



**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Pre K 4**

Approaches to Play and Learning (APL)

Curiosity, Information-Seeking, and Eagerness

Developmental Indicators Older Preschoolers	Starfall Alignment
<p>Goal APL-1: Children show curiosity and express interest in the world around them.</p> <ul style="list-style-type: none"> • Discover things that interest and amaze them and seek to share them with others. APL-1m • Communicate interest to others through verbal and nonverbal means (take teacher to the science center to see a new animal). APL-1n • Show interest in a growing range of topics, ideas, and tasks. APL-1o • Demonstrate interest in mastering new skills (e.g., writing name, riding a bike, dance moves, building skills) APL-1p 	<p>Teacher Guide p. 180 - Discovery Center Teacher Guide p. 370 - Discovery Center Teacher Guide p. 442 -Discovery Center</p> <p>Teacher Guide p. 88 – Eye Color Graph Teacher Guide p. 204 – Discovery Center Teacher Guide p. 359 – Milk a Cow!</p> <p>Teacher Guide p. 205 – Let’s Stay Healthy Teacher Guide pp. 279 – 280 – Day and Night Teacher Guide p. 424 - Fossils</p> <p>Teacher Guide p. 50 – Art Center Teacher Guide p. 68 – Introduce Writing Journals Teacher Guide p. 178 – Computer Center</p>
<p>Goal APL-2: Children actively seek to understand the world around them</p> <ul style="list-style-type: none"> • Ask questions to find out more about the things that interest them, including questions about future events. APL-2l • Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used before to explore something new). APL-2m • Use what they know from past experience to understand what is happening now (get an umbrella to go outside because it is raining). APL-2n 	<p>Teacher Guide p.105 - Gathering Teacher Guide p.129 - Gathering Teacher Guide p.304 – The Solar System</p> <p>Teacher Guide p.128 – Discovery Center Teacher Guide p. 325 – Dramatic Play Center Teacher Guide p.486 – Art Center</p> <p>Teacher Guide p. 34 – “There’s a Neat Little Clock” Teacher Guide p. 103 – Dramatic Play Center Teacher Guide p. 132 – Introduce Money</p>

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Approaches to Play and Learning (APL)

Play and Imagination

<p>Goal APL-3: Children engage in increasingly complex play.</p> <ul style="list-style-type: none"> • Develop and sustain more complex pretend play themes in cooperation with peers. APL-3r • Use more complex and varied language to share ideas and influence others during play. APL-3s • Choose to use new knowledge and skills during play (add features to dramatic play scene related to class project, write list, build structure like displayed picture). APL-3t • Demonstrate their cultural values and “rules” through play (tells another child, “That’s not what mommies do.”). APL-3u 	<p>Teacher Guide p. 325 – Dramatic Play Center Teacher Guide p. 391 – Dramatic Play Center Teacher Guide p.535 – Dramatic Play Center</p> <p>Teacher Guide p.370 – Discovery Center Teacher Guide p. 513 – Construction Center Teacher Guide p. 558 – Discovery Center</p> <p>Teacher Guide p.347 – Construction Center Teacher Guide p. 347 – Dramatic Play Center Teacher Guide p.227 – Writing Center</p> <p>Teacher Guide p.76 – Dramatic Play Center Teacher Guide p. 203 – Dramatic Play Center Teacher Guide p.227 – Writing Center</p>
<p>Goal APL-4: Children demonstrate creativity, imagination, and inventiveness.</p> <ul style="list-style-type: none"> • Plan play scenarios(dramatic play, construction), and use or create a variety of props or tools to enact them. APL-4l • Expand the variety of roles taken during dramatic play and add more actions, language, or props to enact roles. APL-4m • Use materials or actions in increasingly varied and resourceful ways to represent experiences or ideas. APL-4n • Make up stories, songs, or dances for fun during play. APL-4o 	<p>Teacher Guide p. 255 – Dramatic Play Center Teacher Guide p. 255 – Construction Center Teacher Guide p. 299 – Dramatic Play Center</p> <p>Teacher Guide p.325 – Dramatic Play Center Teacher Guide p. 347 – Dramatic Play Center Teacher Guide p. 369 – Dramatic Play Center</p> <p>Teacher Guide p. 369 – Construction Center Teacher Guide p. 415 – Construction Center Teacher Guide p. 441 – Dramatic Play Center</p> <p>Teacher Guide p. 150 – Library Center Teacher Guide p. 325 - Writing Center Teacher Guide p. 441 – Writing Center</p>

