



Recognizing the opportunity to provide children with a “Head Start” in their education, the Starfall Education Foundation has developed an intellectually challenging, developmentally appropriate pre-k curriculum that adds “magic” to learning, the Starfall way.

The Starfall Pre-K Curriculum is research-based and field tested. Below please find the Starfall Pre-K Curriculum alignment, which utilizes the **Head Start Early Learning Outcomes Framework** as a guide. Page number references from the Teacher’s Guide, which support each standard, are included.

A Starfall Pre-K Classroom kit is \$400, plus shipping, and membership to *Starfall.com*. Visit [Store.Starfall.com](http://Store.Starfall.com).

## Starfall Alignment to New Head Start Performance Standards

### *Approaches to Learning* **Emotional and Behavioral Self-Regulation**

**Goal P-ATL 1. Child manages emotions with increasing independence.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.	<b>Teacher’s Guide p. 13</b> - Emotions: Happy <b>Teacher’s Guide p. 16</b> - Emotions: Excited and Silly <b>Teacher’s Guide p. 20</b> - Emotions: Sad, Angry, and Afraid <b>Teacher’s Guide p. 42</b> - Review Emotions <b>Teacher’s Guide p. 54</b> - Class Rules <b>Teacher’s Guide pp. 58-59</b> - “Please” and “Thank You” <b>Teacher’s Guide pp. 107-108</b> - How Does the Little Red Hen Feel? <b>Teacher’s Guide p. 109</b> - “Did the Little Red Hen Do the Right Thing?” <b>Teacher’s Guide p. 203</b> - Dramatic Play Center <b>Teacher’s Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher’s Guide pp. 397-398</b> - Ways People Feel

**Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.	<b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Walk <b>Teacher’s Guide Seasonal Holidays p. 31</b> - Valentine Estimation (cleaning hands) <b>Teacher’s Guide p. 9</b> - Learning Centers Activity <b>Teacher’s Guide p. 25</b> - Outside Activity <b>Teacher’s Guide p. 60</b> - Taste Vegetables <b>Teacher’s Guide p. 313</b> - Pre-K Book Club <b>Teacher’s Guide p. 387</b> - Outside Activity <b>Teacher’s Guide p. 416</b> - Math Center <b>Teacher’s Guide p. 424</b> - Fossils <b>Teacher’s Guide</b> - Learning Centers (daily) <b>Teacher’s Guide</b> - Small Group & Exploration (daily)

### Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 90</b> - Make Fruit Salad <b>Teacher's Guide p. 91</b> - Finger Painting <b>Teacher's Guide p. 132</b> - Introduce Money <b>Teacher's Guide p. 135</b> - The "Talking Stone" <b>Teacher's Guide p. 178</b> - Art Center <b>Teacher's Guide p. 192</b> - Use Your Senses: Popcorn <b>Teacher's Guide p. 202</b> - Art Center <b>Teacher's Guide p. 277</b> - Construction Center <b>Teacher's Guide p. 368</b> - Art Center <b>Teacher's Guide p. 379</b> - Make Hand Print Trees <b>Teacher's Guide p. 406</b> - Sink or Float? <b>Teacher's Guide p. 446</b> - Heavy or Light? <b>Teacher's Guide p. 580</b> - Math Center <b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Small Group & Exploration (daily)

### Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Manages own actions, words, and behavior with occasional support from adults.	<b>Teacher's Guide p. 16</b> - Emotions: Excited and Silly <b>Teacher's Guide p. 20</b> - Emotions: Sad, Angry, and Afraid <b>Teacher's Guide p. 67</b> - Friends <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher's Guide pp. 397-398</b> - Ways People Feel <b>Teacher's Guide p. 431</b> - Recognizing Letters: "My Turn, Your Turn" <b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Small Group & Exploration (daily) <b>Teacher's Guide</b> - Outside Activities (daily)

### Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Sometimes controls impulses independently, while at other times needs support from an adult.	<b>Teacher's Guide p. 9</b> - Learning Centers <b>Teacher's Guide p. 19</b> - Learning Centers <b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank you" <b>Teacher's Guide p. 135</b> - The "Talking Stone" <b>Teacher's Guide p. 179</b> - Dramatic Play Center <b>Teacher's Guide p. 255</b> - Dramatic Play Center <b>Teacher's Guide p. 303</b> - Why the Sun and the Moon Live in the Sky <b>Teacher's Guide p. 414</b> - Art Center <b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Small Group & Exploration (daily) <b>Teacher's Guide</b> - Outside Activities (daily)

### Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<b>Teacher's Guide p. 64</b> - Create Character Puppets <b>Teacher's Guide p. 184</b> - Create Leaf Rubbings <b>Teacher's Guide pp. 185-186</b> - Senses Walk <b>Teacher's Guide p. 202</b> - Art Center <b>Teacher's Guide p. 254</b> - Art Center <b>Teacher's Guide p. 416</b> - Writing Center <b>Teacher's Guide p. 426</b> - Create Dinosaur Skeletons <b>Teacher's Guide p. 582</b> - Play Alphabet Toss

**Teacher's Guide** - Learning Centers (daily)  
**Teacher's Guide** - Gathering (daily)  
**Teacher's Guide** - Small Group & Exploration (daily)

**Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.	<b>Teacher's Guide p. 64</b> - Create Character Puppets <b>Teacher's Guide p. 184</b> - Create Leaf Rubbings <b>Teacher's Guide pp. 185-186</b> - Senses Walk <b>Teacher's Guide p. 202</b> - Art Center <b>Teacher's Guide p. 254</b> - Art Center <b>Teacher's Guide p. 416</b> - Writing Center <b>Teacher's Guide p. 426</b> - Create Dinosaur Skeletons <b>Teacher's Guide p. 582</b> - Play Alphabet Toss <b>Teacher's Guide</b> - Learning Centers (daily) <b>Teacher's Guide</b> - Gathering (daily) <b>Teacher's Guide</b> - Small Group & Exploration (daily)

