses a new skill in a variety of contexts	Teacher's Guide p. 77 - Discovery Center Teacher's Guide p. 178 - Art Center Teacher's Guide p. 191 - Two Make a Pair Teacher's Guide p. 195 - Use Your Senses: What's In the Bag? Teacher's Guide p. 255 - Dramatic Play Center
3. Engage in learning through attempting, repeating, experimenting, refining, and elaborating on experiences and activities	Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 416 - Discovery Center Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 488 - Discovery Center
4. Demonstrate appropriate solutions to simple problems	Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car</i> , and <i>Wheels, Wheels, Wheels</i> Teacher's Guide p. 582 - Review <i>The Little Red Hen</i>

DEVELOPING SELF: SOCIAL AND EMOTIONAL LEARNING AND DEVELOPMENT

Element 1: Emotions and Self-Regulation

Goal 1: Children express a range of emotions and regulate their emotional and social responses.

Expectations	Starfall Pre K 4 Alignment
1. Express needs of self and others and stands up for rights of self and others	<p>Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn” Teacher’s Guide - Learning Centers (daily)</p>
2. Make choices and shows understanding of consequences	<p>Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p. 69 - Review Rules Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher’s Guide pp. 112-113 - Helping Your Family Teacher’s Guide p. 135 - The “Talking Stone”</p>
3. Independently adapt behavior to fit different situations	<p>Teacher’s Guide p. 185 - Senses Walk Teacher’s Guide p. 361 - Compare Small, Medium, and Large Teacher’s Guide p. 377 - Estimate Frog Hops Teacher’s Guide p. 419 - Dinosaur Dance Teacher’s Guide - Warm Up Your Brain (daily)</p>
4. Participate in small and large group peer selected and adult led activities	<p>Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 73 - Outside Activity Teacher’s Guide p. 116 - The Farmer in the Dell Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide - Gathering (daily)</p>
5. Use problem solving skills to compromise and resolve conflicts e.g., offers to trade toy for another, takes turn with another child	<p>Teacher’s Guide p. 114 - Little Red Hen Makes Pancakes Teacher’s Guide p. 179 - Dramatic Play Center Teacher’s Guide p. 255 - Dramatic Play Center Teacher’s Guide p. 414 - Art Center</p>
6. Focus on a self-selected activity or task to completion with adult help	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be An Inventor Teacher’s Guide Seasonal Holidays pp. 10-12 - Johnny Appleseed (Activities and Crafts) Teacher’s Guide p. 17 - Create Photo Pages Teacher’s Guide - Outside Activity (daily) Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p>
7. Manage transitions with minimal direction from adults	<p>Teacher’s Guide - Gathering (daily) Teacher’s Guide - Outside Activities (daily) Teacher’s Guide - Snack Activity (daily) Teacher’s Guide - Small Group & Exploration (daily) Teacher’s Guide - Learning Centers (daily)</p>

Element 2: Self-Awareness

Goal 1: Children demonstrate an awareness of own personal characteristics, skills and abilities.

Expectations	Starfall Pre K 4 Alignment
1. Express needs of self and others	Teacher's Guide p. 67 - Friends Teacher's Guide p. 192 - Gathering Teacher's Guide p. 582 - Review <i>The Little Red Hen</i> Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Outside Activity (daily)
2. Stand up for rights of self and others	Teacher's Guide Seasonal Holidays p. 35 - Change the World Teacher's Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 277 - Construction Center Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily) Teacher's Guide - Outside Activity (daily)
3. Make choices and understand consequences	Teacher's Guide pp. 107-108 - How Does the Little Red Hen Feel?" Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide pp. 237-238 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher's Guide pp. 233-234 - Safety: <i>Taking a Walk, In a Car</i> , and <i>Wheels, Wheels, Wheels</i> Teacher's Guide p. 241 - Safety: <i>Fire Safety</i> , and Introduce <i>Strangers</i> Teacher's Guide p. 244 - Review Safety Teacher's Guide - Outside Activity (daily)
4. Show confidence in range of abilities and in the capacity to accomplish tasks and take on new tasks	Teacher's Guide p. 392 - Writing Center Teacher's Guide p. 392 - Discovery Center Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 473 - Big Machines
5. Express cultural influences from home, neighborhood and community e.g., celebrating traditions	Teacher's Guide Seasonal Holidays pp. 18-20 - Thanksgiving Teacher's Guide Seasonal Holidays pp. 26-27 - Chinese New Year Teacher's Guide Seasonal Holidays pp. 42-45 - St. Patrick's Day Teacher's Guide Seasonal Holidays pp. 49-51 - Cinco de Mayo Teacher's Guide p. 111 - My Family Teacher's Guide p. 207 - "One Rice Thousand Gold"
6. Demonstrate an understanding and acceptance of similarities and differences among people e.g., gender, race, special needs, culture, language and family	Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day Teacher's Guide Seasonal Holidays p. 33 - Different Eggs Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet

	Teacher’s Guide pp. 105-106 - Introduce Grandmother Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 203 - Library Center Teacher’s Guide p. 207 - “One Rice Thousand Gold”
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Element 3: Relationships with Adults and Peer

Goal 1: Children develop healthy positive relationships with adults and peers.

Expectations	Starfall Pre K 4 Alignment
1. Play and cooperate with other children sharing objects, conversations, and ideas	Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 214 - Play Concentration Teacher’s Guide p. 304 - Warm Up Your Brain Teacher’s Guide - Learning Centers (daily)
2. Respect the rights of others recognizing their feelings and responding with courtesy and kindness	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. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher’s Guide p. 168 - Share Chair: Community Helpers Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 214 - Say “Thank You” Teacher’s Guide - Learning Centers (daily)
3. Accept guidance and direction from familiar adults and seeks their support when needed	Teacher’s Guide p. 102 - Computer Center Teacher’s Guide p. 347 - Construction Center Teacher’s Guide p. 369 - Dramatic Play Center Teacher’s Guide p. 416 - Writing Center Teacher’s Guide p. 441 - Construction Center
4. Suggest solutions to social problems	Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide p. 465 - Dramatic Play Center Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i>

Element 1: Motor Development and Coordination

Goal 1: Children develop strength, coordination, and control of their large muscles.