**North Carolina Foundations for Early Learning and Development
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Approaches to Play and Learning (APL)

Risk-Taking, Problem-Solving, and Flexibility

<p>Goal APL-5: Children are willing to try new and challenging experiences.</p> <ul style="list-style-type: none"> • Express a belief that they can do things that are hard. APL-5o • Approach new experiences independently. APL-5p • Ask to participate in new experiences that they have observed or heard about. APL-5q • Independently seek new challenges. APL-5r 	<p>Teacher Guide p. 103 - Writing Center Teacher Guide p. 126 - Art Center Teacher Guide p. 128 - Discovery Center</p> <p>Teacher Guide p. 91 - <i>Let's Eat</i> Sorting Activity Teacher Guide p. 93 - "I Can Name That!" Teacher Guide p. 114 - The Little Red Hen Makes Pancakes</p> <p>Teacher Guide p. 93 - "I Can Name That!" Teacher Guide p. 135 - The "Talking Stone" Teacher Guide p. 119 - Sharing Family Pictures</p> <p>Teacher Guide p. 127 - Construction Center Teacher Guide p. 226 - Computer Center Teacher Guide p. 464 - Computer Center</p>
<p>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</p> <ul style="list-style-type: none"> • Seek and make use of ideas and help from adults and peers to solve problems ("How can I make this paint get off my pants?"). APL-6n • Describe the steps they will use to solve a problem. APL-6o • Evaluate different strategies for solving a problem and select the strategy they feel will work without having to try it. APL-6p 	<p>Teacher Guide p. 278 - Math Center Teacher Guide p. 368 - Library Center Teacher Guide p. 392 - Discovery Center</p> <p>Teacher Guide p. 152 - Discovery Center Teacher Guide p. 208 - Solve Story Problems Teacher Guide p. 226 - Computer Center</p> <p>Teacher Guide p. 128 - Discovery Center Teacher Guide p. 142 - Design Collages Teacher Guide p. 150 - Art Center</p> <p>Teacher Guide p. 202 - Computer Center</p>

<ul style="list-style-type: none"> • Explain how they solved a problem to another person. APL-6q 	<p>Teacher Guide p. 228 - Discovery Center Teacher Guide p. 514 - Discovery Center</p>
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Approaches to Play and Learning (APL)

Attentiveness, Effort, and Persistence

<p>Goal APL-7: Children demonstrate initiative.</p> <ul style="list-style-type: none"> • Show increasing independence and purpose when making choices (“I’m going to the block area to make a track for my race car.”). APL-7j • Independently identify and seek things they need to complete activities or tasks (gather supplies and make a birthday card with a message). APL-7k • Set simple goals that extend over time, make plans and follow through (“Let’s make a rocket ship. We need blocks.”). APL-7l 	<p>Teacher Guide p. 226 - Computer Center Teacher Guide p. 236 - Small, Medium, Large Teacher Guide p. 255 - Construction Center</p> <p>Teacher Guide p. 281 - Create Paper Suns Teacher Guide p. 290 - Make Patterns with Coins Teacher Guide p. 299 - Dramatic Play Center</p> <p>Teacher Guide p. 299 - Construction Center Teacher Guide p. 325 - Construction Center Teacher Guide p. 488 - Math Center</p>
<p>Goal APL-8: Children maintain attentiveness and focus.</p> <ul style="list-style-type: none"> • Sometimes able to ignore irrelevant information when focusing on a task (sort multicolored wooden beads by shape). APL-8k • Consistently remain engaged in self-directed activities. APL-8l 	<p>Teacher Guide p. 52 - Math Center Teacher Guide p. 150 - Art Center Teacher Guide p. 228 - Math Center</p> <p>Teacher Guide p. 326 - Discovery Center Teacher Guide p. 392 - Writing Center Teacher Guide p. 442 - Discovery Center</p>