**Goal P-ATL 7. Child persists in tasks**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.	<b>Teacher's Guide p. 32</b> - Design Sheep <b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy <b>Teacher's Guide p. 68</b> - Introduce Writing Journals <b>Teacher's Guide p. 81</b> - Make an Art Collage <b>Teacher's Guide p. 91</b> - Finger Painting <b>Teacher's Guide p. 139</b> - Create a Neighborhood Scene <b>Teacher's Guide p. 32</b> - Design Sheep <b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy <b>Teacher's Guide p. 68</b> - Introduce Writing Journals <b>Teacher's Guide p. 81</b> - Make an Art Collage <b>Teacher's Guide p. 91</b> - Finger Painting <b>Teacher's Guide p. 139</b> - Create a Neighborhood Scene <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher's Guide p. 184</b> - Create Leaf Rubbings <b>Teacher's Guide p. 208</b> - Solve Story Problems <b>Teacher's Guide p. 211</b> - My Healthy Food Classroom Book <b>Teacher's Guide p. 212</b> - Let's Stay Healthy: Germs <b>Teacher's Guide p. 262</b> - Make Weather Plates <b>Teacher's Guide p. 268</b> - Create Rainy Day Illustrations <b>Teacher's Guide p. 281</b> - Create Paper Suns <b>Teacher's Guide p. 449</b> - Construct a House <b>Teacher's Guide p. 580</b> - Discovery Center <b>Teacher's Guide</b> - Small Group & Exploration (daily) <b>Teacher's Guide</b> - Learning Centers (daily)

**Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Holds an increasing amount of information in mind in order to successfully complete tasks.	<b>Teacher's Guide pp. 66-67</b> - "Where's the Shape?" <b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?" <b>Teacher's Guide p. 211</b> - My Healthy Food Classroom Book <b>Teacher's Guide p. 244</b> - Review Safety <b>Teacher's Guide p. 351</b> - Create a Class Farm Book <b>Teacher's Guide p. 406</b> - Dolphins and Whales <b>Teacher's Guide p. 430</b> - "Dinosaur, Dinosaur" and "True or Not True" <b>Teacher's Guide p. 449</b> - Sequence <i>The Three Little Pigs</i>

**Teacher's Guide p. 518** - Learn About Life Cycles - Concentration  
**Teacher's Guide p. 529** - Play "What's Missing?"  
**Teacher's Guide p. 562** - Introduce the Butterfly Life Cycle  
**Teacher's Guide p. 564** - Creative Writing  
**Teacher's Guide p. 567** - Create the Butterfly Life Cycle  
**Starfall.com** - ABCs: Letter H-Make a Match

**Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.</p>	<p><b>Teacher's Guide p. 54</b> - Class Rules  <b>Teacher's Guide p. 77</b> - Math Center  <b>Teacher's Guide p. 128</b> - Discovery Center  <b>Teacher's Guide p. 129</b> - Gathering  <b>Teacher's Guide p. 144</b> - Review /t/  <b>Teacher's Guide p. 324</b> - Art Center  <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals  <b>Teacher's Guide p. 396</b> - Play "High or Low"  <b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn"  <b>Teacher's Guide p. 473</b> - Big Machines  <b>Teacher's Guide p. 476</b> - Estimate Rolling Speed  <b>Teacher's Guide p. 488</b> - Discovery Center  <b>Teacher's Guide p. 514</b> - Math Center  <b>Teacher's Guide p. 536</b> - Discovery Center  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>

**Initiative and Curiosity**

**Goal P-ATL 10. Child demonstrates initiative and independence.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.</p>	<p><b>Teacher's Guide p. 211</b> - My Healthy Food Classroom Book  <b>Teacher's Guide p. 214</b> - Say "Thank You"  <b>Teacher's Guide p. 369</b> - Writing Center  <b>Teacher's Guide p. 376</b> - Draw Animals in Their Habitats  <b>Teacher's Guide p. 416</b> - Writing Center  <b>Teacher's Guide p. 427</b> - Write a Class Story  <b>Teacher's Guide p. 473</b> - Big Machines  <b>Teacher's Guide p. 476</b> - Estimate Rolling Speed  <b>Teacher's Guide p. 501</b> - Class Travel Journal  <b>Teacher's Guide p. 564</b> - Creative Writing  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>

**Goal P-ATL 11. Child shows interest in and curiosity about the world around them.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Seeks out new information and explores new play and tasks both independently and with adult support.</p>	<p><b>Teacher's Guide p. 135</b> - The "Talking Stone"  <b>Teacher's Guide p. 160</b> - What I Want to Be  <b>Teacher's Guide p. 260</b> - How Clouds Are Formed  <b>Teacher's Guide pp. 279-280</b> - Day and Night  <b>Teacher's Guide p. 304</b> - The Solar System  <b>Teacher's Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher's Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher's Guide p. 401</b> - Introduce Ocean Animals  <b>Teacher's Guide p. 406</b> - Sink or Float?  <b>Teacher's Guide p. 499</b> - A Plane Ride  <b>Teacher's Guide</b> - Learning Centers (daily)  <b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p>

## Creativity

**Goal P-ATL 12. Child expresses creativity in thinking and communication.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Communicates creative ideas and actions both with and without prompting from adults.</p>	<p><b>Teacher's Guide Seasonal Holidays p. 6</b> - Fall Collage  <b>Teacher's Guide Seasonal Holidays p. 7</b> - Leaf Dancing  <b>Teacher's Guide Seasonal Holidays p. 24</b> - Snow Glitter Pictures  <b>Teacher's Guide p. 68</b> - Introduce Writing Journals  <b>Teacher's Guide p. 103</b> - Dramatic Play Center  <b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?"  <b>Teacher's Guide p. 112</b> - Helping Your Family  <b>Teacher's Guide p. 197</b> - Dramatize "Chicken Little"  <b>Teacher's Guide p. 220</b> - Dramatize "One Rice Thousand Gold"  <b>Teacher's Guide p. 240</b> - Draw <i>Goldilocks with the Three Bears</i>  <b>Teacher's Guide p. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide p. 277</b> - Construction Center  <b>Teacher's Guide p. 427</b> - Write a Class Story  <b>Teacher's Guide p. 501</b> - Class Travel Journal</p>

**Goal P-ATL 13. Child uses imagination in play and interactions with others.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p>	<p><b>Teacher's Guide p. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher's Guide p. 340</b> - Dramatize The Frog Prince  <b>Teacher's Guide p. 400</b> - Create a Class Book: "If I Were a Bird"  <b>Teacher's Guide p. 419</b> - Dinosaur Dance  <b>Teacher's Guide p. 427</b> - Write a Class Story  <b>Teacher's Guide p. 487</b> - Construction Center  <b>Teacher's Guide p. 487</b> - Dramatic Play Center  <b>Teacher's Guide pp. 492-493</b> - "I've Been Working on the Railroad"  <b>Teacher's Guide p. 499</b> - A Plane Ride  <b>Teacher's Guide p. 557</b> - Dramatic Play Center</p>

