



**Florida Early Learning and Developmental Standards:
Birth to Kindergarten (2017)**

**1. Physical Development Domain
A. Health and Wellbeing**

a. Active Physical Play

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Engages in physical activities with increasing balance, coordination, endurance and intensity</p> <p>Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration</p>	<p>Teacher’s Guide Seasonal Holidays p. 16 - Harvest Obstacle Course</p> <p>Teacher’s Guide Seasonal Holidays p. 39 - Jump Over the Puddle</p> <p>Teacher’s Guide p. 47 - “Simon Says”</p> <p>Teacher’s Guide p. 411 - Move Like a Dinosaur</p> <p>Teacher’s Guide p. 427 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 483 - Caboose on the Loose</p>

b. Safety

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities</p> <p>Benchmark a: Consistently follows basic safety rules independently across different situations</p>	<p>Teacher’s Guide p. 5 - Outside Activity - Safety Rules</p> <p>Teacher’s Guide p. 160 - Get Low and Go</p> <p>Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i></p> <p>Teacher’s Guide pp. 233-234 - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i></p> <p>Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower and At the Pool</i></p> <p>Teacher’s Guide pp. 241-242 - Safety: Review <i>Fire Safety and Introduce Strangers</i></p>
<p>Benchmark b: Identifies consequences of not following safety rules</p>	<p>Teacher’s Guide p. 19 - Learning Centers Activity</p> <p>Teacher’s Guide p. 39 - Cinnamon Play Dough</p> <p>Teacher’s Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i></p> <p>Teacher’s Guide pp. 233-234 - Safety: <i>Talking a Walk, In a Car, and Wheels, Wheels, Wheels</i></p> <p>Teacher’s Guide pp. 237-238 - Safety: <i>Tub and Shower and At the Pool</i></p> <p>Teacher’s Guide pp. 241-242 - Safety: Review <i>Fire Safety and Introduce Strangers</i></p>

c. Personal Care Routines

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Responds to and initiates care routines that support personal hygiene</p> <p>Benchmark a: Initiates and completes familiar hygiene routines independently</p>	<p>Teacher's Guide Seasonal Holidays p. 31 - Valentine Estimation</p> <p>Teacher's Guide p. 11 - Make Handprints</p> <p>Teacher's Guide pp. 205-206 - Let's Stay Healthy</p> <p>Teacher's Guide pp. 212-213 - Let's Stay Healthy: Germs</p> <p>Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water</p> <p>Teacher's Guide p. 217 - Healthy Habits</p>

d. Feeding and Nutrition

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices</p> <p>Benchmark a: (CD) Assists adults in preparing simple foods to serve to self or others</p>	<p>Teacher's Guide Seasonal Holidays p. 20 - Friendship Fruit Salad</p> <p>Teacher's Guide Seasonal Holidays p. 36 - Friendship Snack</p> <p>Teacher's Guide Seasonal Holidays p. 51 - Burritos</p> <p>Teacher's Guide Seasonal Holidays p. 53 - Mother's Day Tea</p> <p>Teacher's Guide pp. 59-60 - Make Carrot Soup/Taste Vegetables</p> <p>Teacher's Guide p. 90 - Make Fruit Salad</p>
<p>Benchmark b: (CD) Recognizes nutritious food choices and healthy eating habits</p>	<p>Teacher's Guide p. 53 - Introduce "Mr. Bunny's Carrot Soup"</p> <p>Teacher's Guide p. 60 - Taste Vegetables</p> <p>Teacher's Guide p. 199 - Snack Suggestion</p> <p>Teacher's Guide p. 209 - Categorizing Healthy and Unhealthy</p> <p>Teacher's Guide p. 211 - My Healthy Food Classroom Book</p> <p>Teacher's Guide p. 217 - Teacher's Literature Choice: Healthy Habits</p>

B. Motor Development

a. Gross Motor Development

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Demonstrates use of large muscles for movement, position, strength, and coordination</p> <p>Benchmark a: 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</p>	<p>Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course</p> <p>Teacher's Guide p. 65 - Warm Up Your Brain</p> <p>Teacher's Guide p. 411 - Move Like a Dinosaur</p> <p>Teacher's Guide p. 427 - Warm Up Your Brain</p> <p>Teacher's Guide p. 461 - Rolling Relays</p> <p>Teacher's Guide p. 483 - Caboose on the Loose</p>
<p>Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running</p>	<p>Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course</p> <p>Teacher's Guide p. 47 - Outside Activity</p>

	Teacher's Guide p. 123 - "Red Light, Green Light" Teacher's Guide p. 140 - Warm Up Your Brain Teacher's Guide p. 260 - Warm Up Your Brain Teacher's Guide p. 427 - Warm Up Your Brain
Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)	Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course 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 - Outside Activity (daily)
Benchmark d: 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 p. 285 - Warm Up Your Brain Teacher's Guide p. 365 - "Run, Hop, and Slither" Teacher's Guide p. 411 - Move Like a Dinosaur Teacher's Guide p. 417 - Warm Up Your Brain Starfall.com - Motion Songs

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
2. Demonstrates use of large muscles to move in the environment Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	Teacher's Guide p. 175 - "Hens and Chickens" Teacher's Guide p. 251 - Outside Activity Teacher's Guide p. 321 - Leapfrog Teacher's Guide p. 343 - "Cow, Cow, Bee" Teacher's Guide p. 461 - Rolling Relays Teacher's Guide p. 483 - Caboose on the Loose Teacher's Guide p. 531 - Quarter Spoon Relay

b. Gross Motor Perception (Sensorimotor)

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Uses perceptual information to guide motions and interactions with objects and other people Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	Teacher's Guide Seasonal Holidays p. 16 - Harvest Obstacle Course Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 235 - "Ten Bears in a Bed" Teacher's Guide p. 273 - Outside Activity Teacher's Guide p. 417 - Warm Up Your Brain Teacher's Guide p. 461 - Rolling Relays
Benchmark b: Demonstrates spatial awareness through play activities	Teacher's Guide Seasonal Holidays p. 12 - Apple Toss Teacher's Guide p. 25 - Outside Activity Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 137 - Warm Up Your Brain Teacher's Guide p. 147 - Outside Activity Starfall.com - Motion Songs

c. Fine Motor Development

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p> <p>Benchmark a: Shows hand control using various drawing and art tools with increasing coordination</p>	<p>Teacher's Guide p. 32 - Design Sheep Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide p. 77 - Writing Center Teacher's Guide p. 202 - Art Center Teacher's Guide p. 204 - Writing Center Teacher's Guide p. 226 - Art Center</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</p> <p>Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)</p>	<p>Teacher's Guide Seasonal Holidays p. 31 - Heart Lacing Teacher's Guide Seasonal Holidays p. 31 - Fish for Hearts Teacher's Guide p. 188 - Form Playdough Letters Teacher's Guide p. 202 - Art Center Teacher's Guide p. 204 - Discovery Center Teacher's Guide p. 514 - Math Center</p>
<p>Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting</p>	<p>Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 68 - Introduce Writing Journals Teacher's Guide p. 76 - Art Center Teacher's Guide p. 178 - Art Center Teacher's Guide p. 254 - Art Center Teacher's Guide p. 369 - Writing Center</p>
<p>Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)</p>	<p>Teacher's Guide p. 152 - Discovery Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 226 - Art Center Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 391 - Dramatic Play Center Teacher's Guide p. 392 - Discovery Center</p>

II. Approaches to Learning Domain

A. Eagerness and Curiosity

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Shows increased curiosity and is eager to learn new things and have new experiences</p>	<p>Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 306 - <i>Reach for the Stars</i> Teacher's Guide p. 401 - Introduce Ocean Animals Teacher's Guide p. 406 - Sink or Float?</p>

B. Persistence

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. (CD) Attends to tasks for a brief period of time	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. 139 - Create a Neighborhood Scene Teacher's Guide p. 184 - Create Leaf Rubbings Teacher's Guide p. 262 - Make Weather Plates

