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.


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.

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher’s Guide p. 13 - Emotions: Happy</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 16 - Emotions: Excited and Silly</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 42 - Review Emotions</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 54 - Class Rules</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide pp. 58-59 - “Please” and “Thank You”</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel?</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?”</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 203 - Dramatic Play Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 239 - Goldilocks Story Emotions</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide pp. 397-398 - Ways People Feel</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide Seasonal Holidays p. 31 - Valentine Estimation</td>
</tr>
<tr>
<td></td>
<td>(cleaning hands)</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 9 - Learning Centers Activity</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 25 - Outside Activity</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 60 - Taste Vegetables</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 313 - Pre-K Book Club</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 387 - Outside Activity</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 416 - Math Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 424 - Fossils</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide - Learning Centers (daily)</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide - Small Group &amp; Exploration (daily)</td>
</tr>
</tbody>
</table>
### Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
<th><strong>Starfall Pre-K 4 Alignment</strong></th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 53 - The Friendship Ball  
Teacher’s Guide p. 90 - Make Fruit Salad  
Teacher’s Guide p. 91 - Finger Painting  
Teacher’s Guide p. 132 - Introduce Money  
Teacher’s Guide p. 135 - The “Talking Stone”  
Teacher’s Guide p. 178 - Art Center  
Teacher’s Guide p. 192 - Use Your Senses: Popcorn  
Teacher’s Guide p. 202 - Art Center  
Teacher’s Guide p. 277 - Construction Center  
Teacher’s Guide p. 368 - Art Center  
Teacher’s Guide p. 379 - Make Hand Print Trees  
Teacher’s Guide p. 406 - Sink or Float?  
Teacher’s Guide p. 446 - Heavy or Light?  
Teacher’s Guide p. 580 - Math Center  
Teacher’s Guide - Learning Centers (daily)  
Teacher’s Guide - Small Group & Exploration (daily) |

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

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
<th><strong>Starfall Pre-K 4 Alignment</strong></th>
</tr>
</thead>
</table>
| Manages own actions, words, and behavior with occasional support from adults. | Teacher’s Guide p. 16 - Emotions: Excited and Silly  
Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid  
Teacher’s Guide p. 67 - Friends  
Teacher’s Guide p. 239 - Goldilocks Story Emotions  
Teacher’s Guide pp. 397-398 - Ways People Feel  
Teacher’s Guide p. 431 - Recognizing Letters: “My Turn, Your Turn”  
Teacher’s Guide - Learning Centers (daily)  
Teacher’s Guide - Small Group & Exploration (daily)  
Teacher’s Guide - Outside Activities (daily) |

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

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

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

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
<th><strong>Starfall Pre-K 4 Alignment</strong></th>
</tr>
</thead>
</table>
| With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions. | Teacher’s Guide p. 64 - Create Character Puppets  
Teacher’s Guide p. 184 - Create Leaf Rubbings  
Teacher’s Guide pp. 185-186 - Senses Walk  
Teacher’s Guide p. 202 - Art Center  
Teacher’s Guide p. 254 - Art Center  
Teacher’s Guide p. 416 - Writing Center  
Teacher’s Guide p. 426 - Create Dinosaur Skeletons  
Teacher’s Guide p. 582 - Play Alphabet Toss |
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.