Expectations	Starfall Pre K 4 Alignment
1. Exhibit motor control and balance when moving the whole body in a range of physical activities (e.g., alternate feet walking up and down stairs, propelling a wheelchair or mobility device, skipping, running, climbing and hopping)	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. 263 - Warm Up Your Brain Teacher's Guide p. 411 - Move Like a Dinosaur Teacher's Guide p. 427 - Warm Up Your Brain
2. Demonstrate motor control and coordination when using objects for a range of physical activities (e.g., pulling, throwing, catching, kicking, bouncing or hitting balls, pedaling a tricycle)	Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 304 - Warm Up Your Brain Teacher's Guide p. 467 - Warm Up Your Brain Teacher's Guide p. 509 - Alphabet Toss/Ball Toss Outside Activity (daily)
3. Move through space showing awareness of own body in relation to other people and objects	Teacher's Guide p. 47 - "Simon Says" Teacher's Guide p. 411 - Move Like a Dinosaur Teacher's Guide p. 417 - Warm Up Your Brain Teacher's Guide p. 437 - Follow the Leader Teacher's Guide p. 447 - Warm Up Your Brain
4. Manipulate balls or similar objects with flexible body movements (e.g., bounce and catch a ball)	Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 147 - Outside Activity Teacher's Guide p. 509 - Alphabet Toss/Ball Toss Outside Activity (daily)

Element 1: Motor Development and Coordination

Goal 2: Children develop strength, eye-hand coordination, and control of their small or fine motor muscles.

Expectations	Starfall Pre K 4 Alignment
1. Demonstrate fine motor skills requiring greater strength and control (e.g., use a paper punch, stapler, spray bottle)	Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 142 - Design Collages Teacher's Guide p. 414 - Art Center Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 514 - Math Center Teacher's Guide - Writing Center (daily)
2. Use eye-hand coordination to accomplish more complex tasks (e.g., button or zip clothes, eat with a fork, cut out simple shapes staying close to lines, use writing tools, fit pegs into pegboard)	Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 178 - Art Center Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 278 - Math Center Teacher's Guide p. 358 - Estimation Teacher's Guide p. 391 - Dramatic Play Center Teacher's Guide p. 391 - Construction Center Teacher's Guide - Art Center (daily)

Element 2: Health and Safety Practice

Goal 1: Children develop healthy eating habits and knowledge of good nutrition.

Expectations	Starfall Pre K 4 Alignment
1. Eat a variety of nutritious foods	Teacher’s Guide Seasonal Holidays p. 51 - Burritos Teacher’s Guide Seasonal Holidays p. 90 - Recipes Teacher’s Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables Teacher’s Guide p. 90 - Make Fruit Salad Teacher’s Guide p. 207 - “One Rice Thousand Gold” Teacher’s Guide p. 211 - Healthy Foods
2. Distinguish food on a continuum from most healthy to less healthy	Teacher’s Guide p. 204 - Writing Center Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy Teacher’s Guide p. 211 - Teacher’s Literature Choice: Healthy Foods Teacher’s Guide p. 211 - My Healthy Food Classroom Book Teacher’s Guide - Snack Suggestion
3. Assist adults to prepare healthy snacks and meals	Teacher’s Guide Seasonal Holidays p. 9 - Recipes Teacher’s Guide Seasonal Holidays p. 51 - Burritos Teacher’s Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables Teacher’s Guide p. 90 - Make Fruit Salad Teacher’s Guide - Snack Suggestions (daily)
4. Communicate food preferences	Teacher’s Guide p. 51 - Dramatic Play Center Teacher’s Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables Teacher’s Guide p. 90 - Make Fruit Salad Teacher’s Guide p. 103 - Dramatic Play Center Teacher’s Guide p. 192 - Use Your Senses: Popcorn Teacher’s Guide p. 211 - My Healthy Food Classroom Book
5. Sort food into food groups and communicate benefits of healthy foods	Teacher’s Guide Seasonal Holidays p. 11 - Apple Sort Teacher’s Guide Seasonal Holidays p. 20 - Friendship Fruit Salad Teacher’s Guide p. 211 - My Healthy Food Classroom Book Teacher’s Guide p. 513 - Dramatic Play Center Teacher’s Guide p. 535 - Dramatic Play Center Teacher’s Guide p. 546 - Dramatic Fruits and Vegetables

Element 2: Health and Safety Practices

Goal 2: Children develop personal health and self-care habits, and become increasingly independent.

Expectations	Starfall Pre K 4 Alignment
1. Communicate with words or sign language to ask adults or peers specifically for the kind of help needed in a particular	Teacher’s Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 102 - Art Center

situation	Teacher's Guide p. 126 - Computer Center Teacher's Guide p. 150 - Computer Center Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide - Outside Activities (daily)
2. Independently start and participate in sleep routines	Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits Teacher's Guide p. 284 - Pajama Day Rhymes
3. Communicate ways sleep keeps us healthy and makes us feel good	Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits Teacher's Guide p. 218 - Warm Up Your Brain Teacher's Guide p. 269 - Warm Up Your Brain
4. Communicate how daily activity and healthy behavior promote overall personal health with some support	Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 217 - Healthy Habits Teacher's Guide p. 218 - Warm Up Your Brain
5. Independently complete personal care tasks (e.g., brushing teeth, toileting, washing hands)	Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide p. 212 - Let's Stay Healthy: Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water
6. Explain the importance of doctor and dentist visits and cooperate during these visits and with health and developmental screenings	Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 170 - Community Helpers Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 217 - Healthy Habits Teacher's Guide p. 268 - Introduce Thermometers Teacher's Guide p. 269 - Warm Up Your Brain
7. Recognize and communicate when experiencing pain or symptoms of illness	Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide pp. 212 - 213 - Let's Stay Healthy: Germs Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide p. 268 - Introduce Thermometers Teacher's Guide p. 269 - Morning Meeting
8. Participate in structured and unstructured physical activities	Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide - Outside Activity (daily) Teacher's Guide - Warm Up Your Brain(daily) Teacher's Guide - Learning Centers (daily) Teacher's Guide - Small Group & Exploration (daily)

Element 2: Health and Safety Practices

Goal 3: Children develop the ability to identify unsafe situations, and use safe practices.