## Social and Emotional Development

### Relationships with Adults

**Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p>	<p><b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day  <b>Teacher's Guide Seasonal Holidays pp. 52-53</b> - Mother's Day  <b>Teacher's Guide p. 8</b> - Meet Gingerbread Boy  <b>Teacher's Guide p. 10</b> - Teacher's Literature Choice: First Day of School  <b>Teacher's Guide p. 14</b> - Story Review: The First Day of School  <b>Teacher's Guide p. 14</b> - "We're Happy" Class Book  <b>Teacher's Guide p. 19</b> - Learning Centers Activity  <b>Teacher's Guide p. 23</b> - What Animal Would You Bring to School?  <b>Teacher's Guide pp. 105-106</b> - Introduce Grandmother  <b>Teacher's Guide p. 111</b> - My Family  <b>Teacher's Guide pp. 112-113</b> - Helping Your Family  <b>Teacher's Guide p. 119</b> - Sharing Family Pictures</p>

## Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.	<b>Teacher's Guide p. 9</b> - Learning Centers Activity <b>Teacher's Guide p. 33</b> - Where is Gingerbread Boy? <b>Teacher's Guide p. 92</b> - "Where Are the Colors?" <b>Teacher's Guide p. 214</b> - Say "Thank You" <b>Teacher's Guide pp. 229-230</b> - Safety Inside School and On the Playground <b>Teacher's Guide p. 236</b> - Small, Medium, Large <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph <b>Teacher's Guide p. 279</b> - Warm Up Your Brain <b>Teacher's Guide p. 406</b> - Sink or Float? <b>Teacher's Guide p. 424</b> - Fossils <b>Teacher's Guide p. 427</b> - Write a Class Story <b>Teacher's Guide p. 493-494</b> - Introduce Yy, List Yy Words, ASL Yy <b>Teacher's Guide p. 521</b> - Warm Up Your Brain

## Relationships with other Children

### Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 56</b> - Friendship Quilt <b>Teacher's Guide p. 63</b> - "A-Tisket, A-Tasket" <b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher's Guide p. 431</b> - Recognizing Letters "My Turn, Your Turn" <b>Teacher's Guide p. 453</b> - What Happens After <b>Teacher's Guide p. 483</b> - Caboose on the Loose <b>Teacher's Guide p. 491</b> - Train Game <b>Teacher's Guide</b> - Learning Centers - (daily) <b>Teacher's Guide</b> - Outside Activities - (daily)

### Goal P-SE 4. Child engages in cooperative play with other children.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.	<b>Teacher's Guide Seasonal Holidays p. 6</b> - Peppermint Play Dough Leaf Prints <b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide p. 56</b> - Friendship Quilt <b>Teacher's Guide p. 127</b> - Dramatic Play Center <b>Teacher's Guide p. 168</b> - Share Chair (compliments others) <b>Teacher's Guide p. 229</b> - Safety: Inside School and On the Playground <b>Teacher's Guide p. 362</b> - Class Farm Book <b>Teacher's Guide p. 391</b> - Dramatic Play <b>Teacher's Guide p. 445</b> - Introduce <i>The Three Little Pigs</i> <b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i> <b>Teacher's Guide</b> - Learning Centers - (daily) <b>Teacher's Guide</b> - Outside Activities - (daily)



**Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.	<b>Teacher's Guide Seasonal Holidays p. 35</b> - Change the World <b>Teacher's Guide p. 107</b> - How Does the Little Red Hen Feel? <b>Teacher's Guide p. 109</b> - "Did Little Red Hen Do the Right Thing?" <b>Teacher's Guide p. 135</b> - The "Talking Stone" <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher's Guide pp. 397-398</b> - Ways People Feel <b>Teacher's Guide p. 400</b> - Sequence <i>The Ugly Duckling</i> <b>Teacher's Guide</b> - Learning Centers - (daily) <b>Teacher's Guide</b> - Outside Activities - (daily)

**Emotional Functioning**

**Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.	<b>Teacher's Guide p. 13</b> - Emotions: Happy <b>Teacher's Guide p. 16</b> - Emotions: Excited and Silly <b>Teacher's Guide p. 20</b> - Emotions: Sad, Angry, and Afraid <b>Teacher's Guide p. 42</b> - Review Emotions <b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends <b>Teacher's Guide pp. 165-166</b> Partner Sharing <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher's Guide pp. 397-398</b> - Ways People Feel <b>Teacher's Guide</b> - Learning Centers - (daily) <b>Teacher's Guide</b> - Outside Activities - (daily)

**Goal P-SE 7. Child expresses care and concern toward others.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.	<b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends <b>Teacher's Guide p. 102</b> - Computer Center <b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 192</b> - Gathering <b>Teacher's Guide p. 229</b> - Safety: Inside School and on the Playground <b>Teacher's Guide pp. 397-398</b> - Ways People Feel <b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i> <b>Teacher's Guide</b> - Learning Centers - (daily) <b>Teacher's Guide</b> - Outside Activities - (daily)

**Goal P-SE 8. Child manages emotions with increasing independence.\* (\* This is the same as P-ATL Goal 1)**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.	<b>Teacher's Guide Seasonal Holidays p. 53</b> - Mother's Day Tea <b>Teacher's Guide p. 13</b> - Emotions: Happy <b>Teacher's Guide p. 16</b> - Emotions: Excited and Silly <b>Teacher's Guide p. 20</b> - Emotions: Sad, Angry, and Afraid <b>Teacher's Guide p. 42</b> - Review Emotions <b>Teacher's Guide p. 192</b> - Gathering <b>Teacher's Guide p. 362</b> - Class Farm Book <b>Teacher's Guide pp. 397-398</b> - Ways People Feel <b>Teacher's Guide</b> - Learning Centers - (daily) <b>Teacher's Guide</b> - Outside Activities - (daily)