C. Creativity and Inventiveness

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Approaches daily activities with creativity and inventiveness	Teacher's Guide Seasonal Holidays p. 6 - Fall Collage Teacher's Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher's Guide p. 103 - Dramatic Play Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 427 - Write a Class Story Teacher's Guide p. 501 - Class Travel Journal

D. Planning and Reflection

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Demonstrates some planning and learning from experiences	Teacher's Guide Seasonal Holidays p. 34 - Be an Inventor Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 127 - Writing Center Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 452 - Create Puppets Teacher's Guide p. 567 - Create the Butterfly Life Cycle

III. Social and Emotional Development Domain

A. Emotional Functioning

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Expresses, identifies and responds to a range of emotions Benchmark a: (CD) Recognizes the emotions of peers and responds with empathy and compassion	Teacher's Guide p. 13 - Emotions: <i>Happy</i> Teacher's Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher's Guide p. 20 - Emotions: <i>Sad</i> , <i>Angry</i> , and <i>Afraid</i> Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide pp. 397-398 - Ways People Feel

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
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<p>2. Demonstrates appropriate affect (emotional response) between behavior and facial expression</p> <p>Benchmark a: (CD) Demonstrates cognitive empathy (recognizing or inferring others’ mental states) and the use of words, gestures and facial expressions to respond appropriately</p>	<p>Teacher’s Guide p. 42 - Review Emotions Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher’s Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel</p>
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B. Managing Emotions

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Demonstrates ability to self-regulate</p> <p>Benchmark a: (CD) Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support</p>	<p>Teacher’s Guide Seasonal Holidays p. 53- Mother’s Day Tea Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide - Warm Up Your Brain (daily)</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>2. Attends to sights, sounds, objects, people and activities</p> <p>Benchmark a: (CD) Increases attention to preferred activities and begins to attend to non-preferred activities</p>	<p>Teacher’s Guide p. 41 - Decorate Gingerbread Boy Teacher’s Guide p. 68 - Introduce Writing Journals 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. 208 - Solve Story Problems</p>

C. Building and Maintaining Relationships with Adults and Peers

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Develops positive relationships with adults</p> <p>Benchmark a: (CD) Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults</p>	<p>Teacher’s Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher’s Guide Seasonal Holidays pp. 52-53 - Mother’s Day Teacher’s Guide p. 8 - Meet Gingerbread Boy Teacher’s Guide p. 14 - “We’re Happy” Class Book Teacher’s Guide p. 23 - What Animal Would You Bring to School? Teacher’s Guide p. 119 - Sharing Family Pictures</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>2. Develops positive relationships with peers</p>	<p>Teacher’s Guide p. 53 - The Friendship Ball</p>

<p>Benchmark a: (CD) Plays with peers in a coordinated manner including assigning roles, materials, and actions</p>	<p>Teacher’s Guide p. 56 - Friendship Quilt Teacher’s Guide p. 63 - “A-Tisket, A-Tasket” Teacher’s Guide p. 70 - Share Chair Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn”</p>
<p>Benchmark b: (CD) Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking</p>	<p>Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 127 - Dramatic Play Center Teacher’s Guide p. 168 - Share Chair (compliments others) Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 396 - Play “High or Low” Teacher’s Guide p. 431 - Recognizing Letters “My Turn, Your Turn”</p>
<p>Benchmark c: (CD) Responds appropriately to bullying behavior</p>	<p>Teacher’s Guide Seasonal Holidays p. 35 - Change the World Teacher’s Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p. 67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher’s Guide pp. 397-398 - Ways People Feel</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>3. Develops increasing ability to engage in social problem solving</p> <p>Benchmark a: (CD) Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution</p>	<p>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. 109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 239 - Goldilocks Story Emotions Teacher’s Guide pp. 397-398 - Ways People Feel</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>4. Exhibits empathy by demonstrating care and concern for others</p> <p>Benchmark a: (CD) Able to take the perspective of others and actively respond in a manner that is consistent and supportive</p>	<p>Teacher’s Guide p. 126 - Computer Center Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 192 - Gathering Teacher’s Guide p. 229 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher’s Guide pp. 397-398 - Ways People Feel Teacher’s Guide p. 582 - Review <i>The Little Red Hen</i></p>

D. Sense of Identity and Belonging

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
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<p>1. Develops sense of identity and belonging through play</p> <p>Benchmark a: (CD) Engages in associative play and begins to play cooperatively with friends</p>	<p>Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide p. 144 - Review /t/ Teacher's Guide p. 147 - Outside Activity Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide pp. 328-329 - The Frog Prince Teacher's Guide p. 535 - Construction Center</p>
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Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>2. Develops sense of identity and belonging through exploration and persistence</p> <p>Benchmark a: (CD) Persists at individual planned experiences, caregiver-directed experiences and planned group activities</p>	<p>Teacher's Guide p. 103 - Dramatic Play, Construction, and Writing Centers Teacher's Guide p. 262 - Make Weather Plates Teacher's Guide p. 415 - Construction Center Teacher's Guide p. 424 - Fossils Teacher's Guide p. 440 - Art Center Teacher's Guide p. 442 - Math Center</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>3. Develops sense of identity and belonging through routines, rituals, and interactions</p> <p>Benchmark a: (CD) Demonstrates willingness to be flexible if routines must change</p>	<p>Teacher's Guide Seasonal Holidays p. 5 - The Listening Walk Teacher's Guide Seasonal Holidays p. 7 - Fall Walk 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. 185 - Senses Walk Teacher's Guide pp. 265 - Teacher's Literature Choice: Rain (change in Outside Activities routine)</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>4. Develops sense of self-awareness and independence</p> <p>Benchmark a:(CD) Uses words to communicate personal characteristics, preferences, thoughts and feelings</p>	<p>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. 443 - Things I Can Build Teacher's Guide p. 501 - Class Travel Journal</p>
<p>Benchmark b: (CD) Recognizes preferences of others</p>	<p>Teacher's Guide p. 23 - What Animal Would You Bring to School? Teacher's Guide p. 35 - "Our Favorite Spice" Graph Teacher's Guide p. 118 - "The Little Red Hen" Comparison Teacher's Guide p. 160 - What I Want to Be Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 332 - <i>My Favorite Pet</i> Book</p>
<p>Benchmark c: (CD) Uses words to demonstrate</p>	<p>Teacher's Guide Seasonal Holidays p. 33 - Different Eggs</p>

knowledge of personal information (e.g., hair color, age, gender or size)	Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher's Guide p. 53 - Gathering Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 88 - Eye Color Graph Teacher's Guide p. 520 - How Tall Are You? Teacher's Guide p. 523 - Compare Sizes
Benchmark d: (CD) Identifies self as a unique member of a group (e.g., class, school, family or larger community)	Teacher's Guide p. 105 - Introduce Grandmother Teacher's Guide p. 111 - My Family Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 116 - "The Farmer in the Dell" Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide pp. 129-130 - Introduce Neighbors and Community

IV. Language and Literacy Domain

A. Listening and Understanding

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Demonstrates understanding when listening Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Teacher's Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 313 - Pre-K Book Club 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. 55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p. 259 - <i>Who, What, When, Where, Why, and How</i> Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 288 - Hibernation Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 374 - Compare and Contrast Habitats

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
2. Increases knowledge through listening Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas	Teacher's Guide p. 21 - Discuss <i>The Gingerbread Boy</i> Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p. 306 - <i>Reach for the Stars</i> Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish!</i> Teacher's Guide Seasonal Holidays p. 35 - Change the World

presented in conversation, story, informational text or creative play	Teacher's Guide p. 109 - "Did Little Red Hen Do the Right Thing?" Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide pp. 397-398 - Ways People Feel Teacher's Guide p. 400 - Sequence the Ugly Duckling
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Florida Early Learning and Developmental Standards	Starfall Submission Evidence
3. Follow directions Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	Teacher's Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher's Guide p. 69 - Gathering Teacher's Guide p. 89 - Warm Up Your Brain Teacher's Guide p. 175 - Outside Activities Teacher's Guide p. 219 - Phonological Awareness Teacher's Guide p. 339 - Alphabet Bingo