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

Goal P-ATL 7. Child persists in tasks

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide p. 32 - Design Sheep  
Teacher's Guide p. 41 - Decorate Gingerbread Boy  
Teacher's Guide p. 68 - Introduce Writing Journals  
Teacher's Guide p. 81 - Make an Art Collage  
Teacher's Guide p. 91 - Finger Painting  
Teacher's Guide p. 139 - Create a Neighborhood Scene  
Teacher's Guide p. 32 - Design Sheep  
Teacher's Guide p. 41 - Decorate Gingerbread Boy  
Teacher's Guide p. 68 - Introduce Writing Journals  
Teacher's Guide p. 81 - Make an Art Collage  
Teacher's Guide p. 91 - Finger Painting  
Teacher's Guide p. 139 - Create a Neighborhood Scene  
Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers  
Teacher's Guide p. 184 - Create Leaf Rubbings  
Teacher's Guide p. 208 - Solve Story Problems  
Teacher's Guide p. 211 - My Healthy Food Classroom Book  
Teacher's Guide p. 212 - Let's Stay Healthy: Germs  
Teacher's Guide p. 262 - Make Weather Plates  
Teacher's Guide p. 268 - Create Rainy Day Illustrations  
Teacher's Guide p. 281 - Create Paper Suns  
Teacher's Guide p. 449 - Construct a House  
Teacher's Guide p. 580 - Discovery Center  
Teacher's Guide - Small Group & Exploration (daily)  
Teacher's Guide - Learning Centers (daily) |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| Holds an increasing amount of information in mind in order to successfully complete tasks. | Teacher's Guide pp. 66-67 - “Where’s the Shape?”  
Teacher's Guide p. 211 - My Healthy Food Classroom Book  
Teacher's Guide p. 244 - Review Safety  
Teacher's Guide p. 351 - Create a Class Farm Book  
Teacher's Guide p. 430 - “Dinosaur, Dinosaur” and “True or Not True”  
Teacher's Guide p. 449 - Sequence The Three Little Pigs |
### Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 54 - Class Rules  
Teacher’s Guide p. 77 - Math Center  
Teacher’s Guide p. 128 - Discovery Center  
Teacher’s Guide p. 129 - Gathering  
Teacher’s Guide p. 144 - Review /t/  
Teacher’s Guide p. 324 - Art Center  
Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals  
Teacher’s Guide p. 396 - Play “High or Low”  
Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn”  
Teacher’s Guide p. 473 - Big Machines  
Teacher’s Guide p. 476 - Estimate Rolling Speed  
Teacher’s Guide p. 488 - Discovery Center  
Teacher’s Guide p. 514 - Math Center  
Teacher’s Guide p. 536 - Discovery Center  
Teacher’s Guide - Small Group & Exploration (daily) |

### Initiative and Curiosity

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

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

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

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

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

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
<th><strong>Starfall Pre-K 4 Alignment</strong></th>
</tr>
</thead>
</table>
| Communicates creative ideas and actions both with and without prompting from adults. | Teacher's Guide Seasonal Holidays p. 6 - Fall Collage  
Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing  
Teacher's Guide Seasonal Holidays p. 24 - Snow Glitter Pictures  
Teacher's Guide p. 68 - Introduce Writing Journals  
Teacher's Guide p. 103 - Dramatic Play Center  
Teacher's Guide p. 112 - Helping Your Family  
Teacher's Guide p. 197 - Dramatize “Chicken Little”  
Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears  
Teacher's Guide p. 245 - Dramatize Goldilocks and the Three Bears  
Teacher's Guide p. 277 - Construction Center  
Teacher's Guide p. 427 - Write a Class Story  
Teacher's Guide p. 501 - Class Travel Journal |

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

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
<th><strong>Starfall Pre-K 4 Alignment</strong></th>
</tr>
</thead>
</table>
Teacher's Guide p. 340 - Dramatize The Frog Prince  
Teacher's Guide p. 400 - Create a Class Book: “If I Were a Bird”  
Teacher's Guide p. 419 - Dinosaur Dance  
Teacher's Guide p. 427 - Write a Class Story  
Teacher's Guide p. 487 - Construction Center  
Teacher's Guide p. 487 - Dramatic Play Center  
Teacher's Guide p. 499 - A Plane Ride  
Teacher's Guide p. 557 - Dramatic Play Center |