## Sense of Identity and Belonging

**Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.	<p><b>Teacher's Guide Seasonal Holidays p. 33</b> - Black History Month</p> <p><b>Teacher's Guide Seasonal Holidays p. 33</b> - Different Eggs</p> <p><b>Teacher's Guide Seasonal Holidays p. 33</b> - Diversity Sheet</p> <p><b>Teacher's Guide Seasonal Holidays p. 26</b> - Chinese New Year</p> <p><b>Teacher's Guide Seasonal Holidays p. 49</b> - Cinco de Mayo</p> <p><b>Teacher's Guide p. 22</b> - Share Photo Pages</p> <p><b>Teacher's Guide p. 65</b> - Gathering</p> <p><b>Teacher's Guide p. 70</b> - Share Chair</p> <p><b>Teacher's Guide p. 84</b> - <i>Draw Dragon Dot Eyes and other Chinese Fables</i></p> <p><b>Teacher's Guide p. 88</b> - Eye Color Graph</p> <p><b>Teacher's Guide pp. 105-106</b> - Introduce Grandmother</p> <p><b>Teacher's Guide p. 203</b> - Dramatic Play Center</p> <p><b>Teacher's Guide p. 203</b> - Library Center</p> <p><b>Teacher's Guide</b> - Learning Centers - (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities - (daily)</p> <p><b>Starfall.com</b> - Talking Library: <i>Ruby Bridges</i></p>

**Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.	<p><b>Teacher's Guide p. 128</b> - Discovery Center</p> <p><b>Teacher's Guide p. 144</b> - Review /t/</p> <p><b>Teacher's Guide pp. 165-166</b> - Partner Sharing: Community Helpers</p> <p><b>Teacher's Guide p. 310</b> - Class Story: Space Trip</p> <p><b>Teacher's Guide p. 351</b> - Create a Class Farm Book</p> <p><b>Teacher's Guide p. 429</b> - Create Dinosaurs</p> <p><b>Teacher's Guide p. 443</b> - Things I Can Build</p> <p><b>Teacher's Guide p. 445</b> - Introduce <i>The Three Little Pigs</i></p> <p><b>Teacher's Guide p. 501</b> - Class Travel Journal</p> <p><b>Teacher's Guide p. 517</b> - Create Handprint Poem Gifts</p> <p><b>Teacher's Guide p. 545</b> - Write About Grass Plants</p> <p><b>Teacher's Guide</b> - Learning Centers (daily)</p> <p><b>Teacher's Guide</b> - Small Group &amp; Exploration (daily)</p> <p><b>Teacher's Guide</b> - Outside Activities (daily)</p>

**Goal P-SE 11. Child has sense of belonging to family, community, and other groups.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.	<p><b>Teacher's Guide Seasonal Holidays pp. 8-9</b> - Grandparent's Day</p> <p><b>Teacher's Guide p. 105</b> - Introduce Grandmother</p> <p><b>Teacher's Guide p. 108</b> - Design a House</p> <p><b>Teacher's Guide p. 111</b> - Teacher's Literature Choice: Families</p> <p><b>Teacher's Guide p. 111</b> - My Family</p> <p><b>Teacher's Guide pp. 112-113</b> - Helping Your Family</p> <p><b>Teacher's Guide p. 116</b> - "The Farmer in the Dell"</p> <p><b>Teacher's Guide p. 119</b> - Sharing Family Pictures</p> <p><b>Teacher's Guide p. 121</b> - Teacher's Literature Choice: Grandmothers</p> <p><b>Teacher's Guide pp. 129-130</b> - Introduce Neighbors and Community</p>



**Language and Literacy**  
**Language and Communication**  
**Attending and Understanding**

**Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.	<b>Teacher's Guide p. 14</b> - Story Review: The First Day of School <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 257</b> - Introduce Weather <b>Teacher's Guide p. 286-287</b> - Introduce Autumn <b>Teacher's Guide p. 306</b> - <i>Reach for the Stars</i> <b>Teacher's Guide p. 351</b> - Introduce "The Little Rooster" <b>Teacher's Guide p. 359</b> - Milk a Cow! <b>Teacher's Guide p. 362</b> - Class Farm Book <b>Teacher's Guide p. 374</b> - Compare and Contrast Habitats <b>Teacher's Guide p. 383</b> - Review Pets, Animals, and Wild Animals <b>Teacher's Guide p. 515</b> - Things We Can Do

**Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.	<b>Teacher's Guide pp. 55</b> - Introduce "Mr. Bunny's Carrot Soup" <b>Teacher's Guide p. 135</b> - The "Talking Stone" <b>Teacher's Guide p. 259</b> - Who, What, When, Where, Why, and How <b>Teacher's Guide pp. 279-280</b> - Day and Night <b>Teacher's Guide p. 288</b> - Hibernation <b>Teacher's Guide p. 301</b> - Introduce Earth <b>Teacher's Guide p. 304</b> - The Solar System <b>Teacher's Guide p. 349</b> - Farm Animals <b>Teacher's Guide p. 374</b> - Compare and Contrast Habitats <b>Teacher's Guide p. 494</b> - Introduce <i>A Tale of Two Engines</i> <b>Starfall.com</b> - Talking Library

**Communicating and Speaking**

**Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.	<b>Teacher's Guide p. 22</b> - Share Photo Pages <b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1 <b>Teacher's Guide p. 160</b> - What I Want to Be <b>Teacher's Guide p. 168</b> - Share Chair: Community Helpers <b>Teacher's Guide p. 214</b> - Say "Thank You" <b>Teacher's Guide pp. 229-230</b> - Safety: Inside School and On the Playground <b>Teacher's Guide pp. 237-238</b> - Safety: Tub and Shower and At the Pool <b>Teacher's Guide p. 282</b> - Pajama Fashion Show <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart <b>Teacher's Guide p. 480</b> - Review Letters and ASL Signs

**Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.	<b>Teacher's Guide pp. 57-58</b> - It's Raining! <b>Teacher's Guide p. 69</b> - Review Rules <b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide p. 92</b> - "Where Are the Colors?" <b>Teacher's Guide p. 114</b> - Little Red Hen Makes Pancakes <b>Teacher's Guide p. 135</b> - The "Talking Stone"

**Teacher's Guide pp. 165-166** - Partner Sharing: Community Helpers  
**Teacher's Guide p. 259** - Story Time  
**Teacher's Guide p. 313** - Pre-K Book Club  
**Teacher's Guide p. 333** - Real or Make Believe

**Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.	<b>Teacher's Guide pp. 16-17</b> - Read <i>The Gingerbread Boy</i> <b>Teacher's Guide p. 19</b> - Learning Centers Activity <b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank You" <b>Teacher's Guide p. 63</b> - "A-Ticket, A-Tasket" <b>Teacher's Guide pp. 86-87</b> - Introduce Blue and Purple <b>Teacher's Guide pp. 143-144</b> - Vehicles and Buildings <b>Teacher's Guide p. 207</b> - "One Rice Thousand Gold" <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher's Guide p. 526</b> - Compare and Contrast <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels

**Vocabulary**

**Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.	<b>Teacher's Guide pp. 231-232</b> - Introduce <i>Goldilocks and the Three Bears</i> <b>Teacher's Guide pp. 286-287</b> - Introduce Autumn <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart <b>Teacher's Guide p. 360</b> - Sequence <i>The Troll Who Lived Under the Bridge</i> <b>Teacher's Guide p. 374</b> - Compare and Contrast Habitats <b>Teacher's Guide p. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i> <b>Teacher's Guide p. 445</b> - Introduce <i>The Three Little Pigs</i> <b>Teacher's Guide p. 469</b> - Introduce <i>The Cobbler and the Elves</i> <b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i> <b>Teacher's Guide p. 564</b> - Introduce <i>The Ant and the Chrysalis</i>

**Goal P-LC 7. Child shows understanding of word categories and relationships among words.**

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.	<b>Teacher's Guide p. 20</b> - Emotions: Sad, Angry, and Afraid <b>Teacher's Guide p. 61</b> - Warm Up Your Brain <b>Teacher's Guide p. 105</b> - Warm Up Your Brain <b>Teacher's Guide pp. 143-144</b> - Vehicles and Buildings <b>Teacher's Guide p. 209</b> - Categorizing Healthy and Unhealthy <b>Teacher's Guide p. 291</b> - "My Favorite Season" Chart <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals <b>Teacher's Guide p. 526</b> - Compare and Contrast <b>Teacher's Guide p. 537</b> - Seeds <b>Teacher's Guide p. 546</b> - Fruits and Vegetables

## Literacy

### Phonological Awareness

**Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.	<b>Teacher's Guide p. 82</b> - Gathering <b>Teacher's Guide p. 89</b> - Gathering <b>Teacher's Guide p. 92</b> - Gathering <b>Teacher's Guide p. 113</b> - Phonological Awareness: Blend Onset and Rime <b>Teacher's Guide p. 117</b> - Phonological Awareness: Blend Syllables <b>Teacher's Guide p. 120</b> - Phonological Awareness: Rhyming Words <b>Teacher's Guide p. 138</b> - Phonological Awareness <b>Teacher's Guide p. 144</b> - Phonological Awareness: Discriminating /t/ <b>Teacher's Guide p. 162</b> - Phonological Awareness: Onset and Rime <b>Teacher's Guide p. 182</b> - Phonological Awareness: Rhyming Words <b>Teacher's Guide p. 219</b> - Phonological Awareness: Rhyming Words <b>Teacher's Guide p. 356</b> - Phonemic Awareness: Blending CVC <b>Teacher's Guide p. 378</b> - Phonological Awareness: Blend Phonemes <b>Teacher's Guide p. 407</b> - Rhyming Words: "Down by the Bay" <b>Teacher's Guide p. 457</b> - Phonological Awareness: Blending Onset and Rime

### Print and Alphabet Knowledge

**Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	<b>Teacher's Guide p. 12</b> - Introduce <i>Nursery Rhymes</i> <b>Teacher's Guide pp. 17-18</b> - Read <i>The Gingerbread Boy</i> <b>Teacher's Guide p. 76</b> - Library Center <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i> <b>Teacher's Guide p. 178</b> - Library Center <b>Teacher's Guide pp. 183-184</b> - Introduce <i>Chicken Little</i> <b>Teacher's Guide p. 277</b> - Library Center <b>Teacher's Guide p. 286</b> - Phonological Awareness: Words in a Sentence <b>Teacher's Guide p. 324</b> - Library Center <b>Teacher's Guide p. 399</b> - Introduce Dd, List Dd Words, ASL Dd

**Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.	<b>Teacher's Guide p. 39</b> - Gathering <b>Teacher's Guide p. 78</b> - Gathering <b>Teacher's Guide p. 113</b> - List Bb Words, ASL Bb <b>Teacher's Guide p. 214</b> - Play Concentration <b>Teacher's Guide p. 216</b> - Identify Aa, Bb, Nn, Ss, and Tt <b>Teacher's Guide p. 219</b> - Play "Say it Fast" with Aa, Bb, Nn, Ss, and Tt <b>Teacher's Guide p. 312</b> - Review Cc/k/ <b>Teacher's Guide p. 339</b> - Alphabet Bingo <b>Teacher's Guide p. 354</b> - Match Upper and Lowercase Letters <b>Teacher's Guide p. 457</b> - Review Letters and Sounds <b>Teacher's Guide p. 480</b> - Review Letters and ASL Signs <b>Teacher's Guide p. 582</b> - Play Alphabet Toss <b>Teacher's Guide p. 588</b> - Identify Upper and Lowercase Letters

## Comprehension and Text Structure

**Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
<p>Retells 2–3 key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ...and then.</p>	<p><b>Teacher’s Guide p. 64</b> - “Mr. Bunny’s Carrot Soup” Characters  <b>Teacher’s Guide p. 187</b> - What Would You Do?  <b>Teacher’s Guide pp. 235-236</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 290-291</b> - Read <i>How the Turtle cracked its Shell</i>  <b>Teacher’s Guide p. 298</b> - Library Center  <b>Teacher’s Guide p. 360</b> - Sequence <i>The Troll Who Lived Under the Bridge</i>  <b>Teacher’s Guide p. 449</b> - Sequence <i>The Three Little Pigs</i>  <b>Teacher’s Guide p. 456</b> - <i>The Three Little Pigs</i> Puppet Show  <b>Teacher’s Guide p. 548</b> - Dramatize <i>The Turnip</i>  <b>Teacher’s Guide p. 570</b> - Sequence <i>The Ant and the Chrysalis</i></p>

**Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
<p>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p>	<p><b>Teacher’s Guide p. 80</b> - Introduce <i>Draw Dragon Dot Eyes</i>  <b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i>  <b>Teacher’s Guide p. 220</b> - Dramatize “One Rice Thousand Gold”  <b>Teacher’s Guide p. 259</b> - Who, Where, When, What, Why, and How  <b>Teacher’s Guide p. 303</b> - <i>Why the Sun and the Moon Live in the Sky</i>  <b>Teacher’s Guide p. 306</b> - <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 351</b> - Introduce “The Little Rooster”  <b>Teacher’s Guide p. 395</b> - Introduce <i>The Ugly Duckling</i>  <b>Teacher’s Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i>  <b>Teacher’s Guide p. 494</b> - Introduce <i>A Tale of Two Engines</i></p>

## Writing

**Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
<p>Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p>	<p><b>Teacher’s Guide p. 51</b> - Writing Center  <b>Teacher’s Guide p. 68</b> - Introduce Writing Journals  <b>Teacher’s Guide p. 126</b> - Art Center  <b>Teacher’s Guide p. 151</b> - Writing Center  <b>Teacher’s Guide p. 164</b> - Review Bb, Nn, and Tt  <b>Teacher’s Guide p. 284</b> - Stuffed Animal Imaginations  <b>Teacher’s Guide p. 376</b> - Draw Animals in Their Habitats  <b>Teacher’s Guide p. 416</b> - Writing Center  <b>Teacher’s Guide p. 564</b> - Creative Writing  <b>Teacher’s Guide p. 589</b> - Create a Class Book for Gingerbread Boy</p>

**Cognition**  
**Math Development**  
**Counting and Cardinality**

**Goal P-MATH 1. Child knows number names and the count sequence.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Says or signs more number words in sequence.	<b>Teacher's Guide Seasonal Holidays p. 6</b> - Leaf Sorting and Counting <b>Teacher's Guide p. 91</b> - Let's Eat Sorting Activity <b>Teacher's Guide p. 165</b> - Warm Up Your Brain <b>Teacher's Guide p. 279</b> - Gathering <b>Teacher's Guide p. 326</b> - Math Center <b>Teacher's Guide p. 358</b> - Estimation <b>Teacher's Guide p. 359</b> - Milk a Cow <b>Teacher's Guide p. 371</b> - Warm Up Your Brain <b>Teacher's Guide p. 373</b> - Make Animal Sets <b>Starfall.com</b> - Math: Numbers

**Goal P-MATH 2. Child recognizes the number of objects in a small set.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Quickly recognizes the number of objects in a small set (referred to as "subitizing").	<b>Teacher's Guide p. 37</b> - "Five Gingerbread Men" <b>Teacher's Guide p. 128</b> - Math Center <b>Teacher's Guide p. 132</b> - Introduce Money <b>Teacher's Guide p. 287</b> - Numbers Everywhere <b>Teacher's Guide p. 382</b> - Count Animal Sets <b>Teacher's Guide p. 396</b> - Play "High or Low" <b>Teacher's Guide p. 491</b> - Train Game <b>Teacher's Guide p. 524</b> - Solve Story Problem Equations <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels <b>Starfall.com</b> - Math: Numbers 1-3

**Goal P-MATH 3. Child understands the relationship between numbers and quantities.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).	<b>Teacher's Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math <b>Teacher's Guide pp. 36-37</b> - Analyze the Spice Graph <b>Teacher's Guide p. 37</b> - "Five Gingerbread Men" <b>Teacher's Guide p. 38</b> - Gingerbread Boy Characters <b>Teacher's Guide p. 38</b> - One-to-One Correspondence <b>Teacher's Guide p. 382</b> - Count Animal Sets <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels <b>Teacher's Guide p. 536</b> - Math Center <b>Teacher's Guide p. 565</b> - Create Patterns <b>Teacher's Guide p. 567</b> - Create the Butterfly Cycle <b>Teacher's Guide p. 549</b> - Graph Fruits and Vegetables <b>Teacher's Guide p. 581</b> - Graph Learning Centers

**Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.	<b>Teacher's Guide p. 81</b> - Make an Age Collage <b>Teacher's Guide p. 104</b> - Math Center <b>Teacher's Guide p. 132</b> - Introduce Money <b>Teacher's Guide p. 152</b> - Math Center <b>Teacher's Guide p. 180</b> - Math Center <b>Teacher's Guide p. 208</b> - Solve Story Problems <b>Teacher's Guide p. 287</b> - Numbers Everywhere



	<p><b>Teacher's Guide p. 348</b> - Math Center  <b>Teacher's Guide p. 370</b> - Math Center  <b>Teacher's Guide p. 377</b> - Estimate Frog Hops  <b>Teacher's Guide p. 392</b> - Math Center  <b>Teacher's Guide p. 416</b> - Writing Center  <b>Teacher's Guide p. 489</b> - Introduce Transportation</p>
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**Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.	<p><b>Teacher's Guide p. 37</b> - "Five Gingerbread Men"  <b>Teacher's Guide p. 208</b> - Solve Story Problems  <b>Teacher's Guide p. 282</b> - Count Animal Sets  <b>Teacher's Guide p. 380</b> - Count Wild Animals  <b>Teacher's Guide p. 382</b> - Count Animal Sets  <b>Teacher's Guide p. 469</b> - Addition and Subtraction  <b>Teacher's Guide p. 524</b> - Solve Story Problems  <b>Teacher's Guide p. 528</b> - Learn About Pennies and Nickels  <b>Starfall.com:</b> Addition and Subtraction: "Addition Intro"  <b>Starfall.com:</b> Addition and Subtraction: "Subtraction Intro"  <b>Starfall.com:</b> Addition and Subtraction:</p>

**Goal P-MATH 7. Child understands simple patterns.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.	<p><b>Teacher's Guide Seasonal Holidays p. 6</b> - Fall Paper Chains  <b>Teacher's Guide Seasonal Holidays p. 49</b> - ABC Pattern  <b>Teacher's Guide p. 232</b> - Create a Pattern  <b>Teacher's Guide p. 256</b> - Math Center  <b>Teacher's Guide p. 278</b> - Math Center  <b>Teacher's Guide p. 290</b> - Make Patterns with Coins  <b>Teacher's Guide p. 300</b> - Math Center  <b>Teacher's Guide p. 311</b> - 3-D Geometric Shapes  <b>Teacher's Guide p. 488</b> - Math Center  <b>Teacher's Guide p. 565</b> - Create Patterns</p>