Expectations	Starfall Pre K 4 Alignment
1. Avoid potentially dangerous behaviors	Teacher's Guide p. 233 - Safety: <i>Taking a Walk, In a Car</i> , and

(e.g., do not take medicine or cross road without adult assistance)	<i>Wheels, Wheels, Wheels</i> Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 237 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher's Guide p. 244 - Review Safety
2. Follow basic safety rules and show safe behavior for self and others by applying established rules, procedures and safe practices with adult guidance	Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide p. 237 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher's Guide pp. 241-242 - Safety: <i>Fire Safety</i> , and <i>Introduce Strangers</i> Teacher's Guide - Learning Centers (daily) Teacher's Guide - Outside Activity (daily)
3. Identify adults in their communities who can keep them safe (e.g., police, firefighter)	Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide pp. 153-154 - Firefighters Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 160 - Get Low and Go Teacher's Guide pp. 241-242 - Safety: <i>Fire Safety</i> , and <i>Introduce Strangers</i>
4. Communicate an understanding of the importance of health and safety routines and rules	Teacher's Guide p. 39 - Cinnamon Play Dough Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 237 - Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide p. 243 - Teacher's Literature Choice: Safety
5. Follow basic health and safety rules and respond appropriately to harmful or unsafe situations	Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 160 - Get Low and Go Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs Teacher's Guide pp. 241-242 - Safety: <i>Fire Safety</i> , and <i>Introduce Strangers</i> Teacher's Guide - Learning Centers (daily) Teacher's Guide - Outside Activity(daily)

Communication and Expression : Language Development

Element 1: Receptive Language (Listening)

Goal 1: Young children attend to, comprehend, and respond to increasingly complex language.

Expectations	Starfall Pre K 4 Alignment
1. Follow multistep directions especially	Teacher's Guide p. 195 - Gathering

when these are familiar activities (e.g., steps in getting ready to play outdoors)	Teacher's Guide p. 214 - Play Concentration Teacher's Guide p. 233 - Warm Up Your Brain Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 338 - Warm Up Your Brain Teacher's Guide p. 491 - Train Game
2. Demonstrate an understanding of complex statements having 1 or 2 phrases (e.g., Please put the toothbrush in the box under the sink)	Teacher's Guide pp. 82-83 - Introduce <i>Yellow</i> and <i>Green</i> Teacher's Guide p. 91 - <i>Let's Eat</i> Sorting Activity Teacher's Guide p. 167 - "One, Two, Tie My Shoe" Teacher's Guide p. 168 - Warm Up Your Brain Teacher's Guide p. 339 - Alphabet Bingo
3. Demonstrate an understanding of different language forms such as questions and exclamations	Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 195 - What's in the Bag? Teacher's Guide p. 259 - <i>Who, What, When, Where, Why, and How</i> Teacher's Guide p. 269 - Weather Riddles Teacher's Guide p. 430 - "Dinosaur, Dinosaur" and "True or Not True"
4. Demonstrate through conversation comprehension of more complex vocabulary (i.e., abstract concepts and words beyond everyday vocabulary)	Teacher's Guide p. 257 - Introduce Weather Teacher's Guide p. 306 - <i>Reach for the Stars</i> Teacher's Guide p. 351 - Introduce "The Little Rooster" Teacher's Guide p. 359 - Milk a Cow! Teacher's Guide p. 374 - Compare and Contrast Habitats

Element 2: Expressive Language (Speaking)

Goal 1: Young children use increasingly complex vocabulary and grammar to express their thoughts, feelings, and ideas.

Expectations	Starfall Pre K 4 Alignment
1. Use sentences with more complex grammatical structures when speaking (e.g., embedded clauses, such as "My teacher, who likes dogs, is nice")	Teacher's Guide p. 362 - Class Farm Book Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide p. 481 - Pre K Book Club Teacher's Guide p. 515 - Things We Can Do
2. Engage in storytelling	Teacher's Guide p. 284 - Stuffed Animal Imaginations Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 449 - Sequence <i>The Three Little Pigs</i> Teacher's Guide p. 494 - Introduce <i>A Tale of Two Little Engines</i> Teacher's Guide p. 536 - Writing Center Teacher's Guide p. 570 - Sequence <i>The Ant and the Chrysalis</i>
3. Combine 5-8 words into sentences	Teacher's Guide p. 165 - Partner Sharing: Community Helpers Teacher's Guide p. 214 - Say "Thank You" Teacher's Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher's Guide p. 443 - Things I Can Build
4. Use different forms of language for different purposes	Teacher's Guide p. 195 - What's in the Bag? Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i>

	Teacher’s Guide p. 453 - What Happens After? Teacher’s Guide p. 456 - <i>The Three Little Pigs</i> Puppet Show Teacher’s Guide p. 465 - Dramatic Play Center
5. Use abstract and increasingly detailed and varied vocabulary when speaking (e.g., use “turquoise” rather than “blue” or “I want to fly into space when I grow up”)	Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 291 - Reach for the Stars Teacher’s Guide p. 467 - Build a House

Element 3: [No Standards for Older Preschoolers (48-60 months) Listed.]

Element 4: Social Rules of Language

Goal 1: Young children initiate and maintain conversations with others while developing knowledge and use of the social rules of language.

Expectations	Starfall Pre K 4 Alignment
1. Listen and respond on topic during longer conversations with others and in group discussions	Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 19 - Learning Centers Teacher’s Guide p. 135 - The Talking Stone Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 291 - “My Favorite Season” Chart
2. Use simpler language when talking with younger children	Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide pp. 402-402 - Introduce <i>Dolphins Are Not Fish!</i> Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Outside Activity(daily) Teacher’s Guide - Small Group & Exploration (daily)
3. Initiate conversations with others and maintain topic of conversation 2-4 turn	Teacher’s Guide p. 114 - Little Red Hen Makes Pancakes Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 453 - What Happens After
4. If misunderstood may simply repeat the same sentence rather than trying a different way of conveying the message	Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 167 - A Letter to the Elves Teacher’s Guide p. 168 - Share Chair Teacher’s Guide p. 427 - Write a Class Story Teacher’s Guide p. 568 - Look What We’ve Learned!

Element 5: [Language : No Standards for Older Preschoolers (48-60 months) Listed.]

Element 6: Dual Language Learners—Receptive and Expressive English Language Skills

Expectations	Starfall Pre K 4 Alignment
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<p>Goal 1: Young children whose home language is not English, demonstrate the ability to listen, understand, and respond to increasing more complex spoken English.</p>	<p>Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide p. 189 - Find Pairs Teacher’s Guide p. 259 - <i>Who, Where, When, What, Why, and How</i> Teacher’s Guide p. 313 - Pre K Book Club Teacher’s Guide p. 333 - Real or Make-Believe Teacher’s Guide p. 549 - Graph Favorite Fruits and Vegetables</p>
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COMMUNICATION and EXPRESSION : Literacy Development

Element 1: Foundational Reading Skills

Goal 1: Children develop the foundational skills needed for engaging with print, reading and writing.

