



Maryland Early Learning Standards Alignment to Starfall Pre K 4 Curriculum

Domain: Language & Literacy

Strand: Reading Literature

Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Key Ideas & Details RL1: With modeling and prompting, answer questions about details in a text.	Teacher's Guide pp.80-81 - Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide pp.183-184 - Introduce <i>Chicken Little</i> Teacher's Guide pp.289-290 - Read <i>How the Turtle Cracked its Shell</i>

Domain: Language & Literacy

Strand: Reading Literature

Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Key Ideas & Details RL2: With modeling and support, retell familiar stories/poems.	Teacher's Guide p. 83 - "One Two, Tie My Shoe" Teacher's Guide pp. 353-354 - Dramatize "The Little Rooster" Teacher's Guide p. 298 - Library Center

Domain: Language & Literacy

Strand: Reading Literature

Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Key Ideas & Details</p> <p>RL3: With modeling and support, identify characters, settings and major events in a story.</p>	<p>Teacher's Guide p. 84 - Story Order Teacher's Guide p. 197 - Dramatize "Chicken Little" Teacher's Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i></p>

Domain: Language & Literacy

Strand: Reading Literature

Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Craft & Structure</p> <p>RL4: With modeling and support, answer questions about unknown words in stories and poems.</p>	<p>Teacher's Guide pp. 59-60 - Make Carrot Soup Teacher's Guide p. 239 - Goldilocks Story Emotions Teacher's Guide p. 445 - Introduce <i>The Three Little Pigs</i></p>

Domain: Language & Literacy

Strand: Reading Literature

Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Craft & Structure</p> <p>RL5: Gain exposure to common types of literary texts (e.g., storybooks, poems).</p>	<p>Teacher's Guide p. 12 - Introduce <i>Nursery Rhymes</i> Teacher's Guide pp.80- 81 Introduce <i>Draw Dragon Dot Eyes</i> Teacher's Guide pp.107-108 - How Does the Little Red Hen Feel? Teacher's Guide p. 226 - Library Center</p>

Domain: Language & Literacy

Strand: Reading Literature

Standard: Assess how point of view or purpose shapes the content and style of a text.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Craft & Structure</p> <p>RL6: With modeling and support, identify the role</p>	<p>Teacher's Guide pp.16-17 - Read <i>The Gingerbread Boy</i> Teacher's Guide pp.328-329 - <i>The Frog Prince</i></p>

of author and illustrator	Teacher's Guide pp.356-357 - <i>The Troll Who Lived Under the Bridge</i>
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Domain: Language & Literacy

Strand: Reading Literature

Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Integration of Knowledge & Ideas</p> <p>RL7: With modeling and support, tell how the illustrations support the story</p>	<p>Teacher's Guide pp.231-232 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide pp.289-290 - Read <i>How the Turtle Cracked its Shell</i></p> <p>Teacher's Guide p.351 Introduce "The Little Rooster"</p> <p>Teacher's Guide p.356 - <i>The Troll Who Lived Under the Bridge</i></p>

Domain: Language & Literacy

Strand: Reading Literature

Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Integration of Knowledge & Ideas</p> <p>RL9: With modeling and support, compare adventures and experiences of characters in familiar stories.</p>	<p>Teacher's Guide p.41 - Gingerbread Story Comparison</p> <p>Teacher's Guide p.109 - "Did Little Red Hen Do the Right Thing?"</p> <p>Teacher's Guide p.239 - Goldilocks Story Emotions</p> <p>Teacher's Guide p.452 - Compare Versions of <i>The Three Little Pigs</i></p>

Domain: Language & Literacy

Strand: Reading Literature

Standard: Read and comprehend complex literary and informational texts independently and proficiently.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Range of Reading and Level of Text Complexity</p> <p>RL10: Actively engage in group reading activities with purpose and understanding.</p>	<p>Teacher's Guide pp.353-354 - Dramatize "The Little Rooster"</p> <p>Teacher's Guide pp.235 - 236 - Sequence <i>Goldilocks and the Three Bears</i></p> <p>Teacher's Guide p.178 - Library Center</p>

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Key Ideas & Details RI1: With modeling and support, answer questions about details in an informational text.	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 p.406 - Dolphins and Whales Teacher's Guide p.455 - Construction

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Key Ideas & Details RI2: With modeling and support, recall one or more detail(s) related to the main topic from an informational text.	Teacher's Guide p. 268 - Introduce <i>Thermometers</i> Teacher's Guide p. 309 - Review <i>Reach for the Stars</i> Teacher's Guide p. 335 - Follow Directional Words Teacher's Guide p. 355 - <i>The Story of Milk</i>

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.

Learning Progression: Story/Text Comprehension.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Key Ideas & Details RI3: With modeling and support, connect individuals, events, and pieces of information in text to life experiences.	Teacher's Guide pp.153 -154 - Firefighters Teacher's Guide pp.155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p.307 - The Stars

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
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<p>A. Craft & Structure</p> <p>RI4: With modeling and support, answer questions about unknown words in a text.</p>	<p>Teacher’s Guide p. 191 - Teacher’s Literature Choice: Senses Teacher’s Guide p. 265 - Teacher’s Literature Choice: Rain Teacher’s Guide p. 271 - Teacher’s Literature Choice: Weather Teacher’s Guide p. 307 - The Stars Teacher’s Guide p. 499 - A Plane Ride</p>
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Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Craft & Structure</p> <p>RI5: With modeling and support identify the front cover, and back cover of a book.</p>	<p>Teacher’s Guide p. 84 - Story Order Teacher’s Guide p. 139 - Neighborhood or Community Teacher’s Guide p. 277 - Library Center Teacher’s Guide p. 293 - Seasons</p>

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Assess how point of view or purpose shapes the content and style of a text.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Craft & Structure</p> <p>RI6: With modeling and support define the role of the author and illustrator/photographer in presenting the ideas or information in a text.</p>	<p>Teacher’s Guide pp. 155 - 156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 311 - Space Teacher’s Guide p. 335 - Pets Teacher’s Guide pp. 402-403 - <i>Introduce Dolphins Are Not Fish</i> Teacher’s Guide pp. 472 - <i>Introduce My Father Runs an Excavator</i></p>

Domain: Language & Literacy Strand: Reading Informational Text Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Integration of Knowledge and Ideas</p> <p>RI7: With modeling and support, tell how the illustrations/photographs support the text.</p>	<p>Teacher’s Guide p. 121 - Teacher’s Literature Choice: Pancakes or Grandmothers Teacher’s Guide pp. 155 - 156 - <i>A Day in the Life of a Firefighter</i></p>

	Teacher's Guide p.191 - Seasons Teacher's Guide p.265 - Rain Teacher's Guide pp.472 - Introduce <i>My Father Runs an Excavator</i>
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Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Integration of Knowledge and Ideas RI8: With modeling and support identify the reasons an author gives to support points in a text.	Teacher's Guide pp. 402-403 - Introduce <i>Dolphins Are Not Fish</i> Teacher's Guide p. 419 - Dinosaur Dance Teacher's Guide p. 472 - Introduce <i>My Father Runs an Excavator</i>

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Integration of Knowledge and Ideas RI9: With prompting and support, discuss similarities and differences between two texts on the same topic (i.e. in illustrations or descriptions).	Teacher's Guide p. 406 - Dolphins and Whales Teacher's Guide pp. 432 - Dinosaur Book Vote Teacher's Guide p. 512 - Library Center

Domain: Language & Literacy

Strand: Reading Informational Text

Standard: Read and comprehend complex literary and informational texts independently and proficiently.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Range of Reading and Level of Text Complexity RI10: Actively engage in group reading activities with purpose and understanding.	Teacher's Guide pp.155-156 - <i>A Day in the Life of a Firefighter</i> Teacher's Guide p.309 - Review <i>Reach for the Stars</i> Teacher's Guide - p. 473 - Big Machines

Domain: Language & Literacy

Strand: Reading Foundational Skills

Standard: RF1 Demonstrate understanding of the organization and basic features of print.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment

<p>A. Print Concepts</p> <p>RF1.a: Demonstrate an awareness that words are read from left to right, top to bottom and page by page.</p> <p>RF1.b: Recognize that spoken words can be written and read.</p> <p>RF1.c: Understand that words are separated by spaces in print.</p> <p>RF1.d: Recognize and name some upper and lowercase letters of the alphabet.</p>	<p>Teacher’s Guide p. 76 - Library Center Teacher’s Guide pp. 155-156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide pp.183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide p.178 - Library Center Teacher’s Guide pp.183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide p. 277 - Library Center</p> <p>Teacher’s Guide p. 189 - Gathering Teacher’s Guide p. 286 - Phonological Awareness: Words in a Sentence Teacher’s Guide p. 330 - Read the “Pets” Chart</p> <p>Teacher’s Guide pp.113-114 - List <i>Bb</i> words, ASL <i>Bb</i> Teacher’s Guide pp. 134-135 - Introduce <i>Tt</i> Teacher’s Guide p. 336 - Review Beginning Sounds</p>
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Domain: Language & Literacy

Strand: Reading Foundational Skills

Standard: RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Phonological Awareness</p> <p>RF2.a: Recognize rhyming words in spoken language.</p> <p>RF2.b: Identify and isolate individual words in a spoken sentence.</p> <p>RF2.c: Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF2.d: Blend and segment onsets and rimes of</p>	<p>Teacher’s Guide p. 120 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 182 - Phonological Awareness: Rhyming Words Teacher’s Guide p. 219 - Phonological Awareness: Rhyming Words</p> <p>Teacher’s Guide p. 286 - Phonological Awareness: Words in a Sentence Teacher’s Guide p. 308 - Phonological Awareness: Words in a Sentence Teacher’s Guide p. 353 - Phonological Awareness: Words in Sentences</p> <p>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</p> <p>Teacher’s Guide p. 138 - Phonological Awareness</p>

<p>single syllable spoken words.</p> <p>RF2.e: Isolate and pronounce the initial sound in spoken words.</p> <p>RF2.f: Orally blend and segment individual phonemes in two- to-three phoneme words.</p>	<p>Teacher’s Guide p. 162 - Phonological Awareness: Onset and Rime Teacher’s Guide p. 457 - Phonological Awareness: Blending Onset and Rime Teacher’s Guide p.138 - Phonological Awareness Teacher’s Guide p.144 - Phonological Awareness: Discriminating /t/ Teacher’s Guide p.164 - Review <i>Bb, Nn, and Tt</i></p> <p>Teacher’s Guide p.356 - Phonemic Awareness: Blending CVC Teacher’s Guide p. 378 - Phonological Awareness: Blend Phonemes Teacher’s Guide p. 425 - Phonemic Awareness: Blend Consonant/Vowel/Consonant</p>
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Domain: Language & Literacy

Strand: Reading Foundational Skills

Standard: Know and apply grade- level phonics and word analysis skills in decoding words.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Phonics & Word Recognition</p> <p>RF3.a: Recognize that words are made up of letters and their sounds.</p> <p>RF3.b: Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the most frequent sound for some consonants.</p> <p>RF3.c: Recognize name in print as well as some environmental print (symbols/words).</p>	<p>Teacher’s Guide p.138 - List <i>Tt</i> Words Teacher’s Guide p.162 - List <i>Nn</i> Words Teacher’s Guide p.356 - List <i>Mm</i> Words</p> <p>Teacher’s Guide p.196 - Phonemic Awareness: Discriminating /s/ Teacher’s Guide p.216 - Identify <i>Aa, Bb, Nn, Ss, and Tt</i> Teacher’s Guide p.219 - Play “Say it Fast”</p> <p>Teacher’s Guide p. 30 - Gathering Teacher’s Guide p. 54 - Class Rules Teacher’s Guide p.105 - Gathering Teacher’s Guide pp. 140-141 - Safety Signs</p>

Domain: Language & Literacy

Strand: Reading Foundational Skills

Standard: Engage with a variety of texts with purpose and understanding. Read with sufficient accuracy and fluency to support comprehension.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Fluency</p> <p>RF4: Engage with a variety of texts (e.g., a variety of structures and/or genres) with purpose and understanding.</p>	<p>Teacher’s Guide p.12 - Introduce Nursery Rhymes Teacher’s Guide p.55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher’s Guide p.557 - Library Center</p>