**Measurement**

**Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.	<p><b>Teacher's Guide Seasonal Holidays p. 10</b> - Weighing an Apple  <b>Teacher's Guide Seasonal Holidays p. 15</b> - Pumpkin Math  <b>Teacher's Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math  <b>Teacher's Guide p. 217</b> - How Tall are You?  <b>Teacher's Guide p. 218</b> - Order and Compare Short to Tall  <b>Teacher's Guide p. 231</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher's Guide p. 236</b> - Small, Medium, Large  <b>Teacher's Guide p. 309</b> - Measure Rockets  <b>Teacher's Guide p. 536</b> - Math Center  <b>Teacher's Guide p. 417</b> - Introduce <i>Dinosaurs!</i>  <b>Teacher's Guide p. 419</b> - Create Dinosaur Footprints  <b>Teacher's Guide p. 446</b> - Heavy or Light?  <b>Teacher's Guide p. 450</b> - Measure Height  <b>Teacher's Guide p. 491</b> - Train Game  <b>Teacher's Guide p. 523</b> - Compare Sizes</p>

## Geometry and Spatial Sense

**Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.	<b>Teacher's Guide Seasonal Holidays p. 47</b> - Recycling Activities for Math <b>Teacher's Guide p. 40</b> - Compare Shapes <b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy <b>Teacher's Guide pp. 66-67</b> - Where's the Shape <b>Teacher's Guide p. 77</b> - Discovery Center <b>Teacher's Guide p. 77</b> - Construction Center <b>Teacher's Guide p. 108</b> - Design a House <b>Teacher's Guide p. 256</b> - Math Center <b>Teacher's Guide p. 311</b> - 3-D Geometric Shapes <b>Teacher's Guide p. 542</b> - Play Dough Shapes <b>Teacher's Guide p. 561</b> - Shape Orientation

**Goal P-MATH 10. Child explores the positions of objects in space.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."	<b>Teacher's Guide Seasonal Holidays p. 6</b> - Leaf Oral Language <b>Teacher's Guide p. 18</b> - Warm Up Your Brain <b>Teacher's Guide p. 47</b> - Outside Activity "Simon Says" <b>Teacher's Guide p. 123</b> - Outside Activity - "Red Light, Green Light" <b>Teacher's Guide p. 129</b> - Warm Up Your Brain <b>Teacher's Guide p. 335</b> - Follow Directional Words <b>Teacher's Guide p. 365</b> - Outside Activity "Run, Hop, Slither" <b>Teacher's Guide p. 442</b> - Math Center <b>Teacher's Guide p. 467</b> - Warm Up Your Brain <b>Teacher's Guide p. 492</b> - "I've Been Working on the Railroad" <b>Teacher's Guide p. 502</b> - Shape Game <b>Teacher's Guide p. 549</b> - Warm Up Your Brain

## Scientific Reasoning

### Scientific Inquiry

**Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.	<b>Teacher's Guide Seasonal Holidays p. 5</b> - The Listening Walk <b>Teacher's Guide Seasonal Holidays p. 6</b> - Fall Tree <b>Teacher's Guide Seasonal Holidays p. 7</b> - Fall Walk <b>Teacher's Guide Seasonal Holidays p. 38</b> - Evaporation <b>Teacher's Guide pp. 181-182</b> - The Five Senses <b>Teacher's Guide pp. 185-186</b> - Senses Walk <b>Teacher's Guide p. 195</b> - Use Your Senses: What's in the Bag? <b>Teacher's Guide p. 204</b> - Discovery Center <b>Teacher's Guide p. 260</b> - How Clouds Are Formed <b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" Graph

**Goal P-SCI 2. Child engages in scientific talk.**

Head Start Performance Standards	Starfall Pre-K 4 Alignment
Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words.	<b>Teacher's Guide p. 257</b> - Introduce Weather <b>Teacher's Guide p. 268</b> - Introduce Thermometers <b>Teacher's Guide pp. 269-270</b> - Weather Riddles <b>Teacher's Guide p. 288</b> - Hibernation <b>Teacher's Guide p. 304</b> - The Solar System <b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i>

	<p><b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats  <b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i>  <b>Teacher’s Guide p. 424</b> - Fossils  <b>Teacher’s Guide p. 562</b> - Introduce the Butterfly Life Cycle</p>
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**Goal P-SCI 3. Child compares and categorizes observable phenomena.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Sorting  <b>Teacher’s Guide Seasonal Holidays p.11</b> - Apple Sort  <b>Teacher’s Guide Seasonal Guide p. 47</b> - Recycling Activities  <b>Teacher’s Guide p. 180</b> - Discovery Center  <b>Teacher’s Guide p. 330</b> - “Read the Pets Chart”  <b>Teacher’s Guide p. 361</b> - Compare Small, Medium, and Large  <b>Teacher’s Guide p. 383</b> - Review Pets, farm Animals, and Wild Animals  <b>Teacher’s Guide p. 406</b> - Sink or Float?  <b>Teacher’s Guide p. 416</b> - Discovery Center  <b>Teacher’s Guide p. 446</b> - Heavy or Light  <b>Teacher’s Guide p. 466</b> - Discovery Center  <b>Teacher’s Guide p. 536</b> - Math Center</p>

**Reasoning and Problem Solving**

**Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Asks more complex questions. Uses other sources besides adults to gather information, such as books, or other experts. Uses background knowledge and experiences to make predictions.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 15</b> - Science (seeds)  <b>Teacher’s Guide p. 260</b> - How Clouds Are Formed  <b>Teacher’s Guide p. 304</b> - The Solar System  <b>Teacher’s Guide p. 309</b> - Review Reach for the Stars  <b>Teacher’s Guide p. 401</b> - Introduce Ocean Animals  <b>Teacher’s Guide p. 417</b> - Introduce <i>Dinosaurs!</i>  <b>Teacher’s Guide p. 537</b> - Seeds  <b>Teacher’s Guide pp. 542-543</b> - Introduce “Mr. Bunny’s Carrot Soup”/  Carrot Experiment  <b>Teacher’s Guide</b> - Discovery Center (daily)</p>