Expectations	Starfall Pre K 4 Alignment
<p>Print Concepts</p> <p>1. Indicate where to start reading on a page and how to move across and down a page.</p> <p>2. Demonstrate knowledge of the association between written words and spoken words</p> <p>3. Display book handling skills</p>	<p>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</p> <p>Teacher’s Guide p.138 - List <i>Tt</i> Words Teacher’s Guide p.162 - List <i>Nn</i> Words Teacher’s Guide p. 356 - List <i>Mm</i> Words</p> <p>Teacher’s Guide p. 76 - Library Center Teacher’s Guide p. 277 - Library Center Teacher’s Guide p. 324 - Library Center</p>
<p>Phonological Awareness</p> <p>4. Segment syllables in spoken words with modeling and assistance</p> <p>5. Determine if two words rhyme</p> <p>6. With modeling and assistance, segment onsets and rimes of single syllable spoken words</p>	<p>Teacher’s Guide p. 89 - Gathering Teacher’s Guide p. 92 - Gathering Teacher’s Guide p. 115 - Phonological Awareness: Blend Syllables Teacher’s Guide p. 141 - Phonological Awareness: Blend Syllables</p> <p>Teacher’s Guide p. 182 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 219 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 230 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 258 - Phonological Awareness: Rhyming Words</p> <p>Teacher’s Guide p. 206 - Phonological Awareness: Onset and Rime Teacher’s Guide p. 213 - Phonological Awareness: Onset and Rime Teacher’s Guide p. 238 - Phonological Awareness: Onset and Rime</p>

<p>Phonics and Word Recognition</p> <p>7. Associate some letters of the alphabet with their specific sounds</p> <p>8. Identify words that start with the same letter as their name</p>	<p>Teacher's Guide p. 120 - Review <i>Bb /b/</i> Teacher's Guide pp. 182-183 - Introduce <i>/s/</i> Teacher's Guide p. 591 - Blend Phonemes</p> <p>Teacher's Guide p. 113 - List <i>Bb</i> Words, ASL <i>Bb</i> Teacher's Guide pp. 162-163 - List <i>Nn</i> Words, ASL <i>Nn</i> Teacher's Guide pp. 213-214 - List <i>Aa</i> Words, ASL <i>Aa</i></p>
<p>Fluency</p> <p>9. Pretend to read a familiar book using language from the text and reading like intonation</p>	<p>Teacher's Guide p. 102 - Library Center Teacher's Guide p. 126 - Library Center Teacher's Guide p. 391 - Library Center</p>

Element 2: Reading

Element 2a: Engagement with Literature and Informational Text

Goal 1: Children develop “book language” and demonstrate comprehension.

Expectations	Starfall Pre K 4 Alignment
<p>1. Identify characters and setting in a story read aloud</p>	<p>Teacher's Guide p. 38 - <i>Gingerbread Boy</i> Characters Teacher's Guide p. 337 - <i>The Frog Prince</i> Characters Teacher's Guide p. 545 - Introduce “The Turnip”</p>
<p>2. Use story title, pictures, content and prior knowledge to predict story content</p>	<p>Teacher's Guide p. 131 - Introduce <i>Stone Soup</i> Teacher's Guide p. 170 - Teacher's Literature Choice: Community Helpers Teacher's Guide p. 207 - “One Rice Thousand Gold” Teacher's Guide p. 243 - Teacher's Literature Choice: Safety Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i></p>
<p>3. Make connections between stories and real-life experiences</p>	<p>Teacher's Guide p. 55 - Introduce “Mr. Bunny's Carrot Soup” Teacher's Guide p. 155 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i></p>
<p>4. Retell or re-enact a familiar story in the correct sequence of a familiar story's major events with prompting and support</p>	<p>Teacher's Guide p. 142 - <i>Stone Soup</i> Characters Teacher's Guide p. 150 - Library Center Teacher's Guide p. 299 - Library Center Teacher's Guide p. 368 - Library Center Teacher's Guide p. 536 - Writing Center Teacher's Guide p. 570 - Sequence <i>The Ant and the Chrysalis</i></p>
<p>5. Ask and answer questions about the characters and major events of a story with prompting and support</p>	<p>Teacher's Guide p. 84 - Story Order Teacher's Guide p. 142 - <i>Stone Soup</i> Characters Teacher's Guide p. 197 - Dramatize “Chicken Little” Teacher's Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i></p>

Element 3: Writing

Goal 1: Children demonstrate the understanding that writing is a means for communication. With increasing fine motor skills and experiences with literacy, children begin to use writing conventions.

Expectations	Starfall Pre K 4 Alignment
1. Use writing and drawing for various purposes, such as giving information, narrating stories, or giving an opinion	Teacher's Guide p. 58 - "Please" and "Thank You" Teacher's Guide p. 88 - Our Eyes Can See Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 278 - Writing Center Teacher's Guide p. 564 - Creative Writing
2. Copy, trace, or independently write letters or words	Teacher's Guide p. 126 - Art Center Teacher's Guide p. 151 - Writing Center Teacher's Guide p. 164 - Review <i>Bb, Nn, and Tt</i> Teacher's Guide p. 416 - Writing Center
3. Print or copy own name and identify some of the letters	Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 347 - Writing Center Teacher's Guide p. 466 - Writing Center
4. Use "sound spelling" (use initial sound of word and other letters to represent sounds heard in the word)	Teacher's Guide p. 284 - Stuffed Animal Imaginations Teacher's Guide p. 368 - Art Center Teacher's Guide p. 423 - Draw Dinosaur Pictures Teacher's Guide p. 564 - Creative Writing Teacher's Guide p. 589 - Create a Class Book for Gingerbread Boy
5. Participate in shared writing experiences (e.g., contributing ideas to a story)	Teacher's Guide p. 167 - A Letter to the Elves Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 310 - Class Story: Space Trip Teacher's Guide p. 352 - "The Farmer in the Dell"

Element 4: Dual Language Learners –Literacy in English

Expectations	Starfall Pre K 4 Alignment
Goal 1: Young children, whose home language is not English, demonstrate an increasing ability to engage in literacy experiences in English.	Teacher's Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 76 - Dramatic Play Center Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide p. 259 - "Who Likes the Rain?" Teacher's Guide pp. 165-166 - Partner Sharing

COMMUNICATION and EXPRESSION : CREATIVE ARTS AND EXPRESSION

Element 1: Visual Art

Goal 1: Children create art using a variety of tools and art media to express their ideas, feelings, creativity; and develop appreciation of the art created by others.