B. Speaking

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Speaks and is understood when speaking Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 53 - The Friendship Ball Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 70 - Share Chair Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide p. 526 - Compare and Contrast

C. Vocabulary

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Shows an understanding of words and their meanings (receptive) Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Teacher's Guide p. 20 - Emotions: <i>Sad</i> , <i>Angry</i> , and <i>Afraid</i> 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. 374 - Compare and Contrast Habitats Teacher's Guide p. 546 - Fruits and Vegetables
Benchmark b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 63 - "A-Tisket, A-Tasket" Teacher's Guide pp. 66-67 - "Where's the Shape?" Teacher's Guide p. 153 - Warm Up Your Brain Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 442 - Math Center
Benchmark c: Understands or knows the meaning of many thousands of words including subject area words	Teacher's Guide pp. 143-144 - Vehicles and Buildings Teacher's Guide p. 209 - Categorizing Healthy and

(e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	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
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Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>2. Uses increased vocabulary to describe objects, actions, and events (expressive)</p> <p>Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)</p>	<p>Teacher’s Guide p. 69 - Review Rules Teacher’s Guide p. 257 - Introduce Weather Teacher’s Guide p. 307 - The Stars Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide pp. 492-493 - “I’ve Been Working on the Railroad” Teacher’s Guide p. 528 - Learn About Pennies and Nickels</p>
<p>Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 470 - Introduce Machines Teacher’s Guide p. 472 - Introduce the Playground Poster</p>
<p>Benchmark c: Identifies unfamiliar words asking for clarification</p>	<p>Teacher’s Guide p. 469 - Introduce <i>The Cobbler and the Elves</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide p. 501 - Teacher’s Literature Choice: Airplanes Teacher’s Guide p. 529 - Teacher’s Literature Choice: Living and Nonliving Teacher’s Guide p. 562 - Introduce the Butterfly Life Cycle</p>
<p>Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings</p>	<p>Teacher’s Guide p. 8 - Gathering Teacher’s Guide p. 34 - “There’s a Neat Little Clock” Teacher’s Guide p. 63 - “A-Tisket, A-Tasket” Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide pp. 492-493 - “I’ve Been Working on the Railroad”</p>

D. Sentences and Structure

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <p>Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb, and object</p>	<p>Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 119 - Sharing Family Pictures Teacher’s Guide p. 168 - Share Chair: Community Helpers</p>

order	Teacher's Guide pp. 187-188 - What Would You Do?
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	Teacher's Guide pp. 58-59 - "Please" and "Thank You" (use of child's name) Teacher's Guide p. 83 - "One, Two, Tie My Shoe" Teacher's Guide pp. 153-154 - Firefighters Teacher's Guide p. 218 - Warm Up Your Brain Teacher's Guide p. 349 - Farm Animals Teacher's Guide p. 373 - Read <i>The Gingerbread Boy</i>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
2. Connects words, phrases and sentences to build ideas Benchmark a: Uses sentences with more than one phrase	Teacher's Guide p. 168 - Share Chair: Community Helpers Teacher's Guide p. 259 - "Who Likes the Rain?" Graph Teacher's Guide p. 374 - Compare and Contrast Habitats Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 499 - A Plane Ride Teacher's Guide p. 501 - Class Travel Journal
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	Teacher's Guide p. 32 - Sequence <i>The Gingerbread Boy</i> Teacher's Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide pp. 265-266 - Sequence <i>Goldilocks and the Three Bears</i> Teacher's Guide p. 400 - Sequence <i>The Ugly Duckling</i>
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	Teacher's Guide p. 114 - The Little Red Hen Makes Pancakes Teacher's Guide p. 135 - The "Talking Stone" Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide p. 310 - Class Story: Space Trip Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 515 - Things We Can Do

E. Conversation

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")	Teacher's Guide pp. 58 - 59 - "Please" and "Thank You" Teacher's Guide pp. 165-166 - Partner Share: Community Helpers Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 313 - Pre-K Book Club Teacher's Guide p. 431 - Recognizing Letters: "My Turn, Your Turn" Teacher's Guide p. 481 - Pre-K Book Club

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
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<p>2. Asks questions, and responds to adults and peers in a variety of settings</p> <p>Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately. introduces new content and appropriately initiates or ends conversations</p>	<p>Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide pp. 187-188 - What Would You Do? Teacher’s Guide p. 282 - Pajama Fashion Show Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 310 - Class Story: Space Trip</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>3. Demonstrates understanding of the social conventions of communication and language use</p> <p>Benchmark a: Demonstrates increased awareness of nonverbal conversational rules</p>	<p>Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 259 - “Who Likes the Rain?” Graph Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 430 - “Dinosaur, Dinosaur” and “True or Not True” Teacher’s Guide - Gathering (daily)</p>
<p>Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</p>	<p>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. 114 - Little Red Hen Makes Pancakes Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers</p>
<p>Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)</p>	<p>Teacher’s Guide p. 22 - Share Photo Pages Teacher’s Guide p. 53 - The Friendship Ball Teacher’s Guide p. 70 - Share Chair Teacher’s Guide p. 135 - The “Talking Stone” Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 427 - Write a Class Story</p>

F. Emergent Reading

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Shows motivation for and appreciation of reading</p> <p>Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others</p>	<p>Teacher’s Guide p. 102 - Library Center Teacher’s Guide p. 126 - Library Center Teacher’s Guide p. 313 - Pre-K Book Club Teacher’s Guide p. 362 - Class Farm Book Teacher’s Guide p. 391 - Library Center Teacher’s Guide p. 464 - Library Center</p>
<p>Benchmark b: Makes real-world connections between stories and real-life experiences</p>	<p>Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 268 - Introduce <i>Thermometers</i> Teacher’s Guide p. 306 - <i>Reach for the Stars</i> Teacher’s Guide p. 355 - Introduce <i>The Story of Milk</i> Teacher’s Guide pp. 402-403 - Introduce <i>Dolphins Are Not</i></p>

	<p><i>Fish!</i></p> <p>Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p>
Benchmark c: Interacts appropriately with books and other materials in a print-rich environment	<p>Teacher's Guide p. 50 - Library Center</p> <p>Teacher's Guide p. 76 - Library Center</p> <p>Teacher's Guide p. 102 - Library Center</p> <p>Teacher's Guide p. 313 - Pre-K Book Club</p> <p>Teacher's Guide p. 324 - Library Center</p> <p>Teacher's Guide p. 465 - Dramatic Play Center</p>
Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories	<p>Teacher's Guide p. 41- Gingerbread Story Comparison</p> <p>Teacher's Guide p. 118 - "The Little Red Hen" Comparison</p> <p>Teacher's Guide p. 432 - Dinosaur Book Vote</p> <p>Teacher's Guide p. 452 - Compare Versions of <i>The Three Little Pigs</i></p> <p>Teacher's Guide p. 586 - Introduce "The Four Friends"</p> <p>Teacher's Guide - Library Center (daily)</p>
Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials	<p>Teacher's Guide p. 41- Gingerbread Story Comparison</p> <p>Teacher's Guide pp. 107-108- How Does the Little Red Hen Feel?</p> <p>Teacher's Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher's Guide p. 355 - Introduce <i>The Story of Milk</i></p> <p>Teacher's Guide p. 498 - Sequence <i>A Tale of Two Little Engines</i></p> <p>Teacher's Guide p. 586- Introduce "The Four Friends"</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>2. Shows age-appropriate phonological awareness</p> <p>Benchmark a: Distinguishes individual words within spoken phrases or sentences</p>	<p>Teacher's Guide p. 267 - Phonological Awareness: Counting Words</p> <p>Teacher's Guide p. 286 - Phonological Awareness: Words in a Sentence</p> <p>Teacher's Guide p. 308 - Phonological Awareness: Words in a Sentence</p> <p>Teacher's Guide p. 372 - Phonological Awareness: Words in a Sentence</p> <p>Teacher's Guide p. 408 - Phonological Awareness: Words in a Sentence</p> <p>Teacher's Guide p. 421 - Phonological Awareness: Words in a Sentence</p>
<p>Benchmark b: Combines words to make a compound word (e.g., "foot" + "ball" = "football")</p>	<p>Teacher's Guide p. 110 - Phonological Awareness: Compound Words</p> <p>Teacher's Guide p. 118 - Compound Words</p> <p>Teacher's Guide p. 134 - Phonological Awareness: Compound Words</p> <p>Teacher's Guide p. 234 - Phonological Awareness: Compound Words</p> <p>Teacher's Guide p. 261 - Phonological Awareness: Compound Words</p> <p>Teacher's Guide p. 283 - Phonological Awareness: Compound Words</p>
Benchmark c: Deletes a word from a compound word	Teacher's Guide p. 159 - Phonological Awareness:

(e.g., “starfish” - “star” = “fish”)	<p>Compound Words Teacher’s Guide p. 210 - Phonological Awareness: Compound Words Teacher’s Guide p. 234 - Phonological Awareness: Compound Words Teacher’s Guide p. 261 - Phonological Awareness: Compound Words Teacher’s Guide p. 375 - Phonological Awareness: Compound Words Teacher’s Guide p. 394 - Phonological Awareness: Compound Words</p>
Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)	<p>Teacher’s Guide p. 117 - Phonological Awareness: Blend Syllables Teacher’s Guide p. 193 - Phonemic Awareness: Blending Syllables Teacher’s Guide p. 289 - Phonological Awareness: Syllables Teacher’s Guide p. 331 - Phonological Awareness: Syllables Teacher’s Guide p. 336 - Phonological Awareness: Syllables in Words Teacher’s Guide p. 360 - Phonological Awareness: Syllables in Words</p>
Benchmark e: Deletes a syllable from a word (e.g., “trumpet” - “trum” = “pet” or “candy” - “dy” = “can”)	<p>Teacher’s Guide p. 360 - Phonological Awareness: Syllables in Words Teacher’s Guide p. 381 - Phonological Awareness: Syllables in Words Teacher’s Guide p. 405 - Phonological Awareness: Syllables in Words Teacher’s Guide p. 428 - Phonological Awareness: Syllables in Words Teacher’s Guide p. 454 - Phonological Awareness: Syllables in Words Teacher’s Guide p. 544 - Phonological Awareness: Syllables in Words</p>
Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g, when shown several pictures and adult says “/c/ + “at,” child can select the picture of the cat)	<p>Teacher’s Guide p. 113 - Phonological Awareness: Blend Onset & Rime Teacher’s Guide p. 138 - Phonological Awareness: Onset & Rime Teacher’s Guide p. 162 - Phonological Awareness: Onset & Rime Teacher’s Guide p. 190 - Phonological Awareness: Blending Teacher’s Guide p. 206 - Phonological Awareness: Onset and Rime Teacher’s Guide p. 213 - Phonological Awareness: Onset and Rime</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>3. Shows alphabetic and print knowledge</p> <p>Benchmark a: Recognizes that print conveys meaning</p>	<p>Teacher’s Guide pp. 17-18 - Read <i>The Gingerbread Boy</i> Teacher’s Guide p. 39 - Gathering Teacher’s Guide p. 78 - Gathering Teacher’s Guide p. 76 - Library Center</p>

	<p>Teacher's Guide p. 113 - List <i>Bb</i> Words, ASL <i>Bb</i></p> <p>Teacher's Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i></p>
<p>Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</p>	<p>Teacher's Guide p. 339 - Alphabet Bingo</p> <p>Teacher's Guide p. 354 - Match Upper and Lowercase Letters</p> <p>Teacher's Guide p. 457 - Review Letters and Sounds</p> <p>Teacher's Guide p. 480 - Review Letters and ASL Signs</p> <p>Teacher's Guide p. 582 - Play Alphabet Toss</p> <p>Teacher's Guide p. 588 - Identify Upper and Lowercase Letters</p>
<p>Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</p>	<p>Teacher's Guide p. 354 - Match Upper and Lowercase Letters</p> <p>Teacher's Guide p. 457 - Review Letters and Sounds</p> <p>Teacher's Guide p. 480 - Review Letters and ASL Sounds</p> <p>Teacher's Guide p. 572 - Match Alphabet Letters</p> <p>Teacher's Guide p. 588 - Identify Upper and Lowercase Letters</p> <p>Teacher's Guide pp. 592-593 - Alphabet Hunt</p>
<p>Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)</p>	<p>Teacher's Guide p. 144 - Discriminating /t/</p> <p>Teacher's Guide p. 166 - Discriminating /n/</p> <p>Teacher's Guide p. 169 - Same or Different</p> <p>Teacher's Guide p. 196 - Discriminating /s/</p> <p>Teacher's Guide p. 245 - Discriminating /n/</p> <p>Teacher's Guide pp. 336-337 - Review Beginning Sounds</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>4. Demonstrates comprehension of books read aloud</p> <p>Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud</p>	<p>Teacher's Guide p. 32 - Sequence <i>The Gingerbread Boy</i></p> <p>Teacher's Guide p. 142 - <i>Stone Soup</i> Characters</p> <p>Teacher's Guide p. 150 - Library Center</p> <p>Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i></p> <p>Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher's Guide p. 356 - <i>The Troll Who Lived Under the Bridge</i></p>
<p>Benchmark b: Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What might happen if...?" "What was so silly about...?" "How would you feel if you...?")</p>	<p>Teacher's Guide p. 21 - Discuss <i>The Gingerbread Boy</i></p> <p>Teacher's Guide p. 32 - Sequence <i>The Gingerbread Boy</i></p> <p>Teacher's Guide p. 55 - Introduce "Mr. Bunny's Carrot Soup"</p> <p>Teacher's Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i></p> <p>Teacher's Guide p. 109 - "Did Little Red Hen Do the Right Thing?"</p> <p>Teacher's Guide pp. 187-188 - What Would You Do?</p>

G. Emergent Writing

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
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<p>1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p> <p>Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)</p>	<p>Teacher’s Guide p. 151 - Writing Center Teacher’s Guide p. 284 - Stuffed Animal Imaginations Teacher’s Guide p. 376 - Draw Animals in Their Habitats Teacher’s Guide p. 416 - Writing Center Teacher’s Guide p. 564 - Creative Writing Teacher’s Guide p. 589 - Create a Class Book for Gingerbread Boy</p>
<p>Benchmark b: Uses letter-like shapes or letters to write words or parts of words</p>	<p>Teacher’s Guide p. 240 - Draw Goldilocks with the Three Bears Teacher’s Guide p. 347 - Writing Center Teacher’s Guide p. 351 - Create a Class Farm Book Teacher’s Guide p. 423 - Draw Dinosaur Pictures Teacher’s Guide p. 455 - Draw and Write Teacher’s Guide p. 589 - Create a Class Book for Gingerbread Boy</p>
<p>Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters</p>	<p>Teacher’s Guide p. 14 - “We’re Happy Class Book” Teacher’s Guide p. 17 - Create Photo Pages Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 81 - Make an Age Collage Teacher’s Guide p. 103 - Writing Center Teacher’s Guide p. 466 - Writing Center</p>