## Social and Emotional Development

### Relationships with Adults

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

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
<th><strong>Starfall Pre-K 4 Alignment</strong></th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day  
Teacher's Guide Seasonal Holidays pp. 52-53 - Mother’s Day  
Teacher's Guide p. 8 - Meet Gingerbread Boy  
Teacher's Guide p. 10 - Teacher’s Literature Choice: First Day of School  
Teacher's Guide p. 14 - “We’re Happy” Class Book  
Teacher's Guide p. 19 - Learning Centers Activity  
Teacher's Guide p. 23 - What Animal Would You Bring to School?  
Teacher's Guide pp. 105-106 - Introduce Grandmother  
Teacher's Guide p. 111 - My Family  
Teacher's Guide pp. 112-113 - Helping Your Family  
Teacher's Guide p. 119 - Sharing Family Pictures |
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide p. 9 - Learning Centers Activity  
Teacher's Guide p. 33 - Where is Gingerbread Boy?  
Teacher's Guide p. 92 - “Where Are the Colors?”  
Teacher's Guide pp. 229-230 - Safety Inside School and On the Playground  
Teacher's Guide p. 236 - Small, Medium, Large  
Teacher's Guide p. 259 - “Who Likes the Rain?” Graph  
Teacher's Guide p. 279 - Warm Up Your Brain  
Teacher's Guide p. 406 - Sink or Float?  
Teacher's Guide p. 424 - Fossils  
Teacher's Guide p. 427 - Write a Class Story  
Teacher's Guide p. 493-494 - Introduce Yy, List Yy Words, ASL Yy  
Teacher's Guide p. 521 - Warm Up Your Brain |

Relationships with other Children

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide p. 53 - The Friendship Ball  
Teacher's Guide p. 56 - Friendship Quilt  
Teacher's Guide p. 70 - Share Chair  
Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers  
Teacher's Guide p. 431 - Recognizing Letters “My Turn, Your Turn”  
Teacher's Guide p. 453 - What Happens After  
Teacher's Guide p. 483 - Caboose on the Loose  
Teacher's Guide p. 491 - Train Game  
Teacher's Guide - Learning Centers - (daily)  
Teacher's Guide - Outside Activities - (daily) |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide Seasonal Holidays p. 6 - Peppermint Play Dough  
Leaf Prints  
Teacher's Guide p. 54 - Class Rules  
Teacher's Guide p. 56 - Friendship Quilt  
Teacher's Guide p. 127 - Dramatic Play Center  
Teacher's Guide p. 168 - Share Chair (compliments others)  
Teacher's Guide p. 229 - Safety: Inside School and On the Playground  
Teacher's Guide p. 362 - Class Farm Book  
Teacher's Guide p. 391 - Dramatic Play  
Teacher's Guide p. 445 - Introduce The Three Little Pigs  
Teacher's Guide p. 582 - Review The Little Red Hen  
Teacher's Guide - Learning Centers - (daily)  
Teacher's Guide - Outside Activities - (daily) |
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide Seasonal Holidays p. 35 - Change the World  
Teacher’s Guide p. 107 - How Does the Little Red Hen Feel?  
Teacher’s Guide p. 135 - The “Talking Stone”  
Teacher’s Guide p. 239 - Goldilocks Story Emotions  
Teacher’s Guide pp. 397-398 - Ways People Feel  
Teacher’s Guide p. 400 - Sequence The Ugly Duckling  
Teacher’s Guide - Learning Centers - (daily)  
Teacher’s Guide - Outside Activities - (daily) |

Emotional Functioning

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 13 - Emotions: Happy  
Teacher’s Guide p. 16 - Emotions: Excited and Silly  
Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid  
Teacher’s Guide p. 42 - Review Emotions  
Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends  
Teacher’s Guide pp. 165-166 Partner Sharing  
Teacher’s Guide p. 239 - Goldilocks Story Emotions  
Teacher’s Guide pp. 397-398 - Ways People Feel  
Teacher’s Guide - Learning Centers - (daily)  
Teacher’s Guide - Outside Activities - (daily) |

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

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

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide Seasonal Holidays p. 53 - Mother’s Day Tea  
Teacher’s Guide p. 13 - Emotions: Happy  
Teacher’s Guide p. 16 - Emotions: Excited and Silly  
Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid  
Teacher’s Guide p. 42 - Review Emotions  
Teacher’s Guide p. 192 - Gathering  
Teacher’s Guide p. 362 - Class Farm Book  
Teacher’s Guide pp. 397-398 - Ways People Feel  
Teacher’s Guide - Learning Centers - (daily)  
Teacher’s Guide - 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.**