Expectations	Starfall Pre K 4 Alignment
1. Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge	Teacher's Guide p. 276 - Art Center Teacher's Guide p. 298 - Art Center Teacher's Guide p. 303 - Create Nighttime Chalk Drawings Teacher's Guide p. 390 - Art Center
2. Independently plan and complete artistic creations such as drawings, paintings, collages	Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 85 - Draw and Write About Dragons Teacher's Guide p. 142 - Design Collages
3. Discuss own artistic creations and those of others	Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 102 - Art Center Teacher's Guide p. 254 - Art Center Teacher's Guide p. 464 - Art Center Teacher's Guide p. 534 - Art Center <i>Starfall.com</i> - It's Fun to Read: Art Gallery
4. Show appreciation for different art forms and the creative work of others	Teacher's Guide p. 77 - Discovery Center Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 178 - Art Center Teacher's Guide p. 414 - Art Center Teacher's Guide p. 415 - Construction Center Teacher's Guide p. 567 - Share Chair <i>Starfall.com</i> - It's Fun to Read: Art Gallery

Element 2: Music

Goal 1: Children engage in making and listening to music as a vehicle for expression and learning.

Expectations	Starfall Pre K 4 Alignment
1. Experiment with musical instruments	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin: Tempo Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide Seasonal Holidays p. 39 - Rainsticks Teacher's Guide Seasonal Holidays p. 50 - Maracas
2. Recall and imitate different musical tones, rhythms, as they make music	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin

	<p>Teacher's Guide Seasonal Holidays p. 34 - African Music Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> Starfall.com Songs & Rhymes: Motion Songs Starfall.com Songs & Rhymes: Historical Folk Songs Teacher's Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)</p>
3. Express creativity through music	<p>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. 34 - African Drum Teacher's Guide p. 407 - Rhyming Words: "Down By the Bay" Starfall.com Songs & Rhymes: Motion Songs Starfall.com Songs & Rhymes: Historical Folk Songs Teacher's Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)</p>
4. Participate in music activities such as clapping, stomping, listening or singing	<p>Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> 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. 307 - <i>Ten Little Stars</i> Teacher's Guide p. 355 - <i>Five Little Bees</i> Starfall.com - Motion Songs Starfall.com - Math: Math Songs</p>

Element 3: Theatre (Dramatic Play)

Goal 1: Children engage in dramatic play and theatre as a way to represent real-life experiences, communicate their ideas and feelings, learn, and use their imaginations.

Expectations	Starfall Pre K 4 Alignment
1. Initiate role-playing experiences and playing with props and costumes	<p>Teacher's Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 277 - Dramatic Play Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide p.487 - Dramatic Play Center</p>
2. Use dialogue, actions, and objects to tell a story or express thoughts and feelings of themselves or of a character	<p>Teacher's Guide p. 220 - Dramatize "One Rice Thousand Gold" Teacher's Guide p. 337 - <i>The Frog Prince Characters</i> Teacher's Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher's Guide p. 347 - Dramatic Play Center Teacher's Guide pp. 353-354 - Dramatize "The Little Rooster"</p>
3. Use various facial expressions and voice inflections when playing a character	<p>Teacher's Guide p. 369 - Dramatic Play Center Teacher's Guide p. 391 - Dramatic Play Center Teacher's Guide p. 391 - Dramatic Play Center Teacher's Guide p. 415 - Dramatic Play Center Teacher's Guide p. 458 - Dramatize <i>The Three Little Pigs</i></p>
4. Use creativity and imagination to	<p>Teacher's Guide p. 71 - Dramatize "Mr. Bunny's Carrot Soup"</p>

manipulate materials and assume roles in dramatic play situations	Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher's Guide p. 369 - Dramatic Play Center Teacher's Guide p. 391 - Dramatic Play Center
5. Experience perspective of others through sociodramatic play	Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 103 - Dramatic Play Center Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 465 - Dramatic Play Center Teacher's Guide p. 591 - Dramatize "The Four Friends"

Element 4: Dance

Goal 1: Children use movement to creatively express their ideas and feelings and to learn.

Expectations	Starfall Pre K 4 Alignment
1. Move to different patterns of beat and rhythm in music	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin Teacher's Guide p. 13 - <i>If You're Happy and You Know It</i> Teacher's Guide Seasonal Holidays p. 19 - <i>If You're Thankful and You Know It</i> Starfall.com Songs & Rhymes: Motion Songs Starfall.com Songs & Rhymes: Historical Folk Songs Teacher's Guide - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)
2. Express what is felt and heard in various musical tempos and styles	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 Music Teacher's Guide p. 129 - Warm Up Your Brain Teacher's Guide p. 470 - Warm Up Your Brain Teacher's Guide p. 473 - Warm Up Your Brain
3. Use creative movement to express concepts, ideas, or feelings	Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher's Guide Seasonal Holidays p. 24 - Musical Hibernation Game Teacher's Guide p. 13 - Emotions: Happy, <i>If You're Happy and You Know It</i> Teacher's Guide p.116 - "The Farmer in the Dell"
4. Repeat choreographed movements and begin to create own movements	Teacher's Guide Seasonal Holidays p. 51 - <i>Mexican Hat Dance</i> Teacher's Guide p. 13 - Warm Up Your Brain Starfall.com - Motion Songs

LEARNING ABOUT THE WORLD : Mathematics

Element 1: Number Sense, Quantity, and Counting

Element 1a: Number Sense and Quantity

Goal 1: Children count in sequence, recognize numerals, connect numerals with quantities, and compare quantities.

Expectations	Starfall Pre K 4 Alignment
1. Recite numbers to 20 in sequence with only occasional errors	Teacher’s Guide p. 12 - Gathering Teacher’s Guide p. 18 - Gathering Teacher’s Guide p. 116 - Gathering Teacher’s Guide pp. 205-206 - Let’s Stay Healthy Teacher’s Guide p. 514 - Math Center
2. Say the next number that comes before or after in a sequence of 1-10	Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 42 - Gathering Teacher’s Guide p. 279 - Gathering Teacher’s Guide p. 380 - Count Wild Animals Starfall.com - Math: Math Songs, Numbers
3. Count a group of up to 10 objects and understand that the last number represents the number of objects in the group	Teacher’s Guide p. 42 - Gathering Teacher’s Guide p. 152 - Math Center Teacher’s Guide p. 205 - Math Center Teacher’s Guide p. 373 - Make Animal Sets Starfall.com - Math: Math Songs, Numbers
4. Quickly identify number of 1-5 objects without counting	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. 396 - Play “High or Low” Starfall.com - Math: Math Songs, “Five Little Speckled Frogs” Starfall.com - Math: Math Songs, “Five Little Bears” Starfall.com - Math: Math Songs, “Five Little Farmers”
5. Read numerals up to 10 and connect them to the quantities they represent	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. 373 - Make Animals Sets Starfall.com Math- Numbers 1-10
6. Compare groups of up to 10 objects and identify which group has more or less, or if they are the same (equal)	Teacher’s Guide p. 38 - One-to-One Correspondence Teacher’s Guide p. 57 - Gathering Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 491 - Train Game

Element 2: Number Relationships and Operations

Element 2a: Number Relationships and Operations

Goal 1: Children increasingly use numbers to describe relationships and to solve mathematical problems.