**Goal P-SCI 5. Child plans and conducts investigations and experiments.**

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 10</b> - Sink or Float?  <b>Teacher’s Guide Seasonal Holidays p. 34</b> - Be an Inventor  <b>Teacher’s Guide Seasonal Holidays p. 38</b> - Measuring Rainfall  <b>Teacher’s Guide p. 446</b> - Heavy or Light?  <b>Teacher’s Guide p. 475</b> - Predictions: Roll or Slide  <b>Teacher’s Guide p. 476</b> - Estimate Rolling Speed  <b>Teacher’s Guide p. 540</b> - Miss MacDonald  <b>Teacher’s Guide pp. 542-543</b> - Introduce “Mr. Bunny’s Carrot Soup”/  Carrot Experiment  <b>Teacher’s Guide p. 543</b> - Carrot Experiment  <b>Teacher’s Guide p. 549</b> - Graph Favorite Fruits &amp; Vegetables</p>

## Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.	<b>Teacher's Guide p. 36</b> - Analyze the Spice Graph <b>Teacher's Guide p. 128</b> - Discover Center <b>Teacher's Guide p. 181</b> - Gathering (Forecast the Weather) <b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" Graph <b>Teacher's Guide p. 358</b> - Estimation <b>Teacher's Guide p. 359</b> - Milk a Cow! <b>Teacher's Guide p. 441</b> - Construction Center <b>Teacher's Guide p. 446</b> - Heavy or Light? <b>Teacher's Guide p. 475</b> - Predictions: Roll or Slide? <b>Teacher's Guide p. 476</b> - Estimate Rolling Speed

## **Perceptual, Motor, and Physical Development**

### **Gross Motor**

## Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Harvest Obstacle Course <b>Teacher's Guide Seasonal Holidays p. 39</b> - Jump Over the Puddle <b>Teacher's Guide p. 47</b> - "Simon Says" <b>Teacher's Guide p. 263</b> - Warm Up Your Brain <b>Teacher's Guide p. 411</b> - Move Like a Dinosaur <b>Teacher's Guide p. 427</b> - Warm Up Your Brain <b>Teacher's Guide p. 437</b> - Wolf's Dinner Time <b>Teacher's Guide p. 447</b> - Warm Up Your Brain <b>Teacher's Guide p. 467</b> - Warm Up Your Brain <b>Teacher's Guide p. 473</b> - Warm Up Your Brain <b>Teacher's Guide p. 483</b> - Caboose on the Loose

## Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.	<b>Teacher's Guide Seasonal Holidays p. 12</b> - Apple Toss <b>Teacher's Guide p. 25</b> - Outside Activity <b>Teacher's Guide p. 47</b> - "Simon Says" <b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide p. 57</b> - Warm Up Your Brain <b>Teacher's Guide p. 65</b> - Warm Up Your Brain <b>Teacher's Guide p. 137</b> - Warm Up Your Brain <b>Teacher's Guide p. 147</b> - Outside Activity <b>Teacher's Guide p. 304</b> - Warm Up Your Brain <b>Teacher's Guide p. 411</b> - Move Like a Dinosaur <b>Teacher's Guide p. 417</b> - Warm Up Your Brain <b>Teacher's Guide p. 437</b> - Follow the Leader <b>Teacher's Guide p. 509</b> - Alphabet Toss/Ball Toss

### **Fine Motor**

## Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.

<b>Head Start Performance Standards</b>	<b>Starfall Pre-K 4 Alignment</b>
Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.	<b>Teacher's Guide p. 32</b> - Design Sheep <b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy <b>Teacher's Guide p. 77</b> - Writing Center <b>Teacher's Guide p. 202</b> - Art Center

	<b>Teacher's Guide p. 204</b> - Writing Center <b>Teacher's Guide p. 226</b> - Art Center <b>Teacher's Guide p. 255</b> - Construction Center <b>Teacher's Guide p. 276</b> - Art Center <b>Teacher's Guide p. 392</b> - Discovery Center <b>Teacher's Guide p. 536</b> - Math Center
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## Health, Safety and Nutrition

### Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.</p>	<b>Teacher's Guide Seasonal Holidays p. 7</b> - Season Dress Up <b>Teacher's Guide Seasonal Holidays p. 31</b> - Valentine Estimation <b>Teacher's Guide p. 11</b> - Make Handprints <b>Teacher's Guide pp. 205-206</b> - Let's Stay Healthy <b>Teacher's Guide pp. 212-213</b> - Let's Stay Healthy: Germs <b>Teacher's Guide p. 215</b> - Let's Stay Healthy: Sleep and Water <b>Teacher's Guide p. 217</b> - Healthy Habits <b>Teacher's Guide p. 218</b> - Warm Up Your Brain <b>Teacher's Guide p. 269</b> - Warm Up Your Brain <b>Teacher's Guide</b> - Snack Time (daily)

### Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p>	<b>Teacher's Guide p. 53</b> - Introduce "Mr. Bunny's Carrot Soup" <b>Teacher's Guide p. 60</b> - Taste Vegetables <b>Teacher's Guide p. 78-79</b> - Introduce Red and Orange <b>Teacher's Guide p. 199</b> - Snack Suggestion <b>Teacher's Guide p. 209</b> - Categorizing Healthy and Unhealthy <b>Teacher's Guide p. 211</b> - My Healthy Food Classroom Book <b>Teacher's Guide p. 217</b> - Teacher's Literature Choice: Healthy Habits <b>Teacher's Guide p. 531</b> - Snack Suggestion <b>Teacher's Guide p. 535</b> - Dramatic Play <b>Teacher's Guide p. 546</b> - Fruits and Vegetables

### Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.

<i>Head Start Performance Standards</i>	<i>Starfall Pre-K 4 Alignment</i>
<p>Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.</p>	<b>Teacher's Guide p. 5</b> - Outside Activity - Safety Rules <b>Teacher's Guide p. 25</b> - Outside Activity - Review Safety Rules <b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide p. 69</b> - Review Rules <b>Teacher's Guide pp. 157-158</b> - Dialing 9-1-1 <b>Teacher's Guide p. 160</b> - Get Low and Go <b>Teacher's Guide pp. 229-230</b> - Safety: Inside School and On the Playground <b>Teacher's Guide pp. 233-234</b> - Safety: Talking a Walk, In a Car, and Wheels, Wheels, Wheels <b>Teacher's Guide pp. 237-238</b> - Safety: Tub and Shower and At the Pool <b>Teacher's Guide pp. 241-242</b> - Safety: Review Fire Safety and Introduce Strangers <b>Teacher's Guide p. 244</b> - Review Safety

\* The standards in this document were copied directly from Head Start Early Learning Outcomes Framework.