**North Carolina Foundations for Early Learning and Development
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Approaches to Play and Learning (APL)

Attentiveness, Effort, and Persistence

<p>Goal APL-9: Children persist at challenging activities.</p> <ul style="list-style-type: none"> • Seek help from others to complete a challenging activity (ask a teacher for help putting a puzzle away on a high shelf; ask a friend for help in naming an unfamiliar animal in a picture). APL-9h • When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again). APL-9i • Plan and follow through on longer-term tasks (planting a seed and caring for the plant). APL-9j • Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later). APL-9k 	<p>Teacher Guide p. 32 - Design Sheep Teacher Guide p. 139 - Create a Neighborhood Scene Teacher Guide p. 184 - Create Leaf Rubbings</p> <p>Teacher Guide p. 127 - Construction Center Teacher Guide p. 151 - Construction Center Teacher Guide p. 156 - Create Fire Trucks</p> <p>Teacher Guide p. 424 - Fossils Teacher Guide p. 539 - Plant Seeds Teacher Guide pp. 542-543 - Story Time/Carrot Experiment</p> <p>Teacher Guide p. 369 - Writing Center Teacher Guide p. 513 - Construction Center Teacher Guide p. 570 - Create Butterflies</p>
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**North Carolina Foundations for Early Learning and Development
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Emotional and Social Development (ESD)

Developing a Sense of Self

<p>Goal ESD-1: Children demonstrate a positive sense of self-identity and self-awareness.</p> <ul style="list-style-type: none"> • Describe themselves in concrete ways, with greater detail and accuracy (“My eyes are brown.” “I am tall.”). ESD-1o • Express awareness that they are members of different groups (e.g., family, preschool class, ethnic group). ESD-1p • Choose to spend more time on preferred activities, and express awareness of skills they are developing. ESD-1q 	<p>Teacher Guide p. 88 - Eye Color Graph Teacher Guide p. 111 - My Family Teacher Guide p. 160 - What I Want to Be Teacher Guide p. 217 - How Tall Are You?</p> <p>Teacher Guide p. 54 - Class Rules Teacher Guide p. 53 - Gathering Teacher Guide p. 112 - Helping Your Family Teacher Guide pp. 129-130 - Introduce Neighbors and Community</p> <p>Teacher Guide p. 127 - Construction Center Teacher Guide p. 202 - Computer Center Teacher Guide p. 488 - Discovery Center</p>
<p>Goal ESD-2: Children express positive feelings about themselves and confidence in what they can do.</p> <ul style="list-style-type: none"> • Express positive feelings about themselves by showing and/or telling others about themselves, things they like, or things they have done. ESD-2n 	<p>Teacher Guide p. 133 - Where We Live Teacher Guide p. 165 - Partner Sharing: Community Helpers Teacher Guide p. 259 - “Who Likes the Rain?” Graph</p>

<ul style="list-style-type: none"> • Express the belief that they can do many things. ESD-2o • Stick with tasks even when they are challenging. ESD-2p • Express opinions about their abilities in different areas ("I'm a good friend." "I can run fast." "I know all my letters!"). ESD-2q 	<p>Teacher Guide p. 127 - Construction Center Teacher Guide p. 503 - Dramatize A Tale of Two Engines Teacher Guide p. 515 - Things We Can Do</p> <p>Teacher Guide p. 276 - Computer Center Teacher Guide p. 329 - Create Speckled Frogs Teacher Guide p. 466 - Math Center Teacher Guide p. 514 - Math Center Teacher Guide p. 67 - Friends Teacher Guide p. 151 - Construction Center Teacher Guide pp. 165 - 166 - Partner Sharing: Community Helpers</p>
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**North Carolina Foundations for Early Learning and Development
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Emotional and Social Development (ESD)