Domain: Language & Literacy

Strand: Writing

Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Text Types and Purposes</p> <p>W1: With modeling and support, use a combination of drawing, dictating, and developmentally appropriate writing to share opinion about an experience or book.</p>	<p>Teacher's Guide p.179 - Writing Center Teacher's Guide p.194 - Create a Class Nursery Rhyme Book Teacher's Guide p.240 - Draw Goldilocks with the Three Bears Teacher's Guide p.325 - Writing Center Teacher's Guide p.351 - Create a Class Farm Book Teacher's Guide p. 416 - Writing Center</p>

Domain: Language & Literacy

Strand: Writing

Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Text Types and Purposes</p> <p>W2: Use a combination of drawing, dictating, or developmentally appropriate writing to state information on a topic.</p>	<p>Teacher's Guide p.151 - Writing Center Teacher's Guide p.204 - Writing Center Teacher's Guide p.376 - Draw Animals in Their Habitats</p>

Domain: Language & Literacy

Strand: Writing

Standard: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Text Types & Purposes</p> <p>W3: With modeling and support, use a combination of drawing, dictating, or developmentally appropriate writing to communicate a personal story about a single event and tell about the event in a meaningful sequence.</p>	<p>Teacher's Guide p.214 - Say "Thank You" Teacher's Guide p.284 - Stuffed Animal Imaginations Teacher's Guide p.501 - Class Travel Journal Teacher's Guide p.589 - Create a Class Book for Gingerbread Boy</p>

Domain: Language & Literacy

Strand: Writing

Standard: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Production and Distribution of Writing W5: With modeling, guidance, and support from adults, review drawing, dictation or developmentally appropriate writing.	Teacher's Guide p.58 - "Please" and "Thank You" Teacher's Guide p.88 - Our Eyes Can See Teacher's Guide p.160 - What I Want to Be Teacher's Guide p.278 - Writing Center Teacher's Guide p.564 - Creative Writing

Domain: Language & Literacy

Strand: Writing

Standard: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Production and Distribution of Writing W6: With prompting and support from adults, explore a variety of digital tools to express ideas.	Starfall.com - Holidays (Valentine Icon): "Send a Valentine" Starfall.com - It's Fun to Read: "All About Me" Starfall.com - Holidays (Garden Shop Icon): "Garden Shop" Starfall.com - Holidays (Rabbit Icon): "Word Hunt" Starfall.com - Holidays (Writing Paper Icon): "Grandparents' Day"

Domain: Language & Literacy

Strand: Writing

Standard: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Research to Build and Present Knowledge W7: Participate in shared research and shared writing projects.	Teacher's Guide p.309 - Review <i>Reach for the Stars</i> Teacher's Guide p.310 - Class Story: Space Trip Teacher's Guide p.352 - "The Farmer in the Dell"

Domain: Language & Literacy

Strand: Writing

Standard: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Research to Build and Present Knowledge</p> <p>W8: With modeling and support from adult, recall information from experiences or information from provided sources to answer a question.</p>	<p>Teacher's Guide p.54 - Class Rules Teacher's Guide p.165 - Partner Sharing Teacher's Guide p.265 - Teacher's Literature Choice: Rain</p>

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Comprehension and Collaboration</p> <p>SL1: Participate in collaborative conversations with diverse partners about prekindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns, speaking about the topics and texts under discussion).</p> <p>SL1.b: During scaffolded conversations, continue a conversation through multiple exchanges.</p>	<p>Teacher's Guide p.13 - Emotions: <i>Happy</i> Teacher's Guide p.70 - Share Chair Teacher's Guide p.313 - Pre-K Book Club</p> <p>Teacher's Guide p.19 - Learning Centers Teacher's Guide p.69 - Review Rules Teacher's Guide p.259 - Story Time</p> <p>Teacher's Guide pp.57-58 - It's Raining! Teacher's Guide p.92 - Where Are the Colors? Teacher's Guide p.114 - Little Red Hen Makes Pancakes Teacher's Guide pp.165-166 - Partner Sharing: Community Helpers</p>

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Comprehension and Collaboration</p> <p>SL2: Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details with modeling and support.</p>	<p>Teacher's Guide p.55 - Introduce "Mr. Bunny's Carrot Soup" Teacher's Guide p.135 - The "Talking Stone" Teacher's Guide p.349 - Farm Animals</p>

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Comprehension and Collaboration SL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Teacher's Guide pp.286-287 - Introduce Autumn Teacher's Guide p.304 - The Solar System Teacher's Guide p.309 - Review <i>Reach for the Stars</i> Teacher's Guide p.333 - Real or Make Believe

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Presentation of Knowledge and Ideas SL4: Describe familiar people, places, things, and events with modeling and support.	Teacher's Guide p.32 - Sequence <i>The Gingerbread Boy</i> Teacher's Guide pp 89-90 - Introduce Brown, White, and Black Teacher's Guide p.119 - Sharing Family Pictures

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Presentation of Knowledge and Ideas SL5: Add drawings or visual displays to descriptions as desired to provide additional detail.	Teacher's Guide p.85 - Draw and Write About Dragons Teacher's Guide p 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p.284 - Stuffed Animal Imaginations

Domain: Language & Literacy

Strand: Speaking & Listening

Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Presentation of Knowledge and Ideas	Teacher's Guide p.22 - Share Photo Pages Teacher's Guide p.168 - Share Chair:

SL6: With modeling and support, speak audibly and express thoughts, feelings, and ideas clearly.	Community Helpers Teacher’s Guide p.282 - Pajama Fashion Show Teacher’s Guide p.291 - “My Favorite Season” Chart
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Domain: Language & Literacy

Strand: Language

Standard: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Conventions of Standard English</p> <p>L1: Demonstrate beginning understanding of the conventions of standard English grammar and usage when engaged in literacy activities (e.g. Interactive Read Alouds, shared reading, shared writing, developmentally appropriate writing, oral language activities, etc.).</p> <p>L1.a: Print upper and lowercase letters in first name.</p> <p>L1.b: Use frequently occurring nouns and verbs.</p> <p>L1.c: Develop understanding of singular and plural nouns (e.g., dog means one dog; dogs means more than one dog).</p> <p>L1.d: Understand and begin to use question words (e.g., interrogatives such as who, what, where, when, why, how).</p> <p>L1.e: Gain exposure to the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>L1.f: Produce complete sentences in shared language activities.</p>	<p>Teacher’s Guide p. 257 - Introduce Weather Teacher’s Guide p. 291 - “My Favorite Season” Chart Teacher’s Guide p. 310 - Class Story: Space Trip</p> <p>Teacher’s Guide p. 68 - Introduce Writing Journals Teacher’s Guide p. 77- Writing Center Teacher’s Guide p. 466 - Writing Center</p> <p>Teacher’s Guide pp. 58 - 59 - “Please” and “Thank You” (use of child’s name) Teacher’s Guide p.218 - Warm Up Your Brain Teacher’s Guide p. 373 - Read <i>The Gingerbread Boy</i></p> <p>Teacher’s Guide p. 8 - Gathering Teacher’s Guide p. 11 - Make Handprints Teacher’s Guide p. 61 - Gathering</p> <p>Teacher’s Guide p. 92 - “Where Are the Colors?” Teacher’s Guide pp. 183 - 184 - Introduce <i>Chicken Little</i> Teacher’s Guide pp. 235 - 236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 259 - <i>Who, Where, When, What, and How</i></p> <p>Teacher’s Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher’s Guide p. 335 - Follow Directional Words Teacher’s Guide p. 119 - Warm Up Your Brain</p> <p>Teacher’s Guide pp. 82 - 83 - Introduce <i>Yellow and Green</i> Teacher’s Guide p. 330 - Read the “Pets” Chart</p>

	Teacher's Guide p. 363 - Teacher's Literature Choice: Farms
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Domain: Language & Literacy

Strand: Language

Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
L2 Gain exposure to conventions of standard English capitalization, punctuation, and spelling during shared reading and writing experiences.	Teacher's Guide p. 310 - Class Story: Space Trip Teacher's Guide p. 327 - Pets Teacher's Guide p. 501 - Class Travel Journal
L2.a Recognize that their name begins with a capital letter.	Teacher's Guide p. 51 - Writing Center Teacher's Guide p. 78 - Gathering Teacher's Guide p. 466 - Art Center
L2.b Demonstrate awareness of name and function of end punctuation (e.g., period, question mark and exclamation point-).	Teacher's Guide p. 257 - Introduce Weather Teacher's Guide p. 278 - Writing Center Teacher's Guide p. 327 - Pets
L2.c Use letter-like shapes, symbols, letters, and words to convey meaning.	Teacher's Guide p. 240 - Draw Goldilocks with the Three Bears Teacher's Guide p. 416 - Writing Center Teacher's Guide p. 455 - Draw and Write
L2.d Develop fine motor skills necessary to control and sustain handwriting.	Teacher's Guide p. 226 - Art Center Teacher's Guide p. 298 - Art Center Teacher's Guide p. 392 - Discovery Center

Domain: Language & Literacy

Strand: Language

Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
L3: (Begins in grade 2)	

Domain: Language & Literacy

Strand: Language

Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Vocabulary Acquisition and Use	Teacher's Guide pp.16-17 - Read <i>The Gingerbread Boy</i>

L4: Determine or clarify the meaning of unknown words and phrases based on pre-kindergarten reading and content	Teacher’s Guide pp. 153-154 - Firefighters Teacher’s Guide p.304 - The Solar System Teacher’s Guide p.374 - Compare and Contrast Habitats
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Domain: Language & Literacy

Strand: Language

Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>L5: With modeling and support from adults, explore word relationships and nuances in word meanings.</p> <p>L5.a: With modeling and support, sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L5.b: With modeling and support, demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>L5.c: Identify real life connections between words and their use (e.g., note objects in classroom that are small).</p>	<p>Teacher’s Guide pp. 143 - 144 - Vehicles and Buildings Teacher’s Guide p. 445 - Introduce <i>The Three Little Pigs</i> Teacher’s Guide p.469 - Introduce <i>The Cobbler and the Elves</i></p> <p>Teacher’s Guide p. 209 - Categorizing Healthy and Unhealthy Teacher’s Guide pp. 231 - 232 - Introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher’s Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher’s Guide p. 61 - Warm Up Your Brain Teacher’s Guide p. 105 - Warm Up Your Brain Teacher’s Guide p. 231 - introduce <i>Goldilocks and the Three Bears</i> Teacher’s Guide p. 543 - Warm Up Your Brain</p> <p>Teacher’s Guide p. 13 Emotions: <i>Happy</i> Teacher’s Guide p. 63 - “A-Tisket, A-Tasket” Teacher’s Guide pp. 86 - 87 - Introduce <i>Blue</i> and <i>Purple</i> Teacher’s Guide pp. 143 - 144 - Vehicles and Buildings</p>

Domain: Language & Literacy

Strand: Language

Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
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<p>L6: Use words and phrases acquired through conversation, being read to, and responding to text.</p>	<p>Teacher’s Guide pp.16-17 - Read <i>The Gingerbread Boy</i> Teacher’s Guide pp. 58-59 - “Please” and “Thank You” Teacher’s Guide p.207 - “One Rice Thousand Gold” Teacher’s Guide p.526 - Compare and Contrast Teacher’s Guide p.528 - Learn About Pennies and Nickels</p>
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Mathematics

Domain: Mathematics

Strand: Counting and Cardinality

Standard: Know number names and the count sequence.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Know Number Names and the Count Sequence</p> <p>PK.CC.1: Count verbally to ten by ones.</p> <p>PK.CC.2: Recognize the concept of just after or just before a given number in the counting sequence up to ten.</p> <p>PK.CC.3: Identify written numerals 0-10.</p>	<p>Teacher’s Guide p. 18 - Gathering Teacher’s Guide p. 116 - Gathering Teacher’s Guide p. 373 - Make Animal Sets Teacher’s Guide p.416 - Math Center Starfall.com - Math: Math Songs, Numbers</p> <p>Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide pp. 155 - 156 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 167 - “One, Two, Tie My Shoe” Teacher’s Guide p. 205 - Gathering Starfall.com Math: Math Songs, Numbers</p> <p>Teacher’s Guide p. 43 - Classify Letters, Shapes, and Numbers Teacher’s Guide p. 167 - “One, Two, Tie My Shoe” Teacher’s Guide p. 380 - Count Wild Animals Teacher’s Guide p. 392 - Math Center Starfall.com - Math: Numbers</p>