V. Mathematical Thinking Domain

A. Number Sense

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Subitizes (Immediately recognizes without counting) up to two objects</p>	<p>Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 128 - Math Center Teacher’s Guide p. 287 - Numbers Everywhere Teacher’s Guide p. 396 - Play “High or Low” Teacher’s Guide p. 491 - Train Game Starfall.com - Math: Numbers 1-3</p>
<p>2. Counts and identifies the number sequence “1 to 31” Begins to count groups of one to five objects in daily routine</p>	<p>Teacher’s Guide Seasonal Holidays p. 23 - Marshmallow Math: Estimation Teacher’s Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher’s Guide p. 359 - Milk a Cow! Teacher’s Guide p. 466 - Math Center Teacher’s Guide p. 514 - Math Center Teacher’s Guide - Monthly Calendar Activities (daily)</p>
<p>3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</p>	<p>Teacher’s Guide p. 42 - Gathering Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 116 - Gathering Teacher’s Guide p. 204 - Math Center Teacher’s Guide p. 370 - Math Center Teacher’s Guide p. 373 - Make Animal Sets</p>
<p>4. Identifies the last number spoken tells “how many” up to 10 (cardinality)</p>	<p>Teacher’s Guide p. 18 - Gathering Teacher’s Guide p. 112 - Warm Up Your Brain</p>

	Teacher's Guide p. 116 - Gathering Teacher's Guide p. 326 - Math Center Teacher's Guide p. 348 - Math Center Teacher's Guide p. 373 - Make Animal Sets
5. Constructs and counts sets of objects (one to 10 and beyond)	Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 488 - Math Center Teacher's Guide p. 491 - Train Game Teacher's Guide p. 514 - Math Center Teacher's Guide p. 528 - Learn About Pennies and Nickels Teacher's Guide p. 536 - Math Center
6. Uses counting and matching strategies to find which is more, less than or equal to 10	Teacher's Guide pp. 36-37 - Analyze the Spice Graph Teacher's Guide p. 38 - One-to-One Correspondence Teacher's Guide p. 358 - Estimation Teacher's Guide p. 382 - Count Animal Sets Teacher's Guide p. 396 - Play "High or Low" Teacher's Guide p. 491 - Train Game Teacher's Guide p. 549 - Graph Favorite Fruits & Vegetables
7. Reads and writes some numerals one to 10 using appropriate activities	Teacher's Guide p. 81 - Make an Age Collage Teacher's Guide p. 180 - Math Center Teacher's Guide p. 208 - Solve Story Problems Teacher's Guide p. 287 - Numbers Everywhere Teacher's Guide p. 377 - Estimate Frog Hops Teacher's Guide p. 392 - Math Center

B. Number and Operations

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	Teacher's Guide p. 37 - "Five Gingerbread Men" Teacher's Guide p. 208 - Solve Story Problems 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
2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	Teacher's Guide p. 279 - Gathering Teacher's Guide p. 380 - Count Wild Animals Teacher's Guide p. 469 - Addition and Subtraction Teacher's Guide p. 491 - Train Game Teacher's Guide p. 524 - Solve Story Problems Teacher's Guide p. 528 - Learn About Pennies and Nickels

C. Patterns

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Identifies and extends a simple AB repeating pattern	Teacher's Guide p. 232 - Create a Pattern Teacher's Guide p. 256 - Math Center Teacher's Guide p. 265 - Create Weather Patterns Teacher's Guide p. 281 - Create Paper Suns Teacher's Guide p. 488 - Math Center Teacher's Guide p. 565 - Create Patterns

2. Duplicates a simple AB pattern using different objects	Teacher's Guide p. 232 - Create a Pattern Teacher's Guide p. 256 - Math Center Teacher's Guide p. 290 - Make Patterns with Coins Teacher's Guide p. 300 - Math Center Teacher's Guide p. 488 - Math Center Teacher's Guide p. 565 - Create Patterns
3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	Teacher's Guide Seasonal Holidays p. 49 - ABC Pattern Teacher's Guide p. 256 - Math Center Teacher's Guide p. 278 - Math Center Teacher's Guide p. 290 - Make Patterns with Coins Teacher's Guide p. 488 - Math Center Teacher's Guide p. 565 - Create Patterns

D. Geometry

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	Teacher's Guide p. 40 - Compare Shapes Teacher's Guide p. 41 - Decorate Gingerbread Boy Teacher's Guide pp. 66-67 - Where's the Shape Teacher's Guide p. 108 - Design a House Teacher's Guide pp. 140-141 - Safety Signs Teacher's Guide p. 561 - Shape Orientation
2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g, vertices)	Teacher's Guide p. 40 - Compare Shapes Teacher's Guide pp. 66-67 - <i>Where's the Shape</i> Teacher's Guide p. 311 - 3D Geometric Shapes Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 558 - Math Center Starfall.com - Math: Geometry and Measurement
3. Creates two-dimensional shapes using other shapes (e.g, putting two squares together to make a rectangle)	Teacher's Guide p. 77 - Construction Center Teacher's Guide p. 108 - Design a House Teacher's Guide p. 156 - Create Fire Trucks Teacher's Guide p. 498 - Make Name Trains Teacher's Guide - Construction Center (daily) Starfall.com - Math: Geometry & Measurement
4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	Teacher's Guide p. 179 - Construction Center Teacher's Guide p. 203 - Construction Center Teacher's Guide p. 227 - Construction Center Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 441 - Construction Center Teacher's Guide p. 442 - Math Center

E. Spatial Relations

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 103 - Construction Center Teacher's Guide p. 153 - Warm Up Your Brain Teacher's Guide p. 335 - Follow Directional Words

	Teacher's Guide p. 442 - Math Center Starfall.com: Math: Geometry: 3D Space
2. Uses directions to move through space and find places in space	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. 467 - Warm Up Your Brain Teacher's Guide p. 502 - Shape Game

F. Measurement and Data

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Measures object attributes using a variety of standard and nonstandard tools	Teacher's Guide Seasonal Holidays p. 10 - Balance Scale Teacher's Guide Seasonal Holidays p. 15 - Pumpkin Math Teacher's Guide p. 218 - Order and Compare Short to Tall Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 537 - Math Center
2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 218 - Order and Compare Short or Tall Teacher's Guide p. 309 - Measure Rockets Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 450 - Measure Height Teacher's Guide p. 520 - How Tall Are You?
3. Seriates (places objects in sequence) up to six objects in order by height and length (e.g., cube towers or unit blocks)	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. 309 - Measure Rockets Teacher's Guide p. 491 - Train Game Starfall.com: Math: Geometry and Measurement: Measurement: "Shoes" Starfall.com: Math: Geometry and Measurement: Measurement: "Trains"
4. Represents, analyzes and discusses data (e.g., charts, graphs and tallies)	Teacher's Guide p. 36 - Analyze the Spice Graph Teacher's Guide p. 181 - Gathering (Forecast the Weather) Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 291 - "My Favorite Season" Chart Teacher's Guide p. 358 - Estimation Teacher's Guide p. 549 - Graph Favorite Fruits & Vegetables
5. Begins to predict the results of data collection	Teacher's Guide Seasonal Holidays p. 10 - Sink or Float? Teacher's Guide Seasonal Holidays p. 38 - Measuring Rainfall Teacher's Guide p. 129 - Gathering Teacher's Guide p. 181 - Gathering (Forecast the Weather) Teacher's Guide p. 446 - Heavy or Light? Teacher's Guide p. 475 - Predictions: Roll or Slide?