Developing a Sense of Self With Others

<p>Goal ESD-3: Children form relationships and interact positively with familiar adults who are consistent and responsive to their needs.</p> <ul style="list-style-type: none"> • Seek out trusted teachers and caregivers as needed (for emotional support, physical assistance, social interaction, problem solving, and approval). ESD-3q • Form positive relationships with new teachers or caregivers over time. ESD-3r • Use language effectively to continue conversations with familiar adults and to influence their behavior (ask for help, ask an adult to do something). ESD-3s 	<p>Teacher Guide p. 56 - Friendship Quilt Teacher Guide p. 347 - Construction Center Teacher Guide pp.187-188 - What Would You Do?</p> <p>Teacher Guide p. 254 - Library Center Teacher Guide p. 226 - Art Center Teacher Guide p. 299 - Construction Center</p> <p>Teacher Guide p. 254 - Art Center Center Teacher Guide p. 368 - Computer Center Teacher Guide p. 369 - Writing Center</p>
<p>Goal ESD-4: Children form relationships and interact positively with other children.</p> <ul style="list-style-type: none"> • Demonstrate social skills when interacting with other children (turn taking, conflict resolution, sharing). ESD-4p • Form and maintain friendships with other children of diverse cultural backgrounds and abilities. ESD-4q • Seek and give support with children they identify as 	<p>Teacher Guide p. 135 - The Talking Stone Teacher Guide p. 179 - Discovery Center Teacher Guide pp. 187-188 - What Would You Do? Teacher Guide p. 203 - Dramatic Play Center</p> <p>Teacher Guide p.53 - The Friendship Ball Teacher Guide p. 56 - Friendship Quilt Teacher Guide p. 203 - Dramatic Play Center</p>

<p>friends. ESD-4r</p> <ul style="list-style-type: none"> • Use language effectively to have conversations with other children and influence another child’s behavior (negotiate sharing a toy, plan how to build a block tower together). ESD-4s • Play and interact cooperatively with other children (work on project together, exchange ideas). ESD-4t 	<p>Teacher Guide p. 67 - Friends Teacher Guide p. 277 - Construction Center Teacher Guide p. 582 - Review <i>The Little Red Hen</i></p> <p>Teacher Guide p.103 - Construction Center Teacher Guide p.144 - Review /t/ Teacher Guide p.369 - Dramatic Play Center</p> <p>Teacher Guide p. 67 - Dramatic Play Center Teacher Guide p. 103 - Dramatic Play Center Teacher Guide p.128 - Discovery Center</p>
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**North Carolina Foundations for Early Learning and Development
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Emotional and Social Development (ESD)

Developing a Sense of Self With Others

<p>Goal ESD-5: Children demonstrate the social and behavioral skills needed to successfully participate in groups.</p> <ul style="list-style-type: none"> • Follow social rules transitions, and routines that have been explained to them. ESD-5q • Make requests clearly and effectively most of the time. ESD-5r • Balance their own needs with those of others in the group. ESD-5s • Anticipate consequences and plan ways to solve problems effectively, with guidance and support. ESD-5t • Use a variety of strategies to solve problems and conflicts with increasing independence. ESD-5u • Express respect and caring for all people, 	<p>Teacher Guide p. 54 - Class Rules Teacher Guide pp. 58 -59 - “Please” and “Thank You” Teacher Guide pp. 229-230 - Safety: <i>Inside School and on the Playground</i></p> <p>Teacher Guide p. 369 - Construction Center Teacher Guide p. 391 - Dramatic Play Center Teacher Guide p. 415 - Construction Center</p> <p>Teacher Guide p. 179 - Construction Center Teacher Guide p. 128 - Discovery Center Teacher Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i></p> <p>Teacher Guide p. 19 - Learning Centers Teacher Guide p. 112 - Helping Your Family Teacher Guide pp. 237-238 - Safety: <i>Tub and Shower and At the Pool</i> Teacher Guide p. 239 - Goldilocks Story Emotions</p> <p>Teacher Guide p. 128 - Discovery Center Teacher Guide p. 144 - Review /t/ Teacher Guide p. 579 - Construction Center</p> <p>Teacher Guide Seasonal Holidays p. 15 - Treat a Nursing Home</p>
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<p>including people with disabilities and those from different cultures. ESD-5v</p>	<p>Teacher Guide Seasonal Holidays p. 33 - Diversity Sheet Teacher Guide Seasonal Holidays p. 33 - Different Eggs Teacher Guide Seasonal Holidays p. 35 - Change the World Teacher Guide p. 400 - Sequence <i>The Ugly Duckling</i></p>
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Emotional and Social Development (ESD)