Domain: Mathematics

Strand: Counting and Cardinality

Standard: Count to tell the number of objects

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Count to Tell the Number of Objects</p>	<p>Teacher’s Guide p. 37 - “Five Gingerbread Men”</p>

<p>PK.CC.4: Understand the relationship between numbers and quantities to five, then to ten; connect counting to cardinality.</p> <p>PK.CC.4a: When counting objects, say the number names in the standard order, pairing each object with one and only one number name.</p> <p>PK.CC.4b: Recognize that the last number name said tells the number of objects counted.</p> <p>PK.CC.4c: Begin to recognize that each successive number name refers to a quantity that is one larger.</p> <p>PK.CC.5: Represent a number (0-5, then to ten) by producing a set of objects with concrete materials, pictures, and/or numerals (with 0 representing a count of no objects).</p> <p>PK.CC.6: Recognize the number of objects in a set without counting (Subitizing). (Use one to five objects).</p> <p>A. Compare Quantities</p> <p>PK.CC.7: Explore relationships by comparing groups of objects up to five and then ten. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group(e.g., by using matching and counting strategies). (Include groups with up to five objects).</p>	<p>Teacher’s Guide p. 112 - Warm Up Your Brain Teacher’s Guide p. 326 - Math Center Teacher’s Guide p. 348 - Math Center Starfall.com - Math: Math Songs, Numbers</p> <p>Teacher’s Guide p. 38 - One-to-One Correspondence Teacher’s Guide p. 104 - Math Center Teacher’s Guide p. 132 - Introduce Money Teacher’s Guide p. 370 - Math Center Teacher’s Guide p. 42 - Gathering Teacher’s Guide p. 152 - Math Center Teacher’s Guide p. 373 - Make Animal Sets Starfall.com - Math: Math Songs, Numbers</p> <p>Teacher’s Guide p. 416 - Math Center Teacher’s Guide p. 12 - Gathering Starfall.com Math- Math Songs: “Five Little Bears,” “10 Kids Went to Play”</p> <p>Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 180 - Math Center Teacher’s Guide p. 152 - Math Center Teacher’s Guide p. 370 - Math Center</p> <p>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. 416 - Math Center Starfall.com - Math: Numbers 1-5 Starfall.com - Math: Add & Subtract</p> <p>Teacher’s Guide p.36 - Gathering Teacher Guide pp.36-37 - Analyze the Spice Graph Teacher’s Guide p.88 - Eye Color Graph Teacher’s Guide p.287 - Numbers Everywhere</p>
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Domain: Mathematics

Strand: Operations & Algebraic Thinking

Standard: Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Understand Addition as Putting Together and Adding to, and Understand Subtraction as Taking Apart and Taking From	Teacher’s Guide p.208 - Solve Story Problems Teacher’s Guide p.382 - Count Animal Sets

<p>PK.OA.1: Explore addition and subtraction with objects, fingers, mental images, drawings 1, sounds (e.g., claps), acting out situations, or verbal explanations (up to five).</p>	<p>Teacher’s Guide p.524 - Solve Story Problems Starfall.com - Math: Numbers, Addition/Subtraction</p>
<p>PK.OA.2: Decompose quantity (less than or equal to five) into pairs in more than one way (e.g., by using objects or drawings).</p>	<p>Teacher Guide p.38 - Small Group & Exploration Teacher Guide p.287 - Numbers Everywhere Starfall.com - Math: Numbers, Addition/Subtraction</p>
<p>PK.OA.3: For any given quantity from zero to five, use objects or drawings to find the quantity that must be added to make five.</p>	<p>Teacher’s Guide p. 37 - “Five Gingerbread Men” Teacher’s Guide p. 112 - Gathering Starfall.com - Math: Numbers, Math Songs, Addition and Subtraction</p>

Domain: Mathematics

Strand: Number and Operations in Base Ten

Standard: Work with numbers to gain foundations for place value.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Work with Numbers 0-10 to Gain Foundations for Place Value PK.NBT.1: Investigate the relationship between ten ones and ten.</p>	<p>Teacher’s Guide p. 287 - Numbers Everywhere Starfall.com - Math: Add and Subtract-Place Value Starfall.com - Math: Add and Subtract - Compose/Decompose Starfall.com - Math: Numbers</p>

Domain: Mathematics

Strand: Measurement & Data

Standard: Describe and compare measureable attributes.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Describe and Compare Measureable Attributes PK.MD.1: Describe measurable attributes of objects, such as length or weight. PK.MD.2: Directly compare two objects with a measurable attribute in common, using words such as longer/shorter; heavier/lighter; or taller/shorter.</p>	<p>Teacher’s Guide p. 309 - Measure Rockets Teacher’s Guide p. 217 - How Tall Are You? Teacher’s Guide p. 231 - Introduce <i>Goldilocks and the Three Bears</i> Starfall.com - Math: Geometry & Measurement</p>
<p>A. Sort Objects into Categories and Compare Quantities</p>	<p>Teacher’s Guide p. 236 - Small, Medium, Large Teacher’s Guide p. 218 - Order and Compare Short to Tall Teacher’s Guide p.446 - Heavy or Light? Teacher’s Guide p. 523 - Compare Sizes Starfall.com - Math: Geometry & Measurement</p>
	<p>Teacher’s Guide p.209 - Categorizing Healthy and Unhealthy Teacher’s Guide pp.143-144 - Vehicles and</p>

PK.MD.3: Sort objects into self-selected and given categories.	Buildings Teacher's Guide p.204 - Math Center
PK.MD.4: Compare categories using words such as more or same.	Teacher's Guide p. 217 - How Tall Are You? Teacher's Guide p. 236 - Small, Medium, Large Teacher's Guide p. 549 - Graph Favorite Fruits & Vegetables

Domain: Mathematics

Strand: Geometry

Standard: Identify and describe shapes/reason with shapes and their attributes.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Identify and Describe Two Dimensional Shapes (Circles, Triangles, Rectangles; Including a Square Which is a Special Rectangle)</p> <p>PK.G.1: Match like (congruent and similar) shapes.</p> <p>PK.G.2: Group the shapes by attributes.</p>	<p>Teacher's Guide p. 40 - Compare Shapes Teacher's Guide p.140 - Safety Signs Teacher's Guide p. 311 - 3-D Geometric Shapes Starfall.com - Math: Geometry & Measurement</p> <p>Teacher's Guide pp. 66-67 - "Where's the Shape?" Teacher's Guide p. 77- Math Center Starfall.com - Math: Geometry & Measurement</p>
<p>A. Work with Three-Dimensional Shapes to Gain Foundation for Geometric Thinking</p> <p>PK.G.3: Match and sort three-dimensional shapes</p>	<p>Teacher's Guide p. 103 - Construction Center Teacher's Guide p. 227 - Construction Center Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 542 - Play Dough Shapes Starfall.com Math- Geometry and Measurement</p>
<p>PK.G.4: Describe three-dimensional objects using attributes.</p>	<p>Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 227 - Construction Center Teacher's Guide p. 502 - Shape Game Starfall.com - Math: Geometry & Measurement</p>
<p>PK.G.5: Compose and describe structures using three-dimensional shapes. Descriptions may include shape attributes, relative position, etc.</p>	<p>Teacher's Guide p. 542 - Play Dough Shapes Teacher's Guide p. 311 - 3-D Geometric Shapes Teacher's Guide p. 77 - Discovery Center Starfall.com - Math: Geometry & Measurement</p>

Social Studies

Domain: Social Studies

Strand: Political Science

Standard: Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
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<p>A. The Foundations and Function of Government</p> <p>1. Identify the importance of rules.</p> <p>2. Identify symbols and practices associated with the United States of America.</p> <p>B. Individual and Group Participation in the Political System</p> <p>1. Recognize people important to the American political system.</p> <p>C. Protecting Rights and Maintaining Order</p> <p>1. Identify the roles, rights, and responsibilities of being a member of the family and school.</p>	<p>Teacher’s Guide p 9 - Learning Centers Teacher’s Guide p.54 - Class Rules Teacher’s Guide pp.229-230 - Safety Starfall.com - Talking Library: Backpack Bear Learns the Rules</p> <p>Starfall.com - Talking Library: I Am Your Flag Starfall.com - Talking Library: America the Beautiful</p> <p>Teacher Guide p. 127 - Construction Center Starfall.com - Songs + Rhymes: Historical Folk Songs</p> <p>Teacher’s Guide Seasonal Holidays - Thanksgiving, Black History Month Teacher’s Guide p. 170 - Teacher’s Literature Choice: Community Helpers Starfall.com - Talking Library: Ruby Bridges</p> <p>Teacher’s Guide p. 9 - Learning Centers Teacher’s Guide p.54 - Class Rules Teacher’s Guide p.56 - Friendship Quilt Teacher’s Guide p.105 - Introduce Grandmother Teacher’s Guide pp.112-113 - Helping Your Family</p>
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Domain: Social Studies

Strand: Peoples of the Nation and the World

Standard: Students will understand how people in Maryland, the United States and around the world are alike and different.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Elements of Culture</p> <p>1. Identify themselves as individuals and members of families that have the same human needs as others.</p> <p>B. Cultural Diffusion</p> <p>C. Conflict and Compromise</p> <p>1. Identify how groups of people interact.</p>	<p>Teacher’s Guide p. 13 - Emotions: <i>Happy</i> Teacher’s Guide pp. 105-106 - Introduce Grandmother Teacher’s Guide p. 111 - Teacher’s Literature Choice: Families Teacher’s Guide p. 111 - My Family Teacher’s Guide pp. 133-134 - Where We Live</p> <p>Teacher’s Guide Seasonal Holidays- p. 33 - Black History Month Teacher’s Guide Seasonal Holidays - p. 26 - Chinese New Year Teacher’s Guide Seasonal Holidays - p. 49 - Cinco de Mayo Teacher’s Guide p. 84 - Story Order Starfall.com - Talking Library: Ruby Bridges Teacher Guide p. 67 - Teacher’s Literature Choice: Friends Teacher Guide p.112 - Helping Your Family</p>

	Teacher Guide pp.129-130 - Introduce Neighbors and Community
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Domain: Social Studies

Strand: Geography

Standard: Students will use geographic concepts and processes to understand location and its relationship to human activities.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Using Geographic Tools</p> <p>1. Recognize that a globe and maps are used to help people locate places.</p>	<p>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.255 - Dramatic Play Center Teacher’s Guide p.301 - Introduce Earth Teacher’s Guide p.472 - Introduce the Playground Poster Starfall.com - Backpack Bear’s Books: The Map</p>
<p>B. Geographic Characteristics of Places and Regions</p> <p>1. Recognize that places in the immediate environment have specific physical and human-made features.</p>	<p>Teacher’s Guide p.116 - “The Farmer in the Dell” Teacher’s Guide pp.137-138 - “The Wheels on the Bus” Teacher’s Guide p.139 - Create a Neighborhood Scene Starfall.com - Earth Teacher’s Guide Seasonal Holidays p. 46 - Earth Day</p>
<p>C. Movement of People, Goods and Ideas</p> <p>1. Identify the role of transportation in the community.</p>	<p>Teacher’s Guide p.137 - “The Wheels on the Bus” Teacher’s Guide p.143 - Vehicles and Buildings Teacher’s Guide p.155 - <i>A Day in the Life of a Firefighter</i> Teacher’s Guide p. 489 - Introduce Transportation Teacher’s Guide p. 496 - Introduce Trains</p>
<p>D. Modifying and Adapting to the Environment</p> <p>1. Describe how people adapt to their immediate environment.</p>	<p>Teacher’s Guide p.133 - Where We Live Teacher’s Guide p.116 - “The Farmer in the Dell” Teacher’s Guide Seasonal Holidays p.18 - Thanksgiving Teacher’s Guide Seasonal Holidays p.22 - Winter</p>