VI. Scientific Inquiry Domain

A. Scientific Inquiry Through Exploration and Discovery

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Uses senses to explore and understand their social and physical environment</p> <p>Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs</p>	<p>Teacher's Guide p. 178 - Library Center Teacher's Guide pp. 181-182 - The Five Senses Teacher's Guide pp. 183-184 - Introduce <i>Chicken Little</i> Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide pp. 187-188 - What Would You Do? Teacher's Guide p. 195 - Use Your Senses: What's in the Bag?</p>
<p>Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses</p>	<p>Teacher's Guide Seasonal Holidays p. 5 - The Listening Walk Teacher's Guide Seasonal Holidays p. 7 - Fall Walk Teacher's Guide p. 180 - Discovery Center Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide p. 446 - Heavy or Light Teacher's Guide p. 543 - Carrot Experiment</p>
<p>Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g. may like sound of loud noises or feel of fuzzy fabric)</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Fall Feely Box Teacher's Guide pp. 185-186 - Senses Walk Teacher's Guide p. 192 - Use Your Senses: Popcorn Teacher's Guide p. 195 - Use Your Senses: What's in the Bag? Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide p. 204 - Discovery Center</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>2. Uses tools in scientific inquiry</p> <p>Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g. digital cameras, scales)</p>	<p>Teacher's Guide Seasonal Holidays p. 28 - Shadow Activities Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 417 - Introduce Dinosaurs Teacher's Guide p. 473 - Big Machines Teacher's Guide p. 475 - Predictions: Roll or Slide? Teacher's Guide p. 536 - Discovery Center</p>

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>3. Uses understanding of causal relationships to act on social and physical environments</p> <p>Benchmark a: Makes predictions and tests their predictions through experimentation and investigation</p>	<p>Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher's Guide Seasonal Holidays p. 38 - Evaporation Teacher's Guide p. 152 - Discovery Center Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 266 - "Will the Wind Blow?" Graph Teacher's Guide p. 406 - Sink or Float?</p>
<p>Benchmark b: Collects and records data through</p>	<p>Teacher's Guide Seasonal Holidays p. 10 - Sink or Float?</p>

drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Teacher’s Guide Seasonal Holidays p. 38 - Measuring Rainfall Teacher’s Guide p. 88 - Eye Color Graph Teacher’s Guide p. 266 - “Will the Wind Blow?” Graph Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 549 - Graph Favorite Fruits & Vegetables
Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)	Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher’s Guide Seasonal Holidays p. 28 - Shadow Activities Teacher’s Guide Seasonal Holidays p. 40 - Solar Oven Teacher’s Guide p. 406 - Sink or Float? Teacher’s Guide p. 446 - Heavy or Light? Teacher’s Guide p. 475 - Predictions: Roll or Slide
Benchmark d: Shares findings and outcomes of experiments	Teacher’s Guide Seasonal Holidays p. 10 - Sink or Float? Teacher’s Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher’s Guide Seasonal Holidays p. 23 - Animals in the Arctic: What keeps them warm? Teacher’s Guide p. 475 - Predictions: Roll or Slide Teacher’s Guide pp. 542-543 - Introduce “Mr. Bunny’s Carrot Soup”/Carrot Experiment Teacher’s Guide p. 545 - Write About Grass Plants

B. Life Science

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Demonstrates knowledge related to living things and their environments Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Teacher’s Guide Seasonal Holidays p. 7 - Fall Walk Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p. 393 - Introduce Birds Teacher’s Guide p. 401 - Introduce Ocean Animals Teacher’s Guide p. 526 - Compare and Contrast Teacher’s Guide p. 543 - Carrot Experiment
Benchmark b: Notices the similarities and differences among various living things	Teacher’s Guide p. 406 - Dolphins and Whales Teacher’s Guide p. 514 - Discovery Center Teacher’s Guide p. 521 - Characteristics of Living Things Teacher’s Guide p. 525 - Determine Living and Nonliving Teacher’s Guide p. 529 - Teacher’s Literature Choice: Living and Nonliving Teacher’s Guide p. 537 - Seeds
Benchmark c: Understands that all living things grow, change and go through life cycles	Teacher’s Guide p. 518 - Learn About Life Cycles Teacher’s Guide p. 543 - Carrot Experiment Teacher’s Guide p. 559 - Growing and Changing Teacher’s Guide p. 562 - Introduce Butterfly Life Cycle Teacher’s Guide p. 567 - Create the Butterfly Life Cycle Starfall.com: Holidays, “Garden Shop”
Benchmark d: Begins to distinguish between living and nonliving things	Teacher’s Guide p. 512 - Art Center Teacher’s Guide p. 521 - Characteristics of Living Things Teacher’s Guide p. 525 -Determine Living and Nonliving Teacher’s Guide pp. 526-527 -Compare and Contrast

	<p>Teacher's Guide p. 529 - Teacher's Literature Choice: Living and Nonliving</p> <p>Teacher's Guide p. 537- Seeds</p>
<p>Benchmark e: Observes that living things differ with regard to their needs and habitats</p>	<p>Teacher's Guide Seasonal Holidays p. 40 - Worm Home</p> <p>Teacher's Guide p. 374 - Compare and Contrast Habitats</p> <p>Teacher's Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher's Guide p. 393 - Introduce Birds</p> <p>Teacher's Guide p. 406 - Dolphins and Whales</p> <p>Teacher's Guide p. 571 - Riddles: What Am I?</p>

C. Physical Science

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Demonstrates knowledge related to physical science</p> <p>Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled</p>	<p>Teacher's Guide p. 466 - Discovery Center</p> <p>Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> <p>Teacher's Guide p. 473 - Big Machines</p> <p>Teacher's Guide p. 475 - Predictions: Roll or Slide?</p> <p>Teacher's Guide p. 478 - Make Bulldozer Paintings</p> <p>Teacher's Guide p. 487 - Construction Center</p>
<p>Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</p>	<p>Teacher's Guide p. 473 - Big Machines</p> <p>Teacher's Guide p. 475 - Predictions: Roll or Slide?</p> <p>Teacher's Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher's Guide p. 478 - Make Bulldozer Paintings</p> <p>Teacher's Guide p. 487 - Construction Center</p> <p>Teacher's Guide p. 488 - Discovery Center</p>
<p>Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g, water and ice)</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Peppermint Play Dough Leaf Prints</p> <p>Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart</p> <p>Teacher's Guide Seasonal Holidays p. 38 - Evaporation</p> <p>Teacher's Guide Seasonal Holidays p. 39 - Spring Bubbles</p> <p>Teacher's Guide p. 180 - Discovery Center</p> <p>Teacher's Guide p. 260 - How Clouds Are Formed</p>
<p>Benchmark d: Investigates and describes changing states of matter - liquid, solid and gas</p>	<p>Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart</p> <p>Teacher's Guide Seasonal Holidays p. 23 - Animals in the Arctic: <i>What keeps them warm?</i></p> <p>Teacher's Guide Seasonal Holidays p. 38 - Evaporation</p> <p>Teacher's Guide Seasonal Holidays p. 39 - Spring Bubbles</p> <p>Teacher's Guide p. 257 - Introduce Weather</p> <p>Teacher's Guide p. 260 - How Clouds Are Formed</p>
<p>Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)</p>	<p>Teacher's Guide Seasonal Holidays p. 28 - Shadow Activities</p> <p>Teacher's Guide pp. 263-264 - Weather: Cause and Effect</p> <p>Teacher's Guide p. 301 - Introduce Earth</p> <p>Teacher's Guide p. 303 - <i>Why the Sun and the Moon Live in the Sky</i></p> <p>Teacher's Guide p. 304 - The Solar System</p> <p>Teacher's Guide p. 306 - <i>Reach for the Stars</i></p>