Learning About Feelings

<p>Goal ESD-6: Children identify, manage, and express their feelings.</p> <ul style="list-style-type: none"> • Express a range of emotions (happiness, sadness, fear, anger, disgust, tenderness, hostility, shame, guilt, satisfaction, and love) with their face, body, vocal sounds, and words. ESD-6o • Independently manage and express feelings effectively most of the time. ESD-6p • Use a larger vocabulary for talking about different feelings (“I’m frustrated with that puzzle!” “I’m excited about our trip.”). ESD-6q • Give reasons for their feelings that may include thoughts and beliefs as well as outside events (“I’m happy because I wanted to win and I did.”). ESD-6r • Use problem-solving strategies when feeling angry or frustrated. ESD-6 	<p>Teacher Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher Guide Seasonal Holidays p. 30 - Class Love Book Teacher Guide Seasonal Holidays p.19 - Giving Thanks Class Book</p> <p>Teacher Guide p. 369 - Construction Center Teacher Guide pp. 397-398 - Ways People Feel Teacher Guide p. 42 - Review Emotions</p> <p>Teacher Guide p. 370 - Discovery Center Teacher Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher Guide pp. 107-108 - How Does the Little Red Hen Feel?</p> <p>Teacher Guide Seasonal Holidays p. 53 - All About Mom Teacher Guide p. 109 - “Did the Little Red Hen Do the Right Thing?” Teacher Guide p. 432 - Dinosaur Book Vote</p> <p>Teacher Guide pp. 187-188 - What Would You Do? Teacher Guide p. 226 - Computer Center Teacher Guide pp. 229-230 - Safety: <i>Inside School and On the Playground</i></p>
<p>Goal ESD-7: Children recognize and respond to the needs and feelings of others.</p> <ul style="list-style-type: none"> • Communicate understanding and empathy for others’ feelings. ESD-7n 	<p>Teacher Guide p. 203 - Dramatic Play Teacher Guide p. 203 - Library Center Teacher Guide pp. 235-236 - Sequence <i>Goldilocks and the Three Bears</i></p>

<ul style="list-style-type: none"> • Show awareness that their behavior can affect the feelings of others (say, “I didn’t mean to scare you when I yelled.”). ESD-7o • Choose to act in ways that show respect for others’ feelings and points of view most of the time with guidance and support (compliment each other during play, work out conflicts, show respect for opinions expressed by others). ESD-7p 	<p>Teacher Guide p.19 - Learning Centers Activity Teacher Guide pp. 107-108 - How Does the Little Red Hen Feel? Teacher Guide p. 395 - Introduce <i>The Ugly Duckling</i> Teacher Guide p. 400 - Sequence <i>The Ugly Duckling</i> Teacher Guide p. 70 - Share Chair Teacher Guide p. 119 - Sharing Family Pictures Teacher Guide p.168 - Share Chair: Community Helpers</p>
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**North Carolina Foundations for Early Learning and Development
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Health and Physical Development (HPD)

Physical Health and Growth

<p>Goal HPD-1: Children develop healthy eating habits.</p> <ul style="list-style-type: none"> • Try new foods. HPD-1s • Feed themselves with utensils independently. HPD-1t • Given a selection of familiar foods, identify which foods are nutritious and which are not. HPD-1u • Talk about variety and amount of foods needed to be healthy (can identify what is missing from their meal). HPD-1v • Name foods and beverages that help to build healthy bodies. HPD-1w 	<p>Teacher Guide p. 60 - Taste Vegetables Teacher Guide p. 90 - Make Fruit Salad Teacher Guide p. 99 - Snack Suggestion</p> <p>Teacher Guide Seasonal Holidays p.13 - Recipes Teacher Guide p. 60 - Taste Vegetables Teacher Guide p. 90 - Make Fruit Salad</p> <p>Teacher Guide p. 209 - Categorizing Healthy and Unhealthy Teacher Guide p. 209 - My Healthy Food Classroom Book Teacher Guide p. 546 - Fruits and Vegetables</p> <p>Teacher Guide p. 209 - My Healthy Food Classroom Book Teacher Guide p. 209 - Categorizing Healthy and Unhealthy Teacher Guide p. 217 - Healthy Habits</p> <p>Teacher Guide p. 199 - Snack Suggestion Teacher Guide p. 211 - Healthy Foods Teacher Guide p. 215 - Let’s Stay Healthy: Sleep and Water</p>
<p>Goal HPD-2: Children engage in active physical play indoors and outdoors.</p> <ul style="list-style-type: none"> •Develop strength and stamina by spending extended periods of time 	<p>Teacher Guide p. 173 - Hens and Chickens Teacher Guide p. 321 - Leap Frog; Cat, Cat, Dog; Down Doggie Teacher Guide p. 387 - Outside Activity (Hen and</p>