Domain: Social Studies

Strand: Economics

Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Scarcity and Economic Decision Making</p> <p>1. Recognize that people have to make choices because of unlimited economic wants.</p> <p>2. Identify that materials/resources are used to make products.</p> <p>3. Explain how technology affects the way people live, work, and play.</p> <p>B. Economic Systems and the Role of Government in the Economy</p> <p>1. Identify types of local markets</p> <p>2. Identify how goods are acquired.</p>	<p>Teacher's Guide p.203- Dramatic Play Center Teacher's Guide p.227 - Dramatic Play Center Teacher's Guide p.445 - Story Time Teacher's Guide p.535 - Dramatic Play Center</p> <p>Teacher's Guide Seasonal Holidays p.35 - Inventor: George Washington Carver Teacher's Guide Seasonal Holidays p.51 - Products from Mexico Teacher's Guide p.445 - Introduce <i>The Three Little Pigs</i></p> <p>Teacher's Guide p 50 - Computer Center Teacher's Guide p.76 - Computer Center Teacher's Guide p.102 - Computer Center</p> <p>Teacher's Guide p.127 - Dramatic Play Center Teacher's Guide p.143 - Vehicles and Buildings Teacher's Guide p.203 - Dramatic Play Center Teacher's Guide p.528 - Learn About Pennies and Nickels</p> <p>Teacher's Guide Seasonal Holidays p.51 - Products From Mexico Teacher's Guide p.132 - Introduce Money Teacher's Guide p.528 - Learn About Pennies and Nickels</p>

Domain: Social Studies

Strand: History

Standard: Students will use historical thinking skills to understand how individuals and events have changed society over time.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Change Over Time</p> <p>1. Distinguish among past, present, and future time.</p>	<p>Teacher's Guide Seasonal Holidays p.18 - Thanksgiving Teacher's Guide p.119 - Gathering Teacher's Guide p.212 - Gathering Teacher's Guide p.515 - Things We Can Do</p>

Domain: Social Studies

Strand: Social Studies Skills and Processes

Standard: Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Learn to Read and Construct Meaning about Social Studies</p> <p>1. Develop and apply social studies vocabulary through exposure to a variety of text and portions of text.</p> <p>2. Use strategies to prepare for reading (before reading.)</p> <p>3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading).</p> <p>4. Use strategies to demonstrate understanding of the text (after reading).</p>	<p>Teacher’s Guide p.80 - Introduce <i>Draw Dragon Dot Eyes</i></p> <p>Teacher’s Guide p.170 - Teacher’s Literature Choice: Community Helpers</p> <p>Teacher’s Guide p.351 - Introduce “The Little Rooster”</p> <p>Teacher’s Guide p.351 - Create a Class Farm Book</p> <p>Teacher’s Guide p.445 - Introduce <i>The Three Little Pigs</i></p> <p>Teacher’s Guide pp.16-17 Read <i>The Gingerbread Boy</i></p> <p>Teacher’s Guide p.80 - Introduce <i>Draw Dragon Dot Eyes</i></p> <p>Teacher’s Guide p.445 Introduce <i>The Three Little Pigs</i></p> <p>Teacher’s Guide p.472 - Introduce <i>My Father Runs an Excavator</i></p> <p>Teacher’s Guide pp.131-132 -Introduce <i>Stone Soup</i></p> <p>Teacher’s Guide pp.332-333 - <i>My Favorite Pet Book</i></p> <p>Teacher’s Guide pp.356-357 - <i>The Troll Who Lived Under the Bridge</i></p> <p>Teacher’s Guide p.14 - Story Review: <i>The First Day of School</i></p> <p>Teacher’s Guide p.239 - Goldilocks Story Emotions</p> <p>Teacher’s Guide p.445 - Introduce <i>The Three Little Pigs</i></p>
<p>B. Learn to Write and Communicate Social Studies Understandings</p> <p>1. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade.</p> <p>2. Locate, retrieve, and use information from various sources to accomplish a purpose.</p>	<p>Teacher’s Guide p.85 - Draw and Write About Dragons</p> <p>Teacher’s Guide p.93 - Dramatize <i>Draw Dragon Dot Eyes</i></p> <p>Teacher’s Guide p.111 -My Family</p> <p>Teacher’s Guide p.211 - My Healthy Food Classroom Book</p> <p>Teacher’s Guide pp.157-158 - Dialing 9-1-1</p> <p>Teacher’s Guide p.229 - Safety</p> <p>Teacher’s Guide p.170 - Teacher’s Literature Choice: Community Helpers</p>
<p>C. Ask Social Studies Questions</p>	<p>Teacher’s Guide pp.237-238 - Safety: Tub and Shower and At the Pool</p>

<p>1. Identify a topic that requires further study.</p> <p>2. Identify a situation or problem that requires study.</p> <p>D. Acquire Social Studies Information</p> <p>1. Identify primary and secondary sources of information that relate to the topic/situation/ problem being studied.</p> <p>2. Engage in field work that relates to the topic/ situation/ problem being studied.</p> <p>E. Organize Social Studies Information</p> <p>1. Organize information from non-print sources.</p> <p>2. Organize information from print sources.</p> <p>F. Analyze Social Studies Information</p> <p>1. Interpret information from secondary sources including pictures, graphics, maps, atlases, and timelines.</p> <p>G. Answer Social Studies Questions</p> <p>1. Describe how the community has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.</p>	<p>Teacher’s Guide p.132 - Introduce Money Teacher’s Guide p.160 - What I Want to Be</p> <p>Teacher’s Guide p.67 - Teacher’s Literature Choice: Friends Teacher’s Guide p. 69 - Review Rules Teacher’s Guide p.160 - Get Low and Go Teacher’s Guide p.301 - Introduce Earth Teacher’s Guide p.304 - The Solar System</p> <p>Teacher’s Guide pp.153-154 - Firefighters Teacher’s Guide pp.229-230 - Safety Teacher’s Guide p.489 - Introduce Transportation</p> <p>Teacher’s Guide p.487 - Dramatic Play Center Teacher’s Guide p.499 - A Plane Ride Teacher’s Guide p.227 - Writing Center</p> <p>Teacher’s Guide p.14 - “We’re Happy” Class Book Teacher’s Guide p.54 - Class Rules Teacher’s Guide pp.58-59 - “Please” and “Thank You” Teacher’s Guide p.111 - My Family Teacher’s Guide p.406 - Sink or Float?</p> <p>Teacher’s Guide p.142 - <i>Stone Soup</i> Characters Teacher’s Guide pp.153-154 - Firefighters Teacher’s Guide p.406 - Dolphins and Whales</p> <p>Teacher’s Guide Seasonal Holidays p.49 - Where is Mexico? Teacher’s Guide p.229 - Safety Teacher’s Guide p.472 -Introduce the Playground Poster</p> <p>Teacher’s Guide Seasonal Holidays p.10 - Johnny Appleseed Teacher’s Guide Seasonal Holidays p18 -Thanksgiving Teacher’s Guide Seasonal Holidays p.33 - Black History Month Starfall.com- Talking Library: A Young Hero</p>
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Science

Domain: Science

Strand: Skills & Processes

Standard: Students will demonstrate the thinking and acting inherent in the practice of science.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
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<p>A. Constructing Knowledge</p> <p>1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.</p> <p>B. Applying Evidence and Reasoning</p> <p>1. People are more likely to believe your ideas if you can give good reasons for them.</p> <p>C. Communicating Scientific Information</p> <p>1. Ask, "How do you know?" in appropriate situations and attempt reasonable answers when others ask them the same question.</p> <p>D. Technology</p> <p>1. Design and make things with simple tools and a variety of materials.</p> <p>2. Practice identifying the parts of things and how one part connects to and affects another.</p> <p>3. Examine a variety of physical models and describe what they teach about the real things they are meant to resemble.</p>	<p>Teacher's Guide p.152 - Discovery Center Teacher's Guide p.195 - Use Your Senses: What's in the Bag? Teacher's Guide pp.542 - 543 - "Mr. Bunny's Carrot Soup" - Carrot Experiment Teacher's Guide p. 256 - Discovery Center Teacher's Guide p. 537 - Seeds Teacher's Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher's Guide pp.233 - 234 - Safety: Taking a Walk, In a Car, Wheels, Wheels, Wheels</p> <p>Teacher's Guide p.260 - How Clouds are Formed Teacher's Guide p.442 - Discovery Center Teacher's Guide p.525 - Determine Living and Nonliving</p> <p>Teacher's Guide p.465 - Construction Center Teacher's Guide p.467 - Build a House Teacher's Guide p.473 - Big Machines</p> <p>Teacher's Guide p.128 - Discovery Center Teacher's Guide p.476 - Estimate Rolling Speed Teacher's Guide p.473 - Big Machines</p> <p>Teacher's Guide p.475 - Predictions: Roll or Slide? Teacher's Guide p.491 - Train Game Teacher's Guide p.499 - A Plane Ride</p>
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Domain: Science

Strand: Earth/Space

Standard: Students will use scientific skills and processes to explain the chemical and physical interactions (i.e., natural forces and cycles, transfer of energy) of the environment, Earth, and the universe that occur over time.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Materials and Processes That Shape A Planet B. Earth History C. Plate Tectonics D. Astronomy</p>	<p>Teacher's Guide p.181 - Gathering Teacher's Guide p.301 - Introduce Earth Teacher's Guide p.304 - The Solar System Teacher's Guide p.306 - <i>Reach for the Stars</i> Teacher's Guide p.307 - The Stars</p>
<p>E. Interactions of Hydrosphere and Atmosphere</p> <p>2. Describe the weather using observations.</p>	<p>Teacher's Guide p.257 - Introduce Weather Teacher's Guide pp.263-264 - Weather: Cause and Effect Teacher's Guide - Gathering (daily)</p>
<p>A. Diversity of Life</p>	<p>Teacher's Guide p. 518 - Learn About Life Cycles</p>

<p>1. Observe a variety of familiar plants and animals to describe how they are alike and how they are different.</p> <p>B. Cells C. Genetics</p> <p>1. Observe, describe and compare different kinds of animals and their offspring.</p> <p>D. Evolution E. Flow of Matter and Energy F. Ecology</p>	<p>Teacher’s Guide p. 521 - Characteristics of Living Things Teacher’s Guide p. 525 - Determine Living and Nonliving</p> <p>Teacher’s Guide p. 514 - Discovery Center Teacher’s Guide p. 515 - Things We Can Do Teacher’s Guide p. 526 - Compare and Contrast Teacher’s Guide p. 559 - Growing and Changing Teacher’s Guide p. 562 - Introduce the Butterfly Life Cycle Starfall.com - Talking Library: Nonfiction: <i>Dinosaurs!</i></p> <p>Teacher’s Guide p.521 - Characteristics of Living Things Teacher’s Guide p.526 - Compare and Contrast Teacher’s Guide Seasonal Holidays pp.46-47 Earth Day Starfall.com: Holiday icon: “Every Day is Earth Day”</p>
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Domain: Science

Strand: Chemistry

Standard: Students will use scientific skills and processes to explain the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformations.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Structure of Matter</p> <p>1. Use evidence from investigations to describe the observable properties of a variety of objects.</p> <p>B. Conservation of Matter C. States of Matter D. Physical and Chemical Changes</p>	<p>Teacher’s Guide p.180 - Discovery Center Teacher’s Guide p.256 - Discovery Center Teacher’s Guide p.442 - Discovery Center</p> <p>Teacher’s Guide p.260 - How Clouds are Formed Teacher’s Guide p.446 - Heavy or Light? Teacher’s Guide p.488 - Discovery Center Teacher’s Guide p.300 - Discovery Center</p>

Domain: Science

Strand: Physics

Standard: Students will use scientific skills and processes to explain the interactions of matter and energy and the energy transformations that occur.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Mechanics</p>	<p>Teacher’s Guide p.266 - “Will the Wind Blow?” Graph Teacher’s Guide p.466 - Discovery Center Teacher’s Guide p.470 - Introduce Machines</p>