Expectations	Starfall Pre K 4 Alignment
1. Use simple strategies to solve mathematical problems and communicate how they solved the problem	Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 476 - Estimate Rolling Speed Teacher's Guide p. 488 - Math Center Teacher's Guide p. 524 - Solve Story Problem Equations
2. Combine and separate small groups of objects to make new groupings, and identify the resulting number in the group	Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 524 - Solve Story Problems Starfall.com - Math: Addition & Subtraction
3. Match two equal sets using one-to-one correspondence and understand they are the same	Teacher's Guide p. 22 - Gathering Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 53 - Gathering Teacher's Guide p. 91 - <i>Let's Eat</i> Sorting Activity Teacher's Guide p. 161 - "Cobbler, Cobbler, Mend My Shoe" Teacher's Guide p. 188 - Find Pairs Teacher's Guide p. 191 - Two Make a Pair Teacher's Guide p. 287 - Numbers Everywhere
4. Use a range of strategies such as counting, matching to compare quantity in two sets of objects and describe the relationship with comparative terms (e.g., more, less, fewer, equal)	Teacher's Guide pp. 36-37 - Analyze the Spice Graph Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals

Element 3: Measurement, Classification and Data

Element 3a: Measurement, Comparison, Classification, and Time

Goal 1: Children develop awareness of the differences of the objects and learn to sort, compare and classify objects by their attributes and properties. They also develop a rudimentary sense of time based mostly on common routines.

Expectations	Starfall Pre K 4 Alignment
1. Compare and group objects using attributes of length, weight, and size, and explain reasoning (e.g., "I put all the big black buttons in this pile and the small black ones there.")	Teacher's Guide p. 77 - Math Center Teacher's Guide p. 204 - Math Center Teacher's Guide p. 228 - Math Center Teacher's Guide p. 217 - How Tall Are You? Starfall.com - Math: Geometry & Measurement: Button Sort

2. Sort objects using two or more attributes (e.g., sets of large blue bears, small blue bears, large red bears, small red bears) and compare number of objects in each set	Teacher's Guide Seasonal Holidays p. 6 - Leaf Sorting/Counting Teacher's Guide p. 204 - Math Center Teacher's Guide p. 228 - Math Center Teacher's Guide p. 373 - Makes Animal Sets
3. Classify familiar objects into categories (e.g., fruits or vegetables)	Teacher's Guide Seasonal Holidays p. 11 - Apple Sort Teacher's Guide p. 77 - Math Center Teacher's Guide p. 143 - Vehicles and Buildings Teacher's Guide p. 208 - Categorizing Healthy and Unhealthy Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Starfall.com - Earth Day Icon
4. Order objects by size or length (i.e., seriation)	Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 118 - Order and Compare Short to Tall Teacher's Guide p. 236 - Small, Medium, Large Teacher's Guide p. 361 - Compare Small, Medium, and Large
5. Use Standard and non-Standard ways and tools to measure and compare (e.g., 3 hands long)	Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 520 - How Tall Are You? Starfall.com - Math: Geometry & Measurement
6. Use terms such as before, after, now, later, tomorrow, and yesterday accurately	Teacher's Guide p. 13 - Learning Centers Activity Teacher's Guide p. 18 - Gathering Teacher's Guide p. 181 - Gathering Teacher's Guide p. 218 - Gathering Teacher's Guide p. 282 - Pajama Fashion Show

Element 4: Geometry and Spatial Reasoning

Element 4a: Geometry and Spatial Sense

Goal 1: Children increasingly recognize two- and three-dimensional objects and use spatial reasoning.

Expectations	Starfall Pre K 4 Alignment
1. Name common two- and three-dimensional shapes, and their parts and attributes (e.g., "A triangle has 3 points.")	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 - Math Center Teacher's Guide p. 87 - Circle Time Teacher's Guide p. 140 - Safety Signs Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 502 - Shape Game

	Starfall.com - Math: Geometry & Measurement
2. Combine (i.e., compose) and separate (i.e., decompose) shapes to make other shapes	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. 495 - 3 Dimensional Shapes Starfall.com - Math: Geometry & Measurement
3. Use terms such as on top of, beside, in front, etc. to communicate ideas about the relative position of objects	Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 39 - Gathering Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 263 - Warm Up Your Brain Teacher's Guide p. 335 - Follow Directional Words Starfall.com - Math: Geometry & Measurement: 3D Space
4. Follow simple directions related to relative position (beside, between, next to, etc.)	Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher Guide p. 40 - Compare Shapes Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 442 - Math Center Teacher's Guide p. 495 - 3 Dimensional Shapes Starfall.com - Math: Geometry & Measurement: 3D Space
5. Complete a 9-12 piece jigsaw puzzle by looking at the picture and/or shapes	Starfall.com - Math: Geometry and Measurement: Puzzles Starfall.com - Math: Geometry and Measurement: Make Shapes Starfall.com - Math: Geometry and Measurement: Triangles Starfall.com - Math: Geometry & Measurement: Puzzles; Symmetry; Symmetry 2

LEARNING ABOUT THE WORLD : Science

Element 1: Physical Sciences

Goal 1: Children construct concepts of the properties of matter, sound, motion and energy through inquiry, exploration and investigations.