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

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide p. 128 - Discovery Center  
Teacher's Guide p. 144 - Review /t/  
Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers  
Teacher's Guide p. 310 - Class Story: Space Trip  
Teacher's Guide p. 351 - Create a Class Farm Book  
Teacher's Guide p. 429 - Create Dinosaurs  
Teacher's Guide p. 443 - Things I Can Build  
Teacher's Guide p. 445 - Introduce The Three Little Pigs  
Teacher's Guide p. 501 - Class Travel Journal  
Teacher's Guide p. 517 - Create Handprint Poem Gifts  
Teacher's Guide p. 545 - Write About Grass Plants  
Teacher's Guide - Learning Centers (daily)  
Teacher's Guide - Small Group & Exploration (daily)  
Teacher's Guide - Outside Activities (daily) |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide Seasonal Holidays pp. 8-9 - Grandparent's Day  
Teacher's Guide p. 105 - Introduce Grandmother  
Teacher's Guide p. 108 - Design a House  
Teacher's Guide p. 111 - Teacher's Literature Choice: Families  
Teacher's Guide p. 111 - My Family  
Teacher's Guide pp. 112-113 - Helping Your Family  
Teacher's Guide p. 119 - Sharing Family Pictures  
Teacher's Guide p. 121 - Teacher's Literature Choice: Grandmothers  
Teacher's Guide pp. 129-130 - Introduce Neighbors and Community |
**Language and Literacy**

**Language and Communication**

**Attending and Understanding**

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed. | Teacher's Guide p. 14 - Story Review: The First Day of School  
Teacher's Guide p. 257 - Introduce Weather  
Teacher's Guide p. 286-287 - Introduce Autumn  
Teacher's Guide p. 306 - Reach for the Stars  
Teacher's Guide p. 351 - Introduce “The Little Rooster”  
Teacher's Guide p. 359 - Milk a Cow  
Teacher's Guide p. 362 - Class Farm Book  
Teacher's Guide p. 374 - Compare and Contrast Habitats  
Teacher's Guide p. 515 - Things We Can Do |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately. | Teacher's Guide pp. 55 - Introduce “Mr. Bunny’s Carrot Soup”  
Teacher's Guide p. 135 - The “Talking Stone”  
Teacher's Guide pp. 279-280 - Day and Night  
Teacher's Guide p. 288 - Hibernation  
Teacher's Guide p. 301 - Introduce Earth  
Teacher's Guide p. 304 - The Solar System  
Teacher's Guide p. 349 - Farm Animals  
Teacher's Guide p. 374 - Compare and Contrast Habitats  
Teacher's Guide p. 494 - Introduce A Tale of Two Engines  
Starfall.com - Talking Library |

**Communicating and Speaking**

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide p. 22 - Share Photo Pages  
Teacher's Guide pp. 157-158 - Dialing 9-1-1  
Teacher's Guide p. 160 - What I Want to Be  
Teacher's Guide p. 168 - Share Chair: Community Helpers  
Teacher's Guide pp. 237-238 - Safety: Tub and Shower and At the Pool  
Teacher's Guide p. 282 - Pajama Fashion Show  
Teacher's Guide p. 291 - “My Favorite Season” Chart  
Teacher's Guide p. 480 - Review Letters and ASL Signs |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher's Guide pp. 57-58 - “It’s Raining!”  
Teacher's Guide p. 69 - Review Rules  
Teacher's Guide p. 70 - Share Chair  
Teacher's Guide p. 92 - “Where Are the Colors?”  
Teacher's Guide p. 135 - The “Talking Stone” |
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide pp. 16-17 - Read The Gingerbread Boy  
Teacher’s Guide p. 19 - Learning Centers Activity  
Teacher’s Guide pp. 58-59 - “Please” and “Thank You”  
Teacher’s Guide pp. 86-87 - Introduce Blue and Purple  
Teacher’s Guide pp. 143-144 - Vehicles and Buildings  
Teacher’s Guide p. 207 - “One Rice Thousand Gold”  
Teacher’s Guide p. 239 - Goldilocks Story Emotions  
Teacher’s Guide p. 526 - Compare and Contrast  
Teacher’s Guide p. 528 - Learn About Pennies and Nickels |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide pp. 231-232 - Introduce Goldilocks and the Three Bears  
Teacher’s Guide pp. 286-287 - Introduce Autumn  
Teacher’s Guide p. 291 - “My Favorite Season” Chart  
Teacher’s Guide p. 360 - Sequence The Troll Who Lived Under the Bridge  
Teacher’s Guide p. 374 - Compare and Contrast Habitats  
Teacher’s Guide p. 402-403 - Introduce Dolphins Are Not Fish!  
Teacher’s Guide p. 445 - Introduce The Three Little Pigs  
Teacher’s Guide p. 469 - Introduce The Cobbler and the Elves  
Teacher’s Guide p. 472 - Introduce My Father Runs an Excavator  
Teacher’s Guide p. 564 - Introduce The Ant and the Chrysalis |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 20 - Emotions: Sad, Angry, and Afraid  
Teacher’s Guide p. 61 - Warm Up Your Brain  
Teacher’s Guide p. 105 - Warm Up Your Brain  
Teacher’s Guide pp. 143-144 - Vehicles and Buildings  
Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy  
Teacher’s Guide p. 291 - “My Favorite Season” Chart  
Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals  
Teacher’s Guide p. 526 - Compare and Contrast  
Teacher’s Guide p. 537 - Seeds  
Teacher’s Guide p. 546 - Fruits and Vegetables |
## Literacy