B. Thermodynamics	Teacher’s Guide p.473 - Big Machines Teacher’s Guide p.475 - Predictions: Roll or Slide?
C. Electricity and Magnetism	Teacher’s Guide p.279 - Day and Night Teacher’s Guide p.285 - Patterns: Day/Night and Seasons
D. Wave Interactions	Teacher’s Guide p.442 - Discovery Center Teacher’s Guide Seasonal Holidays p.34 - Black History Month - African Music and Drums Teacher’s Guide Seasonal Holidays p.39 - Rain Sticks Teacher’s Guide Seasonal Holidays p.50 - Maracas

Domain: Science

Strand: Environmental Science

Standard: Students will use scientific skills and processes to explain the interactions of environmental factors (living and nonliving) and analyze their impact from a local to a global perspective.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Natural Resources and Human Needs B. Environmental Issues	Teacher’s Guide pp.46-48 - Seasonal Holidays: Earth Day Starfall.com: Holiday icon: “Every Day is Earth Day” Starfall.com: I’m Reading: Nonfiction, “It’s Earth Day, Dear Dragon”

Health

Domain: Health

Strand: Safety & Injury Prevention

Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Emergencies 1. Recognize how to respond appropriately to emergency situations.	Teacher’s Guide pp.157 - 158 - Dialing 911 Teacher’s Guide p.160 - Get Low and Go Teacher’s Guide pp.241- 242 - Safety: Review <i>Fire Safety</i> and Introduce <i>Strangers</i> Teacher’s Guide p. 244 - Review Safety

B. Safety Rules & Procedures	Teacher's Guide pp.229 - 230 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide pp.233 - 234 - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> Teacher's Guide pp.237 - 238 - Safety: <i>Tub and Shower and At the Pool</i>
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Domain: Health

Strand: Nutrition & Fitness

Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Responses to Food 1. Identify the relationship between food and the senses.	Teacher's Guide pp.181-182 - The Five Senses Teacher's Guide pp.185-186 - Senses Walk Teacher's Guide p.192 - Use Your Senses: Popcorn
E. Food & Health 1. Recognize the relationship between food and health.	Teacher's Guide p.209 - Categorizing Healthy and Unhealthy Teacher's Guide p.211 - Teacher's Literature Choice: Healthy Foods Teacher's Guide p.211 - My Healthy Food Classroom Book

Physical Education

Domain: Physical Education

Strand: Skillfulness

Standard: Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Fundamental Movement 1. Show fundamental movement skills.	Teacher's Guide p. 31 - Compare/Contrast Body Parts Teacher's Guide p. 73 - Outside Activity Teacher's Guide p. 212 - Warm Up Your Brain
B. Creative Movement 1. Show creative movement.	Teacher's Guide p.263 - Warm Up Your Brain Teacher's Guide Seasonal Holidays p.7 Leaf Dancing

<p>C. Skill Themes</p> <p>1. Show skill themes.</p>	<p>Teacher’s Guide Seasonal Holidays p.26 Chinese Ribbon Dance</p> <p>Teacher’s Guide p.119 - Warm Up Your Brain Teacher’s Guide p.153 - Warm Up Your Brain Teacher’s Guide p.233 - Warm Up Your Brain Teacher’s Guide p.237 - Warm Up Your Brain</p>
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Domain: Physical Education

Strand: Biomechanical Principles

Standard: Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Effects on Objects</p> <p>1. Identify ways that people and objects move.</p>	<p>Teacher’s Guide p. 333 - Warm Up Your Brain Teacher’s Guide p. 336 - Warm Up Your Brain Teacher’s Guide p. 362 - Warm Up Your Brain Teacher’s Guide p. 73- Outside Activity</p>
<p>B. Balance</p> <p>1. Identify balance through movement.</p>	<p>Teacher’s Guide p. 168 - Warm Up Your Brain Teacher’s Guide p. 273 - Outside Activity Teacher’s Guide p. 365 - Outside Activity - “Run, Hop, and Slither”</p>

Domain: Physical Education

Strand: Motor Learning Principles:

Standard: Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Appropriate Practices</p> <p>1. Recognize that skills will develop over time with appropriate practice and use of the correct cues.</p>	<p>Teacher’s Guide p.237 - Warm Up Your Brain Teacher’s Guide p.241 - Warm Up Your Brain Teacher’s Guide p.509 - Outside Activities: Ball Toss</p>
<p>B. Corrective Feedback</p> <p>1. Identify the importance of corrective feedback on performance.</p>	<p>Teacher’s Guide p.392 - Discovery Center Teacher’s Guide p.466 - Writing Center Teacher’s Guide p.496 - Warm Up Your Brain</p>

Domain: Physical Education

Strand: Exercise Physiology

Standard: Students will demonstrate the ability to use scientific principles to design and participate in a regular, moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance in a variety of academic, recreational, and life tasks.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Effects of Physical Activity on the Body</p> <p>1. Identify the effects of physical activity on the body systems.</p> <p>B.FITT Guidelines</p> <p>C. Components of Fitness</p> <p>1. Identify the components of fitness.</p> <p>D. Benefits of Physical Activity</p> <p>1. Recognize the benefits of physical activity.</p> <p>E. Nutrition and Physical Activity</p> <p>1. Recognize the relationship between nutrition and physical activity.</p> <p>F. Exercise Adherence</p> <p>1. Recognize the factors influencing daily physical activity.</p>	<p>Teacher’s Guide pp.205-206 - Let’s Stay Healthy Teacher’s Guide p.215 - Let’s Stay Healthy: Sleep and Water Starfall.com- Short Vowel Pals: <i>Mox Jogs</i>, and <i>Hop, Bend, Stomp</i></p> <p>Teacher’s Guide p.99 - Outside Activity: Balance Teacher’s Guide p.123, p.175 - Outside Activity: Speed Teacher’s Guide pp.205-206 - Let’s Stay Healthy (types of exercises) Teacher’s Guide p.212 - Warm Up Your Brain: Stretching</p> <p>Teacher’s Guide pp.205-206 Let’s Stay Healthy Teacher’s Guide p.215 - Let’s Stay Healthy Teacher’s Guide p.218 - Warm Up Your Brain</p> <p>Teacher’s Guide p.209 - Categorizing Healthy and Unhealthy Teacher’s Guide p.211- Teacher’s Literature Choice: Healthy Foods Teacher’s Guide p. 217 - Teacher’s Literature Choice: Healthy Habits</p> <p>Teacher’s Guide p.205 - Let’s Stay Healthy Teacher’s Guide p.21 - Let’s Stay Healthy - Sleep and Water Teacher’s Guide p.218 - Warm Up Your Brain</p>

Domain: Physical Education

Strand: Physical Activity

Standard: Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized, purposeful program of physical activity consistent with their health, performance, and fitness goals in order to gain health and cognitive/academic benefits.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Aerobic Fitness</p>	<p>Teacher’s Guide p.266 - Warm Up Your Brain Teacher’s Guide p.295 - Outside Activity</p>

1. Identify and show individual aerobic capacity/cardiorespiratory fitness.	Teacher's Guide p.285 - Warm Up Your Brain Teacher's Guide p.321 - Outside Activity
B. Muscular Strength and Endurance	
1. Identify and show activities for muscular strength and muscular endurance.	Teacher's Guide p.73 - Outside Activity Teacher's Guide p.233 - Warm Up Your Brain Teacher's Guide p.273 - Outside Activity
C. Flexibility	
1. Identify and show activities for flexibility.	Teacher's Guide p.153 - Warm Up Your Brain Teacher's Guide p.330 - Warm Up Your Brain Teacher's Guide p.365 - Outside Activity

Fine Arts

Domain: Fine Arts

Strand: Dance: Perceiving, Performing, and Responding

Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to dance.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
1. Demonstrate knowledge of how elements of dance are used to communicate meaning.	Starfall.com - Motion Songs: "Looby Loo" Teacher's Guide Seasonal Holidays p.7 - Leaf Dancing Teacher's Guide Seasonal Holidays p.24 - Musical Hibernation Game
2. Demonstrate kinesthetic awareness and technical proficiency in dance movement.	Teacher's Guide Seasonal Holidays p.50 - Dance Streamers Teacher's Guide Seasonal Holidays p.51 - Mexican Hat Dance Teacher's Guide p.419 - Dinosaur Dance
3. Respond to dance through observation, experience, and analysis.	Teacher's Guide Seasonal Holidays p.27 - Dragon Dance Starfall.com - <i>Learn to Read: Music</i> - Scott Joplin (Ragtime) Starfall.com - <i>Learn to Read: Music</i> - Peter Tchaikovsky (Dance of the Sugar Plum Fairies)

Domain: Fine Arts

Strand: Dance: Historical, Cultural, and Social Context

Standard: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
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<p>1. Demonstrate knowledge of dances from a variety of cultures.</p> <p>2. Relate dance to history, society, and personal experience.</p> <p>3. Demonstrate understanding of the relationships between and among dance and other content areas.</p>	<p>Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p. 27 - Chinese Dragon Dance Teacher’s Guide Seasonal Holidays p. 51 - Mexican Hat Dance</p> <p>Teacher’s Guide Seasonal Holidays p. 7 - Leaf Dancing Teacher’s Guide Seasonal Holidays p. 24 - Musical Hibernation Game Starfall.com - <i>Learn to Read: Music</i> - Scott Joplin (Ragtime)</p> <p>Teacher’s Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p. 34 - African Music Starfall.com - <i>Learn to Read: Music</i> - Peter Tchaikovsky (Dance of the Sugar Plum Fairies)</p>
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Domain: Fine Arts

Strand: Dance: Creative Expression and Production

Standard: Students will demonstrate the ability to create and perform dance.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Develop the ability to improvise dance.</p> <p>2. Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.</p> <p>3. Develop knowledge and execution of performance competencies in dance.</p>	<p>Teacher’s Guide Seasonal Holidays p. 24 - Musical Hibernation Game Teacher’s Guide p.65 - Warm Up Your Brain Teacher’s Guide p.419 - Dinosaur Dance</p> <p>Teacher’s Guide p.205 - Warm Up Your Brain Teacher’s Guide p.473 - Warm Up Your Brain Teacher’s Guide p.479 - Warm Up Your Brain</p> <p>Teacher Guide p.57 - Warm Up Your Brain Teacher Guide p.140 - Warm Up Your Brain Teacher’s Guide Seasonal Holidays p.51 - Mexican Hat Dance</p>

Domain: Fine Arts

Strand: Dance: Aesthetics and Criticism

Standard: Students will demonstrate the ability to make aesthetic judgments in dance.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Identify and apply criteria to evaluate choreography and performance.</p>	<p>Starfall.com - It’s Fun to Read: Music: Scott Joplin Starfall.com - Historical Folk Songs Starfall.com - It’s Fun to Read: Music: Peter Tchaikovsky</p>

Domain: Fine Arts

Strand: Music: Perceiving, Performing, and Responding

Standard: Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Develop awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.</p>	<p>Teacher’s Guide Seasonal Holidays p. 5 - The Listening Walk Teacher’s Guide Seasonal Holidays p. 25 - Musical Snowflakes Teacher’s Guide Seasonal Holidays p. 40 - Musical Rain Drops</p>
<p>2. Experience performance through singing, playing instruments, and listening to performances of others.</p>	<p>Teacher’s Guide Seasonal Holidays p. 34 - African Drum Teacher’s Guide Seasonal Holidays p.50 - Maracas Teacher’s Guide p.65 -66 - “The Ants Go Marching” Teacher’s Guide pp.185-186 - Senses Walk</p>
<p>3. Respond to music through movement.</p>	<p>Teacher Guide p. 129 - Warm Up Your Brain Teacher Guide p. 470 - Warm Up Your Brain Teacher Guide p. 473 - Warm Up Your Brain</p>
<p>4. Experiment with standard and individually created symbols to represent sounds.</p>	<p>Teacher’s Guide Seasonal Holidays p.39 - Rain Sticks Teacher’s Guide Seasonal Holidays p.34 - African Music Teacher Guide p.568 - Warm Up Your Brain</p>