<p>playing vigorously. HPD-2o</p> <ul style="list-style-type: none"> • Communicate ways exercise keeps us healthy and makes us feel good. HPD-2p • Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). HPD-2q • Transition independently from active to quiet activities most of the time. HPD-2r 	<p>Rooster)</p> <p>Teacher Guide pp. 205-206 - Let's Stay Healthy Teacher Guide p. 209 - Categorizing Healthy and Unhealthy Teacher Guide p. 217 - Healthy Habits Teacher Guide p. 25 - Outside Activity Teacher Guide p. 73 - Outside Activity Teacher Guide p.531 - Outside Play (Quarter Spoon Relay)</p> <p>Teacher Guide p. 153 - Warm Up Your Brain Transitioning to Firefighters Teacher Guide p. 237 - Warm Up Your Brain transitioning to Safety: <i>Tub and Shower</i> and <i>At the Pool</i> Teacher Guide p. 393 - Warm Up Your Brain to Transitioning to Introduce Birds</p>
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**North Carolina Foundations for Early Learning and Development
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Health and Physical Development (HPD)

Physical Health and Growth

<p>Goal HPD-3: Children develop healthy sleeping habits.</p> <ul style="list-style-type: none"> • Communicate ways sleep keeps us healthy and makes us feel good. HPD-3k • Independently start and participate in sleep routines most of the time. HPD-3l 	<p>Teacher Guide p. 205 - Let's Stay Healthy Teacher Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher Guide p. 217 - Healthy Habits</p> <p>Teacher Guide p. 215 - Let's Stay Healthy: Sleep and Water</p>
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Motor Development

<p>Goal HPD-4: Children develop the large muscle control and abilities needed to move through and explore their environment.</p> <ul style="list-style-type: none"> • Coordinate movements of upper and lower body. HPD-4p • Perform complex movements smoothly (skipping, balancing on beams, hopping from one place to another). HPD-4q 	<p>Teacher Guide p. 212 - Warm Up Your Brain Teacher Guide p. 374 - Warm Up Your Brain Teacher Guide p. 546 - Warm Up Your Brain</p> <p>Teacher Guide p. 241 - Rocking Chair Teacher Guide p. 244 - Cross and Touch Teacher Guide p. 417 - Warm Up Your Brain</p> <p>Teacher Guide p. 175 - Hens and Chickens</p>
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<ul style="list-style-type: none"> • Move quickly through the environment and be able to stop (run fast, pedal fast). HPD-4r • Show awareness of own body in relation to other people and objects while moving through space. HPD-4s 	<p>Teacher Guide p. 251 - Outside Activity Teacher Guide p. 473 - Stop and Go</p> <p>Teacher Guide p. 420 - Warm Up Your Brain Teacher Guide p. 424 - Warm Up Your Brain Teacher Guide p. 461 - Rolling Relays</p>
<p>Goal HPD-5: Children develop small muscle control and hand-eye coordination to manipulate objects and work with tools.</p> <ul style="list-style-type: none"> • Draw and write smaller figures with more detail (faces with features, letters, or letter-like forms). HPD-5m • Engage in complex hand-eye coordination activities with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces). HPD-5n • Use tools that require strength and dexterity of small muscles with a moderate degree of control (hole puncher..). HPD-5o 	<p>Teacher Guide p. 325 - Writing Center Teacher Guide p. 487 - Writing Center Teacher Guide p. 579 - Writing Center</p> <p>Teacher Guide p. 64 - Create Character Puppets Teacher Guide p. 329 - Create Speckled Frogs Teacher Guide p. 426 - Create Dinosaur Skeletons</p> <p>Teacher Guide p. 184- Create Leaf Rubbings Teacher Guide p. 403 - Create an Octopus Teacher Guide p. 449 - Construct a House</p>