D. Earth and Space Science

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Demonstrates knowledge related to the dynamic properties of earth and sky</p> <p>Benchmark a: Describes properties of water including changes in the states of water - liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)</p>	<p>Teacher's Guide Seasonal Holidays p. 10 - Sink or Float? Teacher's Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher's Guide Seasonal Holidays p. 38 - Evaporation Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 488 - Discovery Center</p>
<p>Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</p>	<p>Teacher's Guide Seasonal Holidays p. 47 - Recycling Activities for Math Teacher's Guide p. 348 - Discovery Center Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 514 - Discovery Center Teacher's Guide p. 536 - Discovery Center Teacher's Guide p. 539 - Plant Seeds</p>
<p>Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars</p>	<p>Teacher's Guide Seasonal Holidays p. 28 - Shadow Activities Teacher's Guide p. 260 - How Clouds Are Formed Teacher's Guide p. 277 - Dramatic Play Center Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide pp. 286-287 - Introduce Autumn Teacher's Guide p. 291 - "My Favorite Season" Chart</p>
<p>Benchmark d: Compares the daytime and nighttime cycle</p>	<p>Teacher's Guide pp. 279-280 - Day and Night Teacher's Guide p. 281 - Teacher's Literature Choice: Day and Night Teacher's Guide p. 285 - Patterns: Day/Night and Seasons Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 303 - <i>Why the Sun and Moon Live in the Sky</i> Teacher's Guide p. 304 - The Solar System</p>
<p>Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)</p>	<p>Teacher's Guide Seasonal Holidays p. 7 - Season Dress Up Teacher's Guide p. 255 - Dramatic Play Center Teacher's Guide p. 257 - Introduce Weather Teacher's Guide p. 259 - "Who Likes Rain?" Graph Teacher's Guide pp. 269-270 - Weather Riddles Teacher's Guide p. 291 - "My Favorite Season" Chart</p>

E. Environment

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p> <p>Benchmark a: Demonstrates how people use objects and natural resources in the environment</p>	<p>Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 449 - Construct a House Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 539 - Plant Seeds Starfall.com - Earth Icon: Every Day is Earth Day</p>

<p>Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)</p>	<p>Teacher’s Guide Seasonal Holidays p. 19 - Thanksgiving Meal (use recycled materials) Teacher’s Guide Seasonal Holidays p. 47 - Litter Bags Teacher’s Guide Seasonal Holidays p. 47 - Sorting Cans Teacher’s Guide Seasonal Holidays p. 47 - Recycling Activities for Math (use collected rainfall to water plants) Teacher’s Guide p. 513 - Construction Center (use recycled materials) Teacher’s Guide p. 535 - Dramatic Play Center (reusable grocery bags)</p>
<p>Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)</p>	<p>Teacher’s Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher’s Guide Seasonal Holidays p. 47 - Sorting Cans Teacher’s Guide Seasonal Holidays p. 47 - Recycling Teacher’s Guide p. 535 - Dramatic Play Center (reusable grocery bags) Activities for Math (use collected rainfall to water plants) Starfall.com - Earth Icon: Every Day is Earth Day Starfall.com - Backpack Bear’s Books - “The Bottle in the River”</p>

F. Engineering and Technology

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</p> <p>Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be an Inventor Teacher’s Guide p. 104 - Discovery Center Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 441 - Construction Center Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Discovery Center</p>
<p>Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)</p>	<p>Teacher’s Guide p. 466 - Discovery Center Teacher’s Guide p. 472 - Introduce <i>My Father Runs an Excavator</i> Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 478 - Make Bulldozer Paintings</p>
<p>Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems</p>	<p>Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 128 - Math Center Teacher’s Guide p. 128 - Discovery Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Discovery Center</p>
<p>Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - Be An Inventor Teacher’s Guide p. 441- Construction Center Teacher’s Guide p. 473 - Big Machines Teacher’s Guide p. 475 - Predictions: Roll or Slide? Teacher’s Guide p. 476 - Estimate Rolling Speed Teacher’s Guide p. 488 - Discovery Center</p>

VII. Social Studies Domain

A. Culture

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Identifies self as a member of a culture	Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day Teacher’s Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher’s Guide Seasonal Holidays p. 33 - Different Eggs Teacher’s Guide Seasonal Holidays p. 49 - Cinco de Mayo Teacher’s Guide p. 84 - Draw Dragon Dot Eyes and other Chinese Fables Teacher’s Guide p. 207 - “One Rice Thousand Gold”
2. Understands everyone belongs to a culture	Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day Teacher’s Guide Seasonal Holidays p. 18 - Thanksgiving Day Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays p. 30 - Valentine’s Day Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide Seasonal Holidays p. 49 - Cinco de Mayo
3. Explores culture of peers and families in the classroom and community	Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide Seasonal Holidays p. 49 - Cinco de Mayo Teacher’s Guide p. 84 - Draw Dragon Dot Eyes and other Chinese Fables Teacher’s Guide p. 207 - “One Rice Thousand Gold”
4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	Teacher’s Guide Seasonal Holidays p. 8 - Grandparent’s Day Teacher’s Guide Seasonal Holidays p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays p. 33 - Black History Month Teacher’s Guide Seasonal Holidays pp. 49-51 - Cinco de Mayo Teacher’s Guide p. 84 - Draw Dragon Dot Eyes and other Chinese Fables Teacher’s Guide p. 207 - “One Rice Thousand Gold”

B. Individual Development and Identity

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Identifies characteristics of self as an individual	Teacher’s Guide Seasonal Holidays p. 33 - Diversity Sheet

	Teacher's Guide Seasonal Holidays p. 33 - Different Eggs Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide pp. 88-89 - Eye Color Graph Teacher's Guide p. 515 - Things We Can Do <i>Starfall.com</i> - It's Fun to Read: All About Me!
2. Identifies the ways self is similar to and different from peers and others	Teacher's Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher's Guide Seasonal Holidays p. 33 - Different Eggs Teacher's Guide p. 22 - Share Photo Pages Teacher's Guide pp. 88-89 - Eye Color Graph Teacher's Guide p. 207 - "One Rice Thousand Gold" Teacher's Guide p. 515 - Things We Can Do
3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)	Teacher's Guide p. 54 - Class Rules Teacher's Guide pp. 105-106 - Introduce Grandmother Teacher's Guide p. 108 - Design a House Teacher's Guide p. 111 - My Family Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures

C. Individuals and Groups

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Identifies differences and similarities of self and others as part of a group	Teacher's Guide p. 11 - Make Handprints Teacher's Guide p. 53 - Friendship Ball Teacher's Guide p. 56 - Friendship Quilt Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide pp. 129-130 - Introduce Neighbors and Community
2. Explains the role of groups within a community	Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 58 - "Please" and "Thank You" Teacher's Guide p. 69 - Review Rules Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide pp. 222-243 - Week 10: Being Safe
3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	Teacher's Guide <i>Read Me First</i> p. 10 - Responsibility/Job Chart Teacher's Guide Seasonal Holidays p. 27 - Clean Up! Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide pp. 222-243 - Week 10: Being Safe
4. Exhibits leadership skills and roles (e.g., line leader and door holder)	Teacher's Guide <i>Read Me First</i> p. 10 - Responsibility/Job Chart Teacher's Guide Seasonal Holidays p. 27 - Clean Up! Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide pp. 157-158 - Dialing 9-1-1 Teacher's Guide pp. 229-230 - Safety: <i>Inside School</i> and <i>On the Playground</i> Teacher's Guide pp. 241-242 - Safety: Review <i>Fire Safety</i> , and <i>Introduce Strangers</i>