Expectations	Starfall Pre K 4 Alignment
1. Use evidence to discuss what makes something move the way it does and how some movements can be controlled	Teacher's Guide p. 278 - Discovery Center 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. 478 - Make Bulldozer Paintings

2. Describe objects by their physical properties and states of matter	Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 300 - Discovery Center Teacher's Guide p. 307 - The Stars
3. Investigate the differences between liquids and solids and explore how liquids can become solids, and solids become liquids	Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher's Guide p. 39 - Cinnamon Play Dough Teacher's Guide p. 180 - Discovery Center Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 348 - Discovery Center Teacher's Guide p. 583 - Make Play Dough
4. Use objects to make different sounds (e.g., put beans in a can to make 1 type of sound and in a plastic tub to make another type of sound)	Teacher's Guide Seasonal Holidays p. 16 - Pass the Pumpkin Teacher's Guide Seasonal Holidays p. 34 - Black History Month (African Music and Drums) Teacher's Guide, Holiday Plans p. 39 - Rain Sticks Teacher's Guide Seasonal Holidays p. 50 - Maracas
5. Demonstrate the relationship between shadows, the objects that make them, and the light source	Teacher's Guide Seasonal Holidays p. 28 - Groundhog Day Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 281 - Teacher's Literature Choice: Day and Night Teacher's Guide p. 303 - What the Sun and the Moon Live in the Sky Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 307 - The Stars

Element 2: Life Sciences

Goal 1: Children construct concepts about the characteristics of living organisms, their biology and ecosystems through exploration and investigations.

Expectations	Starfall Pre K 4 Alignment
1. Describe how plants and animals, including people, grow and change over time	Teacher's Guide p. 537 - Seeds Teacher's Guide p. 540 - Miss MacDonald Teacher's Guide p. 559 - Growing and Changing Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle Teacher's Guide p. 567 - Create the Butterfly Life Cycle Teacher's Guide p. 568 - Look What We've Learned!
2. Explain how animals including people use their senses to gather information (e.g., noses are for smelling)	Teacher's Guide pp. 181-182 - The Five Senses Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide p. 192 - Use Your Senses: Popcorn Teacher's Guide p. 195 - Use Your Senses: What's in the Bag?
3. Describe how baby animals are similar yet different from their parents	Teacher's Guide p. 394 - Introduce <i>The Ugly Duckling</i> Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide p. 419 - Dinosaur Dance Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 518 - Learn About Life Cycles Teacher's Guide p. 559 - Growing and Changing

4. Discuss how animals meet their needs for shelter (e.g., birds build nests)	Teacher’s Guide p. 288 - Hibernation Teacher’s Guide p. 347 - Construction Center Teacher’s Guide p. 351 - Introduce “The Little Rooster” Teacher’s Guide p. 371 - Wild Animals Teacher’s Guide p. 374 - Compare and Contrast Habitats Teacher’s Guide p. 376 - Draw Animals in Their Habitats Teacher’s Guide p. 391 - Construction Center
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Element 3: Earth and Space Sciences

Goal 1: Children construct concepts about Earth’s systems, the impacts of human activity on these systems, and Earth’s place in the universe through observations, exploration, and investigations.

Expectations	Starfall Pre K 4 Alignment
1. Record daily weather (e.g., sunny, rainy, snowy)	Teacher’s Guide - Gathering (daily) *During the Gathering children utilize a “Weather Station” to predict/verify, observe, and forecast weather on a daily basis.
2. Describe patterns of weather over time (e.g., in the winter it is cold and snowy)	Teacher’s Guide p. 265 - Create Weather Patterns Teacher’s Guide p. 285 - Patterns: Day/Night and Seasons Teacher’s Guide pp. 286-287 - Introduce Autumn Teacher’s Guide p. 288 - Hibernation Teacher’s Guide p. 291 - “My Favorite Season” Chart
3. Recycle materials appropriately (e.g., compost food scraps)	Teacher’s Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher’s Guide p. 513 - Construction 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”
4. Investigate and ask questions about the properties of earth materials including water, soil, rocks, and sand.	Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher’s Guide p. 348 - Discovery Center Teacher’s Guide p. 466 - Discovery Center Teacher’s Guide p. 514 - Discovery Center Teacher’s Guide p. 536 - Discovery Center Teacher’s Guide p. 539 - Plant Seeds

Element 4: Engineering Design

Goal 1: Children design, experiment, construct, alter, and problem solve to modify the natural world and meet their needs and wants.

Expectations	Starfall Pre K 4 Alignment
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1. Draw pictures that represent physical structures	Teacher's Guide p. 108 - Design a House Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 240 - Draw Goldilocks and the Three Bears Teacher's Guide p. 441 - Writing Center Teacher's Guide p. 487 - Construction Center
2. Follow a simple visual plan to construct a structure	Teacher's Guide p. 127 - Construction Center Teacher's Guide p. 151 - Construction Center Teacher's Guide p. 299 - Dramatic Play Center Teacher's Guide p. 442 - Math Center Teacher's Guide p. 465 - Construction Center
3. Ask why and how questions to figure out how objects work	Teacher's Guide p. 128 - 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 Teacher's Guide p. 513 - Dramatic Play
4. Use simple tools to construct solutions to problems	Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 266 - "Will the Wind Blow?" Teacher's Guide p. 424 - Fossils Teacher's Guide p. 466 - Discovery Center
5. Use classroom objects in novel ways to enhance child-directed play	Teacher's Guide p. 441 -Construction Center Teacher's Guide p. 442 - Discovery Center Teacher's Guide p. 478 - Make Bulldozer Paintings Teacher's Guide p. 487 - Construction Center Teacher's Guide p. 488 - Discovery Center

LEARNING ABOUT THE WORLD : Social Studies

Element 1: Inquiry

Goal 1: Children make sense of the world around them by actively gathering and interpreting information.

Expectations	Starfall Pre K 4 Alignment
1. Ask questions and participate in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations	Teacher's Guide Seasonal Holidays p. 15 - Science Teacher's Guide Seasonal Holidays p. 29 - Groundhog Day Prediction Teacher's Guide Seasonal Holidays p. 38 - Measuring Rainfall Teacher's Guide Seasonal Holidays p. 44 - Finding Ireland

	Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 543 - Carrot Experiment
2. Collect, describe and record information through discussions, simple drawings, maps and charts	Teacher's Guide Seasonal Holidays p. 15 - Pumpkin Math Teacher's Guide p. 35 - "Our Favorite Spice" Graph Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 278 - Discovery Center
3. Describe and discuss predictions, explanations and generalizations based on past experience	Teacher's Guide pp. 269-270 - Weather Riddles Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 470 - Introduce Machines Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide Teacher's Guide - Gathering (daily)

Element 2: Family and Community; Civics, Government & Society

Goal 1: Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.