### Phonological Awareness

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 82 - Gathering  
Teacher’s Guide p. 89 - Gathering  
Teacher’s Guide p. 92 - Gathering  
Teacher’s Guide p. 113 - Phonological Awareness: Blend Onset and Rime  
Teacher’s Guide p. 117 - Phonological Awareness: Blend Syllables  
Teacher’s Guide p. 120 - Phonological Awareness: Rhyming Words  
Teacher’s Guide p. 138 - Phonological Awareness  
Teacher’s Guide p. 144 - Phonological Awareness: Discriminating /t/  
Teacher’s Guide p. 162 - Phonological Awareness: Onset and Rime  
Teacher’s Guide p. 182 - Phonological Awareness: Rhyming Words  
Teacher’s Guide p. 219 - Phonological Awareness: Rhyming Words  
Teacher’s Guide p. 356 - Phonemic Awareness: Blending CVC  
Teacher’s Guide p. 378 - Phonological Awareness: Blend Phonemes  
Teacher’s Guide p. 407 - Rhyming Words: “Down by the Bay”  
Teacher’s Guide p. 457 - 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).

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 12 - Introduce Nursery Rhymes  
Teacher’s Guide pp. 17-18 - Read The Gingerbread Boy  
Teacher’s Guide p. 76 - Library Center  
Teacher’s Guide pp. 155-156 - A Day in the Life of a Firefighter  
Teacher’s Guide p. 178 - Library Center  
Teacher’s Guide pp. 183-184 - Introduce Chicken Little  
Teacher’s Guide p. 277 - Library Center  
Teacher’s Guide p. 286 - Phonological Awareness: Words in a Sentence  
Teacher’s Guide p. 324 - Library Center  
Teacher’s Guide p. 399 - Introduce Dd, List Dd Words, ASL Dd |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 39 - Gathering  
Teacher’s Guide p. 78 - Gathering  
Teacher’s Guide p. 113 - List Bb Words, ASL Bb  
Teacher’s Guide p. 214 - Play Concentration  
Teacher’s Guide p. 216 - Identify Aa, Bb, Nn, Ss, and Tt  
Teacher’s Guide p. 219 - Play “Say it Fast” with Aa, Bb, Nn, Ss, and Tt  
Teacher’s Guide p. 312 - Review Cc/k/  
Teacher’s Guide p. 339 - Alphabet Bingo  
Teacher’s Guide p. 354 - Match Upper and Lowercase Letters  
Teacher’s Guide p. 457 - Review Letters and Sounds  
Teacher’s Guide p. 480 - Review Letters and ASL Signs  
Teacher’s Guide p. 582 - Play Alphabet Toss  
Teacher’s Guide p. 588 - Identify Upper and Lowercase Letters |
## Comprehension and Text Structure