Domain: Fine Arts

Strand: Music: Historical, Cultural, and Social Context

Standard: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.</p>	<p>Teacher’s Guide Seasonal Holidays p.26 - Chinese Ribbon Dance Teacher’s Guide Seasonal Holidays p.27 - Dragon Dance: Chinese New Year Teacher’s Guide Seasonal Holidays p.34 - African Music</p>
<p>2. Become acquainted with the roles of music in the lives of people.</p>	<p>Teacher’s Guide Seasonal Holidays p.27 - Dragon Dance: Chinese New Year Teacher’s Guide Seasonal Holidays p.34 - African Music</p>

<p>3. Explore the relationship of music to dance, theatre, the visual arts and other disciplines.</p> <p>4. Develop knowledge of a wide variety of styles and genres through the study of music history.</p>	<p>Starfall.com - <i>It's Fun to Read</i>: Music</p> <p>Teacher's Guide Seasonal Holidays p.39 - Rain Sticks</p> <p>Starfall.com - <i>Songs and Rhymes</i> (Motion Songs)</p> <p>Teacher Guide and Starfall.com - <i>Starfall Sing-Along</i> - Volumes 1 and 2</p> <p>Teacher's Guide Seasonal Holidays p.50 - Maracas</p> <p>Starfall.com - <i>It's Fun to Read</i>: Music: Ludwig Van Beethoven</p> <p>Starfall.com - <i>It's Fun to Read</i>: Music: Wolfgang Amadeus Mozart</p>
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Domain: Fine Arts

Strand: Music: Creative Expression and Production

Standard: Students will demonstrate the ability to organize musical ideas and sounds creatively.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Develop confidence in the ability to improvise music through experimentation with sound.</p> <p>2. Investigate composing music through experimentation with sound and the tools of composition</p>	<p>Teacher's Guide Seasonal Holidays p.34 - African Music</p> <p>Teacher's Guide Seasonal Holidays p.34 - African Drum</p> <p>Teacher's Guide Seasonal Holidays p.39 - Rain Sticks</p> <p>Teacher's Guide Seasonal Holidays p.34 - African Drum</p> <p>Teacher's Guide Seasonal Holidays p.50 - Maracas</p> <p>Starfall.com - <i>It's Fun to Read</i>: Music</p>

Domain: Fine Arts

Strand: Music: Aesthetics and Criticism

Standard: Students will demonstrate the ability to make aesthetic judgments.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Express preferences about selected musical compositions.</p>	<p>Starfall.com - <i>It's Fun to Read</i>: Music: Scott Joplin</p> <p>Starfall.com - Historical Folk Songs</p> <p>Starfall.com - <i>It's Fun to Read</i>: Music: Peter Tchaikovsky</p>

Domain: Fine Arts

Strand: Theatre: Perceiving and Responding

Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, perform, and respond to the development of a variety of dramatic forms over time and the aesthetic qualities they reflect.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Describe ways that theatre depicts themes and stories.</p> <p>2. Identify and describe the visual, aural, oral, and kinesthetic elements of dramatic performances.</p>	<p>Teacher's Guide p.337 - <i>The Frog Prince Characters</i> Teacher's Guide p.340 - Dramatize <i>The Frog Prince</i> Teacher's Guide pp.353-354 - Dramatize "The Little Rooster"</p> <p>Teacher's Guide p.369 - Dramatic Play Center Teacher's Guide p.391 - Dramatic Play Center Teacher's Guide p.441 - Dramatic Play Center</p>

Domain: Fine Arts

Strand: Theatre: Historical, Cultural, and Social Context

Standard: Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic works, and other literature of the theatre.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Express a range of responses to a variety of stimuli.</p> <p>2. Demonstrate knowledge of theatrical conventions as performers and as an audience</p>	<p>Teacher's Guide p.93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p.340 - Dramatize <i>The Frog Prince</i> Starfall.com - Songs and Rhymes: Motion Songs</p> <p>Teacher's Guide p.93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p.353-354 - Dramatize "The Little Rooster" Teacher's Guide p.391 - Dramatic Play Center</p>

Domain: Fine Arts

Strand: Theatre: Creative Expression and Production

Standard: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Use a variety of theatrical elements to communicate ideas and feelings.</p> <p>2. Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.</p>	<p>Teacher's Guide p.38 - <i>Gingerbread Boy Characters</i> Teacher's Guide p.103 - Dramatic Play Center Teacher's Guide p.227 - Dramatic Play Center</p> <p>Teacher's Guide p.76 - Dramatic Play Center Teacher's Guide p.179 - Dramatic Play Center Teacher's Guide p.299 - Dramatic Play Center Teacher's Guide p.503 - Dramatize <i>A Tale of Two Engines</i></p>

Domain: Fine Arts

Strand: Theatre: Aesthetics and Criticism

Standard: Students will demonstrate the ability to make aesthetic judgments.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
1. Identify, describe, and apply criteria to assess individual and group theatre processes.	Teacher's Guide p.93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p.369 - Dramatic Play Center Teacher's Guide p.513 - Dramatic Play Center Teacher's Guide p.591 - Dramatize "The Four Friends"
2. Identify, describe, and apply criteria to assess dramatic works and other literature of the theatre.	Teacher's Guide p. 93 - Dramatize <i>Draw Dragon Dot Eyes</i> Teacher's Guide p.304 - The Solar System Teacher's Guide p.579 - Dramatic Play Center

Domain: Fine Arts

Strand: Visual Arts: Perceiving and Responding

Standard: Aesthetic Education: Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
1. Identify, describe, and interpret observed form.	Starfall.com - It's Fun to Read: Art Gallery: Vincent van Gogh Starfall.com - It's Fun to Read: Art Gallery: Georges Seurat Starfall.com - It's Fun to Read: Art Gallery: Ernie Barnes
2. Identify and compare ways in which selected artworks represent what people see, know, feel, and imagine.	Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin Starfall.com - It's Fun to Read: Art Gallery: Marc Chagall Starfall.com - It's Fun to Read: Art Gallery: Dorothy Strait
3. Experiment with the elements of art and principles of design to develop personally meaningful compositions	Teacher's Guide p.178 - Art Center Teacher's Guide p.414 - Art Center Teacher's Guide p 578 - Art Center

Domain: Fine Arts

Strand: Visual Arts: Historical, Cultural, and Social Context

Standard: Students will demonstrate an understanding of visual arts as an essential aspect of history and human experience.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
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<p>1. Determine ways in which works of art express ideas about self, other people, places, and events.</p> <p>2. Discuss reasons why people (including self) create and use art by studying artworks and other sources of information.</p> <p>3. Differentiate among works by artists representative of different cultures.</p> <p>4. Describe processes used to interpret and express ideas in the visual arts and other disciplines.</p>	<p>Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin Starfall.com - It's Fun to Read: Art Gallery: Georges Seurat Starfall.com - It's Fun to Read: Art Gallery: Marc Chagall</p> <p>Teacher's Guide Seasonal Holidays p. 26 - Masks on Parade Teacher's Guide Seasonal Holidays p. 53 - Memory Handprint Teacher's Guide - Art Center (daily)</p> <p>Starfall.com - It's Fun to Read: Art Gallery: Ernie Barnes Starfall.com - It's Fun to Read: Art Gallery: Dorothy Strait Starfall.com - It's Fun to Read: Art Gallery: Paul Gauguin</p> <p>Teacher's Guide Seasonal Holidays p. 34 - Be An Inventor Starfall.com - It's Fun to Read: Art Gallery: Vincent van Gogh Starfall.com - It's Fun to Read: Art Gallery: Ernie Barnes Starfall.com - It's Fun to Read: Scott Joplin: Jukebox</p>
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Domain: Fine Arts

Strand: Visual Arts: Creative Expression and Production

Standard: Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Create images and forms from observation, memory, imagination, and feelings.</p> <p>2. Investigate a variety of ways that artists develop ideas and organize the elements of art in response to what they see, know, and feel.</p>	<p>Teacher's Guide p.178 - Art Center Teacher's Guide p.276 - Art Center Teacher's Guide p.414 - Art Center</p> <p>Teacher's Guide p.254 - Art Center Teacher's Guide p.268 - Create Rainy Day Illustrations Teacher's Guide p.440- Art Center</p>

Domain: Fine Arts

Strand: Visual Arts: Aesthetics and Criticism

Standard: Students will demonstrate the ability to make aesthetic judgments

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>1. Develop and apply criteria to analyze</p>	<p>Teacher's Guide p.102 - Art Center</p>

personally created artworks and the artworks of others.	Teacher's Guide p.324 - Art Center Teacher's Guide p.567 - Share Chair
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Social Foundations

Domain: Social Foundations

Strand: Social Emotional Regulation

Standard: Demonstrates healthy self-confidence.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Demonstrates Independence in a range of Routines and Tasks</p> <p>1. Seeks new and varied experiences and challenges (i.e., put materials together in new ways to test results; joins in a peer created game or activity).</p> <p>2. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.</p>	<p>Teacher's Guide p.16 - Learning Centers Teacher's Guide p.128 - Discovery Center Teacher's Guide p.441 - Construction Center Teacher's Guide p.514 - Discovery Center</p> <p>Teacher's Guide p.178 - Computer Center Teacher's Guide p.185 - Gathering Teacher's Guide p.402 - Introduce Short /o/</p>
<p>B. Demonstrates Age-Appropriate Independence in Decision-Making</p> <p>1. Shows interest in leading activities and taking responsibility during cleanup activities.</p> <p>2. Begins identifying when things are not put away in designated areas.</p> <p>3. Further expands areas of decision making (e.g., child may say, "This morning I'm going to work on my Lego building").</p>	<p>Teacher's Guide p.9 - Learning Centers Teacher's Guide p 22 - Learning Centers Teacher's Guide p.203 - Dramatic Play Center</p> <p>Teacher's Guide p.19 - Learning Centers Teacher's Guide p.54 - Class Rules Teacher's Guide p.112 - Helping Your Family</p> <p>Teacher's Guide p.299 - Construction Center Teacher's Guide p.347 - Dramatic Play Center Teacher's Guide p.369 - Construction Center</p>

Domain: Social Foundations

Strand: Social & Emotional Regulation

Standard: Initiates and maintains relations.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Expresses, Understands, and Responds to Feelings/Emotions of Others</p> <p>1. Communicates negative and positive emotions verbally and responds to teacher prompts or directions.</p> <p>2. Understands wider array of feelings (e.g., frustrated, scared, lonely) and expresses them to others.</p>	<p>Teacher's Guide p.13 - Emotions: <i>Happy</i> Teacher's Guide p.20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher's Guide p.42 - Review Emotions Teacher's Guide p.239 - Goldilocks Story Emotions</p> <p>Teacher's Guide p.16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher's Guide p.20 - Emotions: <i>Sad, Angry,</i></p>