D. Spaces, Places, and Environments

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
<p>1. Identifies the relationship of personal space to surroundings</p>	<p>Teacher's Guide p. 61 - Warm Up Your Brain Teacher's Guide p. 123 - Outside Activity Teacher's Guide p. 140 - Warm Up Your Brain Teacher's Guide p. 144 - Review /t/ Teacher's Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide p. 237 - Warm Up Your Brain</p>
<p>2. Identifies differences and similarities between own environment and other locations</p>	<p>Teacher's Guide pp. 129-130 - Introduce Neighbors and Community Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 416 - Discovery Center Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 466 - Discovery Center Teacher's Guide p. 557 - Construction Center</p>
<p>3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)</p>	<p>Teacher's Guide p. 129 - Introduce Neighbors and Community Teacher's Guide p. 133 - Where We Live Teacher's Guide p. 139 - Create a Neighborhood Scene Teacher's Guide p. 301 - Introduce Earth Teacher's Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher's Guide p. 497 - Introduce /v/</p>
<p>4. Uses spatial words (e.g., far/close, over/under and up/down)</p>	<p>Teacher's Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher's Guide p. 10 - First Day of School Teacher's Guide p. 153 - Warm Up Your Brain Teacher's Guide p. 205 - <i>Where is My Head?</i> Teacher's Guide p. 304 - The Solar System Teacher's Guide p. 335 - Follow Directional Words</p>
<p>5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)</p>	<p>Teacher's Guide Seasonal Holidays p. 44 - Finding Ireland Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide Seasonal Holidays p. 49 - Where is Mexico? Teacher's Guide p. 32 - Sequence <i>The Gingerbread Boy</i> Teacher's Guide pp. 80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide p. 487 - Dramatic Play Center</p>
<p>6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)</p>	<p>Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide p. 513 - Construction Center (use recycled materials) Teacher's Guide p. 535 - Dramatic Play Center (reusable grocery bags) Teacher's Guide p. 579 - Dramatic Play Center Starfall.com: Earth Icon: Every Day is Earth Day Starfall.com: Backpack Bear's Books - "The Bottle in the River"</p>

E. Time, Continuity and Change

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Identifies changes within a sequence of events to establish a sense of order and time	Teacher's Guide Seasonal Holidays pp. 18-20 - Thanksgiving Teacher's Guide p. 18 - Gathering Teacher's Guide p. 84 - Story Order Teacher's Guide p. 119 - Sharing Family Pictures Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 559 - Growing and Changing
2. Observes and recognizes changes that take place over time in the immediate environment	Teacher's Guide Seasonal Holidays p. 38 - Spring Teacher's Guide Seasonal Holidays pp. 46-47 - Earth Day Teacher's Guide p. 285 - Patterns: Day/Night and Seasons Teacher's Guide p. 515 - Things We Can Do Teacher's Guide p. 537 - Seeds Teacher's Guide - Gathering (daily)

F. Governance, Civic Ideals and Practices

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Recognizes and follows rules and expectations in varying settings	Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 58 - "Please" and "Thank You" Teacher's Guide p. 69 - Review Rules Teacher's Guide pp. 112-113 - Helping Your Family Teacher's Guide pp. 222-243 - Week 10: Being Safe
2. Participates in problem solving and decision making	Teacher's Guide p. 54 - Class Rules Teacher's Guide p. 144 - Review /t/ Teacher's Guide p. 151 - Dramatic Play Center Teacher's Guide p. 179 - Dramatic Play Center Teacher's Guide p. 277 - Construction Center Teacher's Guide p. 277 - Dramatic Play Center
3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	Teacher's Guide p. 9 - Learning Centers Activity Teacher's Guide p. 19 - Learning Centers Activity Teacher's Guide p. 54 - Class Rules Teacher's Guide pp. 58-59 - "Please" and "Thank You" Teacher's Guide p. 69 - Review Rules Teacher's Guide p. 432 - Dinosaur Book Vote

G. Economics and Resources

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Recognizes the differences between wants and needs	Teacher's Guide p. 132 - Introduce Money Teacher's Guide pp. 133-134 - Where We Live Teacher's Guide p. 203 - Dramatic Play Center Teacher's Guide p. 338 - A Pet for Gingerbread Boy Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher's Guide p. 528 - Learn About Pennies and Nickels

2. Begins to recognize that people work to earn money to buy things they need or want	Teacher’s Guide Seasonal Holidays p. 18 - Thanksgiving (buying groceries for a food bank) Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 160 - What I Want to Be Teacher’s Guide pp. 165-166 - Partner Sharing: Community Helpers Teacher’s Guide p. 203 - Dramatic Play Center Teacher’s Guide p. 528 - Learn About Pennies and Nickels
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H. Technology and Our World

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	Teacher’s Guide Seasonal Holidays p. 15 - Seed Science (research) Teacher’s Guide pp. 157-158 - Dialing 9-1-1 Teacher’s Guide pp. 241-242 - Safety: Review <i>Fire Safety</i> , and <i>Introduce Strangers</i> Teacher’s Guide p. 255 - Dramatic Play Center Teacher’s Guide - Computer Center (daily) Starfall.com - Grandparent’s Day Icon

VIII. Creative Expression Through the Arts Domain

A. Sensory Art Experience

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	Teacher’s Guide Seasonal Holidays p. 24 - Painting with Snowballs Teacher’s Guide Seasonal Holidays p. 26 - Masks on Parade Teacher’s Guide Seasonal Holidays p. 27 - Fireworks Teacher’s Guide p. 50 - Art Center Teacher’s Guide p. 91 - Finger Painting Teacher’s Guide p. 202 - Mosaics

B. Music

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Actively participates in a variety of individual and group musical activities	Teacher’s Guide Seasonal Holidays p. 34 - African Drum Teacher’s Guide Seasonal Holidays p. 39 - Rain Sticks Teacher’s Guide Seasonal Holidays p. 40 - Musical Rain Drops Teacher’s Guide p. 13 - <i>If You’re Happy and You Know It</i> Teacher’s Guide pp. 65-66 - “The Ants Go Marching” Starfall.com: Songs and Rhymes: Motion Songs
2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge of	Teacher’s Guide Seasonal Holiday p. 7 - Leaf Dancing

individual and group music activities	Teacher’s Guide Seasonal Holidays p. 24- Musical Hibernation Game Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p. 27 - Dragon Dance: Chinese New Year Teacher’s Guide Seasonal Holidays p. 50 - Dance Streamers Teacher’s Guide p. 419 - Dinosaur Dance
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C. Creative Movement

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	Teacher’s Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher’s Guide Seasonal Holidays p. 24 - Musical Hibernation Game Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p. 50 - Dance Streamers Teacher’s Guide p. 419 - Dinosaur Dance Teacher’s Guide p. 420 - Warm Up Your Brain

D. Imaginative and Creative Play

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	Teacher’s Guide Seasonal Holidays p. 24- Musical Hibernation Game Teacher’s Guide p. 103 - Dramatic Play Center Teacher’s Guide p. 197 - Dramatize “Chicken Little” Teacher’s Guide p. 227 - Dramatic Play Center Teacher’s Guide p. 245 - Dramatize <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 255 - Dramatic Play Center

E. Appreciation of the Arts

Florida Early Learning and Developmental Standards	Starfall Submission Evidence
1. Uses appropriate art vocabulary to describe own art creations and those of others	Teacher’s Guide p. 226 - Art Center Teacher’s Guide p. 326 - Discovery Center Teacher’s Guide p. 368 - Art Center Teacher’s Guide p. 414 - Art Center Starfall.com - It’s Fun to Read: Art Gallery: Georges Seurat Starfall.com - It’s Fun to Read: Art Gallery: Paul Gauguin
2. Compares own art to similar art forms	Teacher’s Guide Seasonal Holidays p. 26 - Masks on Parade Teacher’s Guide p. 77 - Discovery Center Teacher’s Guide p. 85 - Draw and Write About Dragons Teacher’s Guide p. 178 - Art Center Teacher’s Guide p. 268 - Create Rainy Day Illustrations

<p>3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past</p>	<p>Teacher's Guide - Art Center (daily) Teacher's Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher's Guide Seasonal Holidays p. 27 - Dragon Dance: Chinese New Year Teacher's Guide Seasonal Holidays p. 34 - African Drum Teacher's Guide Seasonal Holidays p. 39 - Rain Sticks Teacher's Guide Seasonal Holidays p. 50 - Dance Streamers Starfall.com - Songs & Rhymes: <i>Historical Folk Songs</i></p>
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*The standards in this document were copied directly from the *Florida Early Learning and Developmental Standards Birth to Kindergarten 2017*.

Publisher's Note: The citations included in this alignment represent a sampling of Starfall Pre K 4 Curriculum. Each standard is covered in depth throughout the curriculum. Additional Starfall standards may be found in the *Read Me First* section of the Teacher's Guide.