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher’s Guide p. 64 - “Mr. Bunny’s Carrot Soup” Characters</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide pp. 235-236 - Sequence Goldilocks and the Three Bears</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 245 - Dramatize Goldilocks and the Three Bears</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide pp. 290-291 - Read How the Turtle cracked its Shell</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 298 - Library Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 360 - Sequence The Troll Who Lived Under the Bridge</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 449 - Sequence The Three Little Pigs</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 456 - The Three Little Pigs Puppet Show</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 548 - Dramatize The Turnip</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 570 - Sequence The Ant and the Chrysalis</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher’s Guide p. 80 - Introduce Draw Dragon Dot Eyes</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide pp. 183-184 - Introduce Chicken Little</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 303 - Why the Sun and the Moon Live in the Sky</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 306 - Reach for the Stars</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 351 - Introduce “The Little Rooster”</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 395 - Introduce The Ugly Duckling</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 472 - Introduce My Father Runs an Excavator</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 494 - Introduce A Tale of Two Engines</td>
</tr>
</tbody>
</table>

## Writing

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher’s Guide p. 51 - Writing Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 68 - Introduce Writing Journals</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 126 - Art Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 151 - Writing Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 164 - Review Bb, Nn, and Tt</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 284 - Stuffed Animal Imaginations</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 376 - Draw Animals in Their Habitats</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 416 - Writing Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 564 - Creative Writing</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 589 - Create a Class Book for Gingerbread Boy</td>
</tr>
</tbody>
</table>
## Cognition
### Math Development
### Counting and Cardinality

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

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

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

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

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide pp. 36-37 - Analyze the Spice Graph</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 38 - Gingerbread Boy Characters</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 38 - One-to-One Correspondence</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 382 - Count Animal Sets</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 528 - Learn About Pennies and Nickels</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 536 - Math Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 565 - Create Patterns</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 567 - Create the Butterfly Cycle</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 549 - Graph Fruits and Vegetables</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 581 - Graph Learning Centers</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
<th>Starfall Pre-K 4 Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher’s Guide p. 81 - Make an Age Collage</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 104 - Math Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 132 - Introduce Money</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 152 - Math Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 180 - Math Center</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 208 - Solve Story Problems</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide p. 287 - Numbers Everywhere</td>
</tr>
</tbody>
</table>
Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.

**Head Start Performance Standards**

Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.

**Starfall Pre-K 4 Alignment**

- Teacher’s Guide p. 208 - Solve Story Problems
- Teacher’s Guide p. 282 - Count Animal Sets
- Teacher’s Guide p. 380 - Count Wild Animals
- Teacher’s Guide p. 382 - Count Animal Sets
- Teacher’s Guide p. 469 - Addition and Subtraction
- Teacher’s Guide p. 524 - Solve Story Problems
- Teacher’s Guide p. 528 - Learn About Pennies and Nickels
- Starfall.com: Addition and Subtraction: “Addition Intro”
- Starfall.com: Addition and Subtraction: “Subtraction Intro”

Goal P-MATH 7. Child understands simple patterns.

**Head Start Performance Standards**

Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.

**Starfall Pre-K 4 Alignment**

- Teacher’s Guide Seasonal Holidays p. 6 - Fall Paper Chains
- Teacher’s Guide Seasonal Holidays p. 49 - ABC Pattern
- Teacher’s Guide p. 232 - Create a Pattern
- Teacher’s Guide p. 256 - Math Center
- Teacher’s Guide p. 278 - Math Center
- Teacher’s Guide p. 290 - Make Patterns with Coins
- Teacher’s Guide p. 300 - Math Center
- Teacher’s Guide p. 311 - 3-D Geometric Shapes
- Teacher’s Guide p. 488 - Math Center
- Teacher’s Guide p. 565 - Create Patterns

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.

**Head Start Performance Standards**

With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.

**Starfall Pre-K 4 Alignment**

- Teacher’s Guide Seasonal Holidays p. 10 - Weighing an Apple
- Teacher’s Guide Seasonal Holidays p. 15 - Pumpkin Math
- Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math
- Teacher’s Guide p. 217 - How Tall are You?
- Teacher’s Guide p. 218 - Order and Compare Short to Tall
- Teacher’s Guide p. 231 - Introduce Goldilocks and the Three Bears
- Teacher’s Guide p. 236 - Small, Medium, Large
- Teacher’s Guide p. 309 - Measure Rockets
- Teacher’s Guide p. 536 - Math Center
- Teacher’s Guide p. 417 - Introduce Dinosaurs!
- Teacher’s Guide p. 419 - Create Dinosaurs!
- Teacher’s Guide p. 446 - Heavy or Light?
- Teacher’s Guide p. 450 - Measure Height
- Teacher’s Guide p. 491 - Train Game
- Teacher’s Guide p. 523 - Compare Sizes
### Geometry and Spacial Sense