<p>3. Seeks adult assistance for classmates who need support.</p> <p>4. Shows concern for peers who are upset or hurt.</p> <p>B. Plays or Works with Others Cooperatively</p> <p>1. Has one or more special friendships.</p> <p>2. Initiates interactions (e.g., talking, playing).</p> <p>3. Shares materials and equipment with other children with adult modeling and support.</p> <p>C. Recognizes Differences or Similarities Between Self as Compared to Others</p> <p>1. Identifies differences or similarities between self as compared to others (e.g., children with disability, gender, hair color, etc.).</p> <p>2. Identifies and negotiates when a peer is not given the same instructions or structure (e.g., "William's mommy lets him watch Dora. Why can't I?")</p> <p>D. Shows Ability to Resolve Conflicts</p> <p>1. Identifies interpersonal conflicts and begins to manage emotions more effectively using self-talk with adult support and modeling (e.g., "Take three deep breaths, and then ask Caleb for another turn").</p> <p>2. Seeks adult help when solving interpersonal conflicts.</p> <p>3. Discusses possible solutions with peers with adult assistance.</p>	<p>and <i>Afraid</i> Teacher's Guide pp.397-398 - Ways People Feel</p> <p>Teacher's Guide p.67 - Teacher's Literature Choice: Friends Teacher's Guide pp.165-166 Partner Sharing Teacher's Guide pp.187-188 - What Would You Do?</p> <p>Teacher's Guide p.67 - Teacher's Literature Choice: Friends Teacher's Guide p.192 - Gathering Teacher's Guide p.582 - Review <i>The Little Red Hen</i></p> <p>Teacher's Guide p.53 - Friendship Ball Teacher's Guide p.56 - Friendship Quilt Teacher's Guide p.207 - "One Rice Thousand Gold"</p> <p>Teacher's Guide p.513 - Dramatic Play Center Teacher's Guide p.150 - Computer Center Teacher's Guide p.150 - Library Center Teacher's Guide p.277 - Dramatic Play Center</p> <p>Teacher's Guide p.304 - Warm Up Your Brain Teacher's Guide p.441 - Construction Center Teacher's Guide p.496 - Warm Up Your Brain</p> <p>Teacher's Guide p.18 - Warm Up Your Brain Teacher's Guide p.65 - Gathering Teacher's Guide p.203 - Library Center</p> <p>Teacher's Guide p.60 - Taste Vegetables Teacher's Guide p.114 - Little Red Hen Makes Pancakes Teacher's Guide p.303 - <i>Why the Sun and the Moon Live in the Sky</i> Teacher's Guide - Small Group & Exploration (daily)</p> <p>Teacher's Guide p.202 - Computer Center Teacher's Guide p.229-230 - Safety: <i>Inside School and On the Playground</i> Teacher's Guide p. 299 - Construction Center</p> <p>Teacher's Guide p.126 - Computer Center Teacher's Guide p.203 - Construction Center Teacher's Guide p.299 - Construction Center</p> <p>Teacher's Guide pp.107-108 - How Does the Little Red Hen Feel? Teacher's Guide p.128 - Discovery Center</p>
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<p>4. Has an awareness of conflict resolution strategies but is not able to independently implement consistently (e.g., understands a story when a social strategy was used but can't adapt functionally).</p>	<p>Teacher's Guide p.582 - Review <i>The Little Red Hen</i></p> <p>Teacher's Guide p.109 - Did the Little Red Hen Do the Right Thing?</p> <p>Teacher's Guide pp.112-113 - Helping Your Family</p> <p>Teacher's Guide p. 127 - Dramatic Play Center</p>
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Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning.

Standard: Self-regulation/inhibitory control.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Control Impulses</p> <p>1. Avoids imitating the negative behavior of peers with minimal prompting from adults.</p> <p>2. Can more reliably control impulses during structured activities that are familiar (e.g., raising hand to talk).</p> <p>3. Can play the role of a teacher in game and monitor other children's behavior and remind them to follow the rules.</p> <p>4. Sometimes able to resist habits when they are no longer appropriate (e.g., may remember while walking to the bathroom that the paper towels have moved and change course).</p> <p>5. Able to play games like Red Light, Green light that require waiting for signal to do something with adult support.</p> <p>B. Resist Temptation</p> <p>1. Independently waits for an object without grabbing most of the time.</p>	<p>Teacher's Guide p.9 - Learning Centers</p> <p>Teacher's Guide p.19 - Learning Centers</p> <p>Teacher's Guide p.54 - Class Rules</p> <p>Teacher's Guide pp.58-59 - "Please" and "Thank You"</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.135 - The "Talking Stone"</p> <p>Teacher's Guide p.175 - Outside Activity (Old Hen and Chickens)</p> <p>Teacher's Guide p.437 - Outside Activity (Follow the Leader)</p> <p>Teacher's Guide Seasonal Holidays p.36 - "Red Light, Green Light"</p> <p>Teacher's Guide p.430 - "Dinosaur, Dinosaur" and "True or Not True"</p> <p>Teacher's Guide p.151 - Dramatic Play Center</p> <p>Teacher's Guide p.152 - Discovery Center</p> <p>Teacher's Guide Seasonal Holidays pp.35-36 - Red Light, Green Light</p> <p>Teacher's Guide Seasonal Holidays p.12 - Pass the Apple</p> <p>Teacher's Guide p.559 - Warm Up Your Brain</p> <p>Teacher's Guide Seasonal Holidays p.39 - Bean Bag Puddle Toss</p> <p>Teacher's Guide Seasonal Holidays p.39 -</p>

2. Able to take turns with preferred toys or classroom materials (i.e., waits for an object without grabbing with minimal prompting).

3. Can wait for a highly desired food or object, although may occasionally need reminders.

C. Refrains from Emotional Outbursts and Unsafe Behaviors

1. Learns coping strategies (e.g., using words, pretend play, drawing) to establish greater control and competence in managing intense emotions (e.g., after going to the emergency room, he or she may repeatedly play out the experience with dolls and stuffed animals) and resist impulse to harm self, others or property.

D. Attentiveness— Resists

Distraction to Maintain Focus on Tasks of Interest to the Child

1. Increases ability to ignore distractions and sustain attention on topics that are of interest to the child (e.g., can focus on a drawing even when other children are nearby; might say, “I’ll play with you later. I want to finish this”).

2. Capable of sustaining focus on longer-term or complex projects, with support from an adult.

E. Attentiveness— Resists Distraction to Maintain Focus on Tasks Set By Someone Else

1. Remains on task during an activity set by the teacher for short periods of time despite distractions with minimal prompting from adults (e.g., can ignore other activities nearby and hold focus on a teacher directed small group activity).

2. May need a reminder to return to an earlier task after an interruption.

Spring Bubbles

Teacher’s Guide p.147 - Outside Activity

Teacher’s Guide p.467 - Warm Up Your Brain

Teacher’s Guide p.179 - Dramatic Play Center

Teacher’s Guide p.255 - Dramatic Play Center

Teacher’s Guide p.414 - Art Center

Teacher’s Guide p.90 - Make Fruit Salad

Teacher’s Guide p.251 - Snack Suggestion

Teacher’s Guide p.365 - Snack Suggestion

Teacher’s Guide p.203 - Dramatic Play Center

Teacher’s Guide p.535 - Dramatic Play Center

Teacher’s Guide p.255 - Writing Center

Teacher’s Guide p.416 - Writing Center

Teacher’s Guide p.202 - Art Center

Teacher’s Guide p.254 - Art Center

Teacher’s Guide p.262 - Make Weather Plates

Teacher’s Guide p.281 - Create Paper Suns

Teacher’s Guide p.426 - Create Dinosaur Skeletons

Teacher’s Guide p.38 - One-to-One Correspondence

Teacher’s Guide p.60 - Taste Vegetables

Teacher’s Guide p.64 - Create Character Puppets

Teacher’s Guide p.71 - Small Group & Exploration

Teacher’s Guide pp.185-186 - Senses Walk

Teacher’s Guide p.268 - Create Rainy Day Illustrations

Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Working Memory

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Demonstrate the Ability to Hold and Manipulate Information</p> <p>1. Can remember recent events in a story and use this information to shape predictions and questions.</p> <p>2. Will frequently consider a couple of possibilities before making a choice.</p> <p>3. Can remember and follow multiple classroom rules with visual and auditory cues.</p> <p>4. Can remember and follow two-step directions without prompting.</p> <p>5. Can hold in mind the comments of peers and respond appropriately during a short class discussion.</p> <p>6. Can keep track of a few different objects for short periods of time.</p> <p>7. Can enjoy more complex memory games with more cards or objects</p>	<p>Teacher’s Guide p.239 - Goldilocks Story Emotions Teacher’s Guide pp.183-184 - Introduce <i>Chicken Little</i> Teacher’s Guide pp.231-232 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher’s Guide p.23 - What Animal Would You Bring to School? Teacher’s Guide p.298 - Computer Center Teacher’s Guide - Learning Centers (daily) Teacher’s Guide - Small Group & Exploration (daily)</p> <p>Teacher’s Guide p.9 - Learning Centers Teacher’s Guide pp.58-59 - “Please” and “Thank You” Teacher’s Guide p.244 - Review Safety</p> <p>Teacher’s Guide pp.66-67 - “Where’s the Shape?” Teacher’s Guide p.211 - My Healthy Food Classroom Book Teacher’s Guide p.403 - Create an Octopus</p> <p>Teacher’s Guide p109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide p.362 - Class Farm Book Teacher’s Guide p.515 - Things We Can Do</p> <p>Teacher’s Guide p.32 - Design Sheep Teacher’s Guide p.403 - Create an Octopus Teacher’s Guide p.449 - Construct a House</p> <p>Teacher’s Guide p.518 - Learn About Life Cycles (“Concentration”) Teacher’s Guide p.529 - Play “What’s Missing?” Starfall.com - ABCs: H: Make a Match</p>

Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Cognitive Flexibility

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Can Flexibly Apply Rules to Games and Behavior</p> <p>1. Can independently sustain a character in pretend play for ten minutes or longer.</p>	<p>Teacher’s Guide p.227 - Dramatic Play Center Teacher’s Guide p.391 - Dramatic Play Center Teacher’s Guide p.458 - Dramatize <i>The Three Little Pigs</i></p>

<p>2. Can switch roles in dramatic play.</p> <p>3. Can enjoy games like Simon Says that require child to follow two different rules when cued (copying, not copying).</p> <p>4. Can follow different rules in different familiar contexts with minimal reminders (e.g., take off shoes at home but not at school).</p> <p>5. Will often recognize and correct mistakes independently.</p> <p>6. Able to change the categories used for sorting materials with help (e.g., sort by color then by shape).</p> <p>B. Flexible Problem Solving - Seeks Multiple Solutions to a Question, Task, or Problem</p> <p>1. Begins to employ their own solutions to problems through trial and error (e.g., tries different pegs to see which one fits).</p> <p>2. Continues to become more cognitively flexible and is able to draw on varied resources to solve problems (e.g., tries to build a large structure with blocks, but the building keeps falling down. After several failed attempts, he or she tries making a larger base. May also look at how other children have made their buildings).</p> <p>3. When in conflict with another child, increasingly able to suggest possible solutions.</p> <p>4. When faced with a problem, can be reminded to slow down and think about what to do.</p>	<p>Teacher’s Guide p.369 - Dramatic Play Center Teacher’s Guide p.465 - Dramatic Play Center Teacher’s Guide p.503 - Dramatize <i>A Tale of Two Little Engines</i></p> <p>Teacher’s Guide p.257 - Warm Up Your Brain Teacher’s Guide p.447 - Warm Up Your Brain Teacher’s Guide Seasonal Holidays p. 53 - “Mother Says”</p> <p>Teacher’s Guide p.19 - Learning Centers Teacher’s Guide p.54 - Class Rules Teacher’s Guide p.135 - The “Talking Stone”</p> <p>Teacher’s Guide p.128 - Discovery Center Teacher’s Guide p.129 - Gathering Teacher’s Guide p.324 - Art Center Teacher’s Guide p.77 - Math Center Teacher’s Guide p.383 - Review Pets, Farm Animals, and Wild Animals Teacher’s Guide p.514 - Math Center (Interaction & Observation)</p> <p>Teacher’s Guide p.487 - Construction Center Teacher’s Guide p.488 - Discovery Center Teacher’s Guide p.536 - Discovery Center</p> <p>Teacher’s Guide p.391 - Construction Center Teacher’s Guide p.369 - Construction Center Teacher’s Guide p.415 - Construction Center</p> <p>Teacher’s Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher’s Guide p.109 - “Did Little Red Hen Do the Right Thing?” Teacher’s Guide pp.229-230 - Safety: <i>Inside School and On the Playground</i></p> <p>Teacher’s Guide pp.18-188 - What Would You Do? Teacher’s Guide p.228 - Discovery Center Teacher’s Guide p.347 - Construction Center</p>
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Domain: Social Foundations

Strand: Approaches to Learning and Executive Functioning

Standard: Initiative & Curiosity

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
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A. Desire to Learn—Ask Questions and Seeks New Information

1. Asks questions about future events, as well as about the here and now (e.g., asks, "When will we go to Val's?").

2. Poses questions to seek explanations about topics of interest with adult support and modeling.

3. Elaborates on experiments by attempting to replicate results using different materials (e.g., gathers several materials to drop in the water table, then sorts what sinks vs. what floats).

4. Asks to participate in new experiences that he or she has observed or has heard of others participating in (e.g., says, "Janice goes fishing. Can I?").

B. Desire to Learn—Interest in Challenges

1. Asks questions about future events, as well as about the here and now (e.g., asks "When will we go to Sarah's house again?").