Expectations	Starfall Pre K 4 Alignment
1. Identify various groups they belong to (e.g., family, class, neighborhood)	Teacher's Guide p. 11 - Make Handprints Teacher's Guide p. 53 - Friendship Ball Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide pp. 129-130 - Introduce Neighbors and Community
2. Define group membership according to different contexts (e.g., class member, family members, T-ball team)	Teacher's Guide p. 11 - Make Handprints Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide pp. 129-130 - Introduce Neighbors and Community
3. Describe their own family structure and family roles	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. 105-106 - Introduce Grandmother Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 472 - <i>My Father Runs an Excavator</i>
4. Act as citizens by demonstrating positive interactions with group members	Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide p. 67 - Teacher's Literature Choice: Friends Teacher's Guide p. 69 - Warm Up Your Brain ("The More We Get Together") Teacher's Guide p. 70 - Share Chair
5. Explain the need for rules in a variety of settings (e.g., home, classroom, playground), and for laws in the community	Teacher's Guide p.19 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 58 - "Please" and "Thank You"

	<p>Teacher's Guide p. 69 - Review Rules Teacher's Guide pp.112-113 - Helping Your Family Teacher's Guide pp. 222-243 - Week 10: Being Safe Starfall.com - Talking Library: Backpack Bear Learns the Rules</p>
6. Describe roles and responsibilities of various occupations in their community (policeman, teachers, librarians)	<p>Teacher's Guide pp. 153-154 - Firefighters Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 352 - "The Farmer in the Dell" Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher's Guide p. 499 - A Plane Ride</p>

Element 3: Physical & Cultural Geography

Goal 1: Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others' cultures.

Expectations	Starfall Pre K 4 Alignment
1. Identify features of the physical environment around them (e.g., roads, buildings, bodies of water)	<p>Teacher's Guide p. 255 - Construction Center Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher's Guide p. 404 - Ocean Mural Teacher's Guide p. 415 - Dramatic Play Teacher's Guide p. 415 - Construction Center</p>
2. Describe or draw features of the geography of their classroom, home, and community	<p>Teacher's Guide p. 34 - "There's a Neat Little Clock" - (label the classroom) Teacher's Guide p. 127 - Construction Center Teacher's Guide pp. 129-130 - Introduce <i>Neighbors</i> and <i>Community</i> Teacher's Guide p. 133 - Where We Live Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 145 - Teacher's Literature Choice: Houses, Neighborhoods, or Soup</p>
3. Explain that people share the environment with other people, animals, and plants	<p>Teacher's Guide p. 127 - Construction Center Teacher's Guide pp. 129-130 - Introduce <i>Neighbors</i> and <i>Community</i> Teacher's Guide p. 133 - Where We Live Teacher's Guide p. 327 - Pets Teacher's Guide p. 349 - Farm Animals Teacher's Guide p. 371 - Wild Animals Teacher's Guide p. 374 - Compare and Contrast Habitats Starfall.com - Holiday Icon: "Everyday is Earth Day"</p>
4. Describe ways people can help take care of the environment (e.g., recycle)	<p>Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide p. 513 - Construction Center (use recycled materials) Teacher's Guide p. 535 - Dramatic Play Center (reuseable grocery bags) Starfall.com - Backpack Bear's Books: <i>The Bottle in the River</i> Starfall.com - Holiday Icon: "Everyday is Earth Day" Starfall.com - I'm Reading: Nonfiction - "It's Earth Day, Dear Dragon"</p>

5. Point out own physical and family characteristics and those of others	Teacher’s Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher’s Guide Seasonal Holidays p. 33 - Different Eggs Teacher’s Guide p. 11 - Make Handprints Teacher’s Guide p. 14 - “We’re Happy” Class Book Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide p. 88 - Eye Color Graph Starfall.com - It’s Fun to Read: All About Me!
6. Respect physical and cultural differences of others	Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day 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. 84 - Draw Dragon Dot Eyes and other Chinese Fables Teacher’s Guide pp. 105-106 - Introduce Grandmother Teacher’s Guide p. 207 - “One Rice Thousand Gold” Starfall.com - Talking Library: Ruby Bridges

Element 4: History

Goal 1: Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.

Expectations	Starfall Pre K 4 Alignment
1. Differentiate between past, present, and future	Teacher’s Guide p. 109 - Gathering Teacher’s Guide p. 131 - Introduce <i>Stone Soup</i> Teacher’s Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher’s Guide p. 181 - Gathering Teacher’s Guide p. 559 - Growing and Changing
2. Describe events that happened in the past (e.g., family or personal history)	Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher’s Guide p. 87 - Learning Centers Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide pp. 185-186 - Senses Walk
3. Explain how people live and what they do changes over time	Teacher’s Guide Seasonal Holidays pp. 18-20 - Thanksgiving Teacher’s Guide p. 306 - <i>Reach for the Stars</i> 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. Use concepts of before, after, yesterday, tomorrow with good accuracy	Teacher’s Guide p. 13 - Learning Centers Activity Teacher’s Guide p. 129 - Gathering Teacher’s Guide p. 192 - Gathering Teacher’s Guide p. 205 - Gathering Teacher’s Guide p. 263 - Gathering
5. Describe sequence of routines (e.g.,	Teacher’s Guide p. 13 - Learning Centers (Review rules for

getting ready to go outside) practiced in the past with good accuracy	Exploration Area and clean up) Teacher's Guide p. 39 - Cinnamon Play Dough Teacher's Guide p. 47 - Outside Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 84 - Story Order Teacher's Guide pp. 157-158 - Dialing 9-1-1
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Element 5: Economics

Goal 1: Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.

Expectations	Starfall Pre K 4 Alignment
1. Describe how people interact economically (e.g., use money to purchase things or services)	Teacher's Guide p. 132 - Introduce Money Teacher's Guide p. 203 - Dramatic Play Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 465 - Dramatic Play Teacher's Guide p. 528 - Learn About Pennies and Nickels
2. Describe roles and responsibilities of several occupations, especially those the child is familiar with (e.g., dentist, janitor, farmer)	Teacher's Guide pp. 153-154 - Firefighters Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 165 - Partner Sharing Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 352 - The "Farmer in the Dell" Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher's Guide p. 492 - "I've Been Working on the Railroad"
3. Identify basic needs people have (e.g., food, clothing)	Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy Teacher's Guide pp. 205-206 - Let's Stay Healthy Teacher's Guide p. 277 - Dramatic Play Teacher's Guide p. 521 - Characteristics of Living Things Teacher's Guide p. 525 - Determine Living and Nonliving

*The standards in this document were copied directly from Vermont Early Learning Standards: Agency of Education.