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

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

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

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

### Scientific Reasoning

**Scientific Inquiry**

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

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
<th><strong>Starfall Pre-K 4 Alignment</strong></th>
</tr>
</thead>
</table>
| 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. | Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk  
Teacher’s Guide Seasonal Holidays p. 6 - Fall Tree  
Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk  
Teacher’s Guide Seasonal Holidays p. 38 - Evaporation  
Teacher’s Guide pp. 181-182 - The Five Senses  
Teacher’s Guide pp. 185-186 - Senses Walk  
Teacher’s Guide p. 195 - Use Your Senses: What’s in the Bag?  
Teacher’s Guide p. 204 - Discovery Center  
Teacher’s Guide p. 260 - How Clouds Are Formed  
Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph |

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

<table>
<thead>
<tr>
<th><strong>Head Start Performance Standards</strong></th>
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</thead>
</table>
| Uses a greater number of scientific vocabulary words. Repeats new words offered by adults and may ask questions about unfamiliar words. | Teacher’s Guide p. 257 - Introduce Weather  
Teacher’s Guide p. 268 - Introduce Thermometers  
Teacher’s Guide pp. 269-270 - Weather Riddles  
Teacher’s Guide p. 288 - Hibernation  
Teacher’s Guide p. 304 - The Solar System  
Teacher’s Guide p. 355 - Introduce The Story of Milk |
| Teacher's Guide p. 374 - Compare and Contrast Habitats  |
| Teacher's Guide pp. 402-403 - Introduce *Dolphins Are Not Fish!* |
| Teacher's Guide p. 424 - Fossils |
| Teacher's Guide p. 562 - Introduce the Butterfly Life Cycle |

### Goal P-SCI 3. Child compares and categorizes observable phenomena.

<table>
<thead>
<tr>
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</table>
| 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. | Teacher's Guide Seasonal Holidays p. 6 - Leaf Sorting  
Teacher's Guide Seasonal Holidays p.11 - Apple Sort  
Teacher's Guide Seasonal Guide p. 47 - Recycling Activities  
Teacher's Guide p. 180 - Discovery Center  
Teacher's Guide p. 330 - "Read the Pets Chart"  
Teacher's Guide p. 361 - Compare Small, Medium, and Large  
Teacher's Guide p. 383 - Review Pets, farm Animals, and Wild Animals  
Teacher's Guide p. 406 - Sink or Float?  
Teacher's Guide p. 416 - Discovery Center  
Teacher's Guide p. 446 - Heavy or Light  
Teacher's Guide p. 466 - Discovery Center  
Teacher's Guide p. 536 - Math Center |

### Reasoning and Problem Solving

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
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</tr>
</thead>
</table>
| 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. | Teacher's Guide Seasonal Holidays p. 15 - Science (seeds)  
Teacher's Guide p. 304 - The Solar System  
Teacher's Guide p. 401 - Introduce Ocean Animals  
Teacher's Guide p. 417 - Introduce Dinosaurs!  
Teacher's Guide p. 537 - Seeds  
Teacher's Guide pp. 542-543 - Introduce "Mr. Bunny's Carrot Soup" / Carrot Experiment  
Teacher's Guide - Discovery Center (daily) |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
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</tr>
</thead>
</table>
| 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. | Teacher's Guide Seasonal Holidays p. 10 - Sink or Float?  
Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor  
Teacher's Guide Seasonal Holidays p. 38 - Measuring Rainfall  
Teacher's Guide p. 446 - Heavy or Light?  
Teacher's Guide p. 475 - Predictions: Roll or Slide  
Teacher's Guide p. 476 - Estimate Rolling Speed  
Teacher's Guide p. 540 - Miss MacDonald  
Teacher's Guide pp. 542-543 - Introduce "Mr. Bunny's Carrot Soup" / Carrot Experiment  
Teacher's Guide p. 543 - Carrot Experiment  
Teacher's Guide p. 549 - Graph Favorite Fruits & Vegetables |
### Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