2. Starts to show an increase in enthusiasm for learning letters, shapes, and numbers (e.g., while looking at a book with dad, points to a word that contains the letter "S" and says, "S! That's in my name! What is that word?").

3. Seeks new and varied experiences and challenges (e.g., puts materials together in new ways to test results; joins in a peer-created game or activity, tries to dress a new doll or builds a new construction toy).

C. Independence in Learning—Plans and Initiates Projects

1. When prompted, initiates plan of activities.

2. Shows interest in leading activities and taking responsibility during cleanup activities.

3. Further expands areas of decision-making (e.g., child may say, "This morning I'm going to work on my Lego building").

4. Develops greater ability to set goals and follow a plan (e.g., child says, "I'm going to pick up all these branches," and then works until it is done).

Teacher's Guide p.54 - Class Rules
Teacher's Guide p.105 - Gathering
Teacher's Guide p.515 - Things We Can Do

Teacher's Guide p.307 - The Stars
Teacher's Guide p.355 - Introduce the Story of Milk
Teacher's Guide p.409 - Teacher's Literature Choice: The Ocean

Teacher's Guide p.152 - Discovery Center
Teacher's Guide p.442 - Discovery Center
Teacher's Guide p.488 - Discovery Center

Teacher's Guide p.22 - Learning Centers Activity
Teacher's Guide p.306 - Reach for the Stars
Teacher's Guide p.359 - Milk a Cow!
Teacher's Guide p.499 - A Plane Ride

Teacher's Guide p.153 - Gathering
Teacher's Guide p.501 - Class Travel Journal
Teacher's Guide p.515 - Things We Can Do

Teacher's Guide p.40 - Compare Shapes
Teacher's Guide p.136 - Review *Tt* and *Bb*
Teacher's Guide p.287 - Numbers Everywhere

Teacher's Guide p.77 - Construction Center
Teacher's Guide p.227 - Dramatic Play Center
Teacher's Guide p.326 - Discovery Center

Teacher's Guide p.299 - Dramatic Play Center
Teacher's Guide p.325 - Construction Center
Teacher's Guide p.369 - Dramatic Play Center

Teacher's Guide p.347 - Construction Center
Teacher's Guide p.415 - Dramatic Play Center
Teacher's Guide p.579 - Dramatic Play Center

Teacher's Guide p.348 - Discovery Center
Teacher's Guide p.391 - Dramatic Play Center
Teacher's Guide p.442 - Discovery Center

Teacher's Guide p.369 - Construction Center
Teacher's Guide p.423 - Draw Dinosaur Pictures
Teacher's Guide p.488 - Math Center

Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Demonstrates Persistence

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Persists in an Activity From Start to Finish (Complete a Task)-Independently</p> <ol style="list-style-type: none">1. Persists with a wider variety of tasks, activities, and experiences with adult prompting.2. Keeps working to complete a task even if it is moderately difficult (e.g., persists with a somewhat challenging wooden puzzle).3. Will often persist in working to complete all aspects of a planned task (e.g., when building a zoo in the block area, will keep working until every animal has a cage). <p>B. Persists in the Face of Failure</p> <ol style="list-style-type: none">1. Continues to attempt to build a tower even after three or more unsuccessful attempts with adult support and encouragement.2. Experiences difficulty with drawing, cutting, and writing, but persists with adult support and encouragement until task is complete.3. Will often notice that a problem can be resolved by a change in approach (e.g., trying to fit a puzzle piece a few times and then rotating to find a better fit).	<p>Teacher's Guide p.41 - Decorate Gingerbread Boy Teacher's Guide p.50 - Art Center Teacher's Guide p.351 - Create a Class Farm Book</p> <p>Teacher's Guide p.64 - Create Character Puppets Teacher's Guide p 254 - Art Center Teacher's Guide p.262 - Make Weather Plates</p> <p>Teacher's Guide p.103 - Writing Center Teacher's Guide p.390 - Art Center Teacher's Guide p.415 - Construction Center</p> <p>Teacher's Guide p.127 - Construction Center Teacher's Guide p.277 - Construction Center Teacher's Guide p.513 - Construction Center</p> <p>Teacher's Guide p.204 - Writing Center Teacher's Guide p.226 - Art Center Teacher's Guide p.306 - Create Star Wands</p> <p>Teacher's Guide p.127 - Construction Center Teacher's Guide p.128 - Discovery Center Teacher's Guide p.326 - Discovery Center</p>

Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Demonstrates Cooperation

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Positively Participates in Cooperative Play</p> <ol style="list-style-type: none">1. Responds more appropriately and sympathetically to peers who are in need, upset, hurt, or angry (e.g., says, "Don't cry, Willy. My daddy can fix that bike. He knows how").3. Shows further progress in developing friendships with peers, even if a bond is formed	<p>Teacher's Guide p.67 - Teacher's Literature Choice: Friends 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?"</p> <p>Teacher's Guide p.13 - Emotions: <i>Happy</i> Teacher's Guide p.56 - Friendship Quilt</p>

with just one other child.	Teacher's Guide p.582 - Review <i>The Little Red Hen</i>
4. Begins to try to please other children (e.g., says, "You can come to my birthday party, ok?").	Teacher's Guide p.127 - Dramatic Play Center Teacher's Guide p.168 - Share Chair (compliments others) Teacher's Guide p.362 - Class Farm Book
5. Suggests solutions to problems with other children, while continuing to seek adults' help (e.g., says, "Hey, Benjamin! We can both be firemen!").	Teacher's Guide p.54 - Circle Time Teacher's Guide p.391 - Dramatic Play Teacher's Guide p.229 - Safety

Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Understanding & complying with classroom rules, routines, & expectations.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Follows Routines, Rules, and Directions 1. Helps to create classroom rules.	Teacher's Guide p.19 - Learning Centers Teacher's Guide p.54 - Class Rules Teacher's Guide pp.58-59 - "Please" and "Thank You"
2. Responds to teacher directions or signals consistently.	Teacher's Guide p.116 - Warm Up Your Brain Teacher's Guide p.144 - Phonological Awareness Teacher's Guide p.264 - List <i>L</i> / Words, ASL <i>/L</i>
3. Takes initiative with assigned or chosen tasks relating to classroom routines.	Teacher's Guide p.57 - Gathering Teacher's Guide p.126 - Computer Center Teacher's Guide p.440 - Library Center
4. Behaves appropriately within the context of the classroom routines with adult modeling and support (i.e. listens when someone else is talking or raises hand to share).	Teacher's Guide p.168 - Share Chair Teacher's Guide p.207 - "One Rice Thousand Gold" Teacher's Guide p.567 - Share Chair
5. Requires fewer prompts to follow classroom routines and is able to independently anticipate what happens next.	Teacher's Guide p.115 - Sequence "Here We Go Round the Mulberry Bush" Teacher's Guide p.178 - Computer Center Teacher's Guide p.244 - Gathering

Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Understanding & complying with classroom rules, routines, and expectations.

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
A. Demonstrates the Ability to Postpone Activity and Start Another	Teacher's Guide p.114 - Little Red Hen Makes Pancakes

1. Takes and gives cues to other children during transition and models their appropriate behavior with adult support.
 2. Occasionally demonstrates the ability to stop an engaging activity to help clean up with and requiring less support and guidance from an adult.
- B. Demonstrates the Ability to Adapt to New Environments with Appropriate Behaviors with Adult Support**
1. Manages separation anxiety from home to school by kissing caregiver goodbye or waving from the window every day.
 2. Frequently demonstrates comfort with the transition from home to the classroom environment (e.g., easily calms down when parents leave).
3. Engages in out of the classroom activities (i.e., recess) and successfully reenters classroom without disruption.
- C. Demonstrates Appropriate Use of Materials or Belongings and Those of Others**
1. Helps with clean up after activities with prompting.
 2. Begins to demonstrate appropriate use of classroom materials with modeling (e.g., using glue in an art project appropriately or turning book pages with care).
 3. Recognizes and is responsible for returning items to appropriate location with prompting.
 4. Begins identifying when things are not put away in designated areas.

- Teacher’s Guide p.431** - Recognizing Letters: “My Turn, Your Turn”
Teacher’s Guide pp.402-403 - Introduce *Dolphins Are Not Fish*
- Teacher’s Guide p.64** - Create Character Puppets
Teacher’s Guide p. 299 - Dramatic Play Center
Teacher’s Guide p.441 - Construction Center
- Teacher’s Guide p.10** - Teacher’s Literature Choice: First Day of School
Teacher’s Guide p.14 - Story Review: The First Day of School
Teacher’s Guide p.515 - Things We Can Do
- 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 pp.105-106 - Introduce Grandmother
- Teacher’s Guide Seasonal Holidays p. 7** Fall Walk
Teacher’s Guide p.25 - Outside Activity
Teacher’s Guide p.387 - Outside Activity
- Teacher’s Guide p.179** - Dramatic Play Center
Teacher’s Guide p.277 - Construction Center
Teacher’s Guide p.347 - Writing Center
- Teacher’s Guide p.76** - Library Center
Teacher’s Guide p.126 - Library Center
Teacher’s Guide p.178 - Art Center
- Teacher’s Guide p.19** - Learning Centers
Teacher’s Guide p. 54 - Class Rules
Teacher’s Guide p.151 - Dramatic Play Center
- Teacher’s Guide pp. 112-113** - Helping Your Family
Teacher’s Guide p.179 - Dramatic Play Center
Teacher’s Guide p.227 - Construction Center

Domain: Social Foundations

Strand: Approaches to Learning & Executive Functioning

Standard: Demonstrates cognitive flexibility—Understands symbolic representation

Maryland Standard	Starfall Pre K 4 Curriculum Alignment
<p>A. Represents People, Places, or Things Through Drawings, Movement, and Three Dimension Objects</p> <p>1. Begins to create art that is more realistic and includes some details of objects, animals or people. Such details are typically remembered features that have made an impression, but do not include all that is seen or known (e.g., draws a picture of a car with four wheels but no windows).</p> <p>2. Uses art to reflect thoughts and feelings (e.g., transforms a list of favorite foods that his teacher had recorded on paper into a mobile from which illustrations of these foods are hung).</p> <p>B. Engages in Pretend Play and Acts Out Roles</p> <p>1. Communicates thoughts and feelings through role play though may still need adult support (e.g., play acts being a kitten seeking affection and hugs).</p> <p>2. Uses objects as symbolic props (e.g., places a shell on top of a dollhouse and declares it to be a satellite dish).</p> <p>3. Becomes more animated in play (e.g., using different voices for the baby, dog, etc.)</p> <p>C. Recognizes Cause and Effect</p> <p>1. Increased ability to understand explanations when concrete objects and actions support the verbal explanation, and phenomena are directly observable (e.g., "When we mix colors, we get a new color. See what color you get when you mix yellow with blue").</p> <p>2. Begins to understand explanations of events that have not been experienced directly, as long as the child has had similar experience.</p>	<p>Teacher's Guide p.254 - Art Center Teacher's Guide p.298 - Art Center Teacher's Guide p.324 - Art Center Teacher's Guide p.346 - Art Center</p> <p>Teacher's Guide p.68 - Introduce Writing Journals Teacher's Guide p.534 - Art Center Teacher's Guide p.558 - Writing Center</p> <p>Teacher's Guide p.116 - "The Farmer in the Dell" Teacher's Guide pp.157-158 - Dialing 9-1-1 Teacher's Guide pp.185-186 - Senses Walk</p> <p>Teacher's Guide p.299 - Dramatic Play Center Teacher's Guide p.325 - Construction Center Teacher's Guide p.415 - Dramatic Play Center Teacher's Guide p.179 - Dramatic Play Center</p> <p>Teacher's Guide p.284 - Pajama Day Nursery Rhymes Teacher's Guide p.347 - Dramatic Play Center Teacher's Guide p.369 - Dramatic Play Center</p> <p>Teacher's Guide p.304 - The Solar System Teacher's Guide p 358 - Estimation Teacher's Guide p.359 - Milk a Cow!</p> <p>Teacher's Guide p.288 - Hibernation Teacher's Guide p.327 - Pets Teacher's Guide p.355 - Introduce <i>The Story of Milk</i></p>

*The standards in this document were copied directly from Maryland Early Learning Standards.

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.