<table>
<thead>
<tr>
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| 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. | Teacher’s Guide p. 36 - Analyze the Spice Graph  
Teacher’s Guide p. 128 - Discover Center  
Teacher’s Guide p. 181 - Gathering (Forecast the Weather)  
Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph  
Teacher’s Guide p. 358 - Estimation  
Teacher’s Guide p. 359 - Milk a Cow!  
Teacher’s Guide p. 441 - Construction Center  
Teacher’s Guide p. 446 - Heavy or Light?  
Teacher’s Guide p. 475 - Predictions: Roll or Slide?  
Teacher’s Guide p. 476 - Estimate Rolling Speed |

### Perceptual, Motor, and Physical Development

#### Gross Motor

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

<table>
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| 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. | Teacher’s Guide Seasonal Holidays p. 16 - Harvest Obstacle Course  
Teacher’s Guide Seasonal Holidays p. 39 - Jump Over the Puddle  
Teacher’s Guide p. 47 - “Simon Says”  
Teacher’s Guide p. 263 - Warm Up Your Brain  
Teacher’s Guide p. 411 - Move Like a Dinosaur  
Teacher’s Guide p. 427 - Warm Up Your Brain  
Teacher’s Guide p. 437 - Wolf’s Dinner Time  
Teacher’s Guide p. 447 - Warm Up Your Brain  
Teacher’s Guide p. 467 - Warm Up Your Brain  
Teacher’s Guide p. 473 - Warm Up Your Brain  
Teacher’s Guide p. 483 - Caboose on the Loose |

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

<table>
<thead>
<tr>
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</table>
| Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others. | Teacher’s Guide Seasonal Holidays p. 12 - Apple Toss  
Teacher’s Guide p. 25 - Outside Activity  
Teacher’s Guide p. 47 - “Simon Says”  
Teacher’s Guide p. 53 - The Friendship Ball  
Teacher’s Guide p. 57 - Warm Up Your Brain  
Teacher’s Guide p. 65 - Warm Up Your Brain  
Teacher’s Guide p. 137 - Warm Up Your Brain  
Teacher’s Guide p. 147 - Outside Activity  
Teacher’s Guide p. 304 - Warm Up Your Brain  
Teacher’s Guide p. 411 - Move Like a Dinosaur  
Teacher’s Guide p. 417 - Warm Up Your Brain  
Teacher’s Guide p. 437 - Follow the Leader  
Teacher’s Guide p. 509 - Alphabet Toss/Ball Toss |

### Fine Motor

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

<table>
<thead>
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</tr>
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</table>
| 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. | Teacher’s Guide p. 32 - Design Sheep  
Teacher’s Guide p. 41 - Decorate Gingerbread Boy  
Teacher’s Guide p. 77 - Writing Center  
Teacher’s Guide p. 202 - Art Center |
Health, Safety and Nutrition

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

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

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

<table>
<thead>
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</tr>
</thead>
</table>
| 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. | Teacher’s Guide p. 53 - Introduce “Mr. Bunny’s Carrot Soup”  
Teacher’s Guide p. 60 - Taste Vegetables  
Teacher’s Guide p. 78-79 - Introduce Red and Orange  
Teacher’s Guide p. 199 - Snack Suggestion  
Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy  
Teacher’s Guide p. 211 - My Healthy Food Classroom Book  
Teacher’s Guide p. 531 - Snack Suggestion  
Teacher’s Guide p. 535 - Dramatic Play  
Teacher’s Guide p. 546 - Fruits and Vegetables |

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

<table>
<thead>
<tr>
<th>Head Start Performance Standards</th>
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</thead>
</table>
| Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices. | Teacher’s Guide p. 5 - Outside Activity - Safety Rules  
Teacher’s Guide p. 25 - Outside Activity - Review Safety Rules  
Teacher’s Guide p. 54 - Class Rules  
Teacher’s Guide p. 69 - Review Rules  
Teacher’s Guide pp. 157-158 - Dialing 9-1-1  
Teacher’s Guide p. 160 - Get Low and Go  
Teacher’s Guide pp. 233-234 - Safety: Talking a Walk, In a Car, and Wheels, Wheels, Wheels  
Teacher’s Guide pp. 237-238 - Safety: Tub and Shower and At the Pool  
Teacher’s Guide p. 244 - Review Safety |

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