**North Carolina Foundations for Early Learning and Development
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Health and Physical Development (HPD)

Self-Care

<p>Goal HPD-6: Children develop awareness of their needs and the ability to communicate their needs.</p> <ul style="list-style-type: none"> • Use language to ask adults or peers specifically for the kind of help needed in a particular situation. HPD-6i • Consistently use strategies to calm themselves when needed. HPD-6j 	<p>Teacher Guide p. 54 - Class Rules Teacher Guide p. 61 “Teacher Note” Teacher Guide p. 277 - Construction Center</p> <p>Teacher Guide p. 209 - Warm Up Your Brain Teacher Guide p. 241 - Safety Review Teacher Guide p. 543 - Warm Up Your Brain</p>
<p>Goal HPD-7: Children develop independence in caring for themselves and their environment.</p> <ul style="list-style-type: none"> • Use adaptive equipment ask for help with positioning and movement, and/or participate in medical care routines as needed. HPD-7p • Dress and undress themselves independently. HPD-7q 	<p>Teacher Guide p. 212 - Let’s Stay Healthy: Germs Teacher Guide pp.157-158 - Dialing 911 Teacher Guide p. 215 - Let’s Stay Healthy: Sleep and Water</p> <p>Teacher Guide p. 28 - Dramatic Play Center Teacher Guide p. 151 - Dramatic Play Center Teacher Guide p. 277 - Dramatic Play Center</p>

<ul style="list-style-type: none"> • Gain independence in hygiene practices (throw tissues away and wash hands, flush toilet). HPD-7r • Eat with a fork. HPD-7s • Perform tasks to maintain the indoor and outdoor learning environment independently. HPD-7t • Describe the value of good health practices (wash hands to get rid of germs, drink milk to build strong bones). HPD-7u 	<p>Teacher Guide Seasonal Holidays p. 31 - Valentine Estimation Teacher Guide p. 205 - Let's Stay Healthy Teacher Guide p.212 - Stay Healthy: Germs</p> <p>Teacher Guide p. 60 - Taste Vegetables Teacher Guide p. 76 - Dramatic Play Center Teacher Guide p. 90 - Make Fruit Salad Teacher Guide p. 207 - "One Rice Thousand Gold" Teacher Guide p. 368 - Art Center</p> <p>Teacher Guide p. 5 - Outside Activity: Safety Rules Read Me First p.15 Learning Centers Teacher Guide Seasonal Holidays pp. 46-47 - Earth Day Starfall.com - Holiday Icon "Every Day is Earth Day"</p> <p>Teacher Guide p. 209 - Categorizing Healthy and Unhealthy Teacher Guide p. 212 - Let's Stay Healthy Teacher Guide p. 215 - Let's Stay Healthy: Sleep and Water Teacher Guide p. 217 - Healthy Habits</p>
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Health and Physical Development (HPD)

Safety Awareness

<p>Goal HPD-8: Children develop awareness of basic safety rules and begin to follow them.</p> <ul style="list-style-type: none"> • Avoid potentially dangerous behaviors. HPD-8m • Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. HPD-8n • Independently follow basic safety rules. HPD-8o • Identify people who can help them in the community (police, firefighter, nurse). HPD-8p 	<p>Teacher Guide p. 160 - Get Low and Go Teacher Guide p. 229 - Inside School and on the Playground Teacher Guide pp. 233-234 - Taking a Walk, In a Car, and Wheels, Wheels, Wheels</p> <p>Teacher Guide pp. 233-234 - Taking a Walk, In a Car, and Wheels, Wheels, Wheels Teacher Guide pp. 237-238 - Tub and Shower; At the Pool Teacher Guide p. 241 -Review First Safety and Introduce Strangers</p> <p>Unit 3, Week 10 - pp. 222-245 - Being Safe</p> <p>Teacher Guide p. 153 - Firefighters Teacher Guide p 161 - What I Want to Be Teacher Guide p 165 - Community Helpers</p>
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**North Carolina Foundations for Early Learning and Development
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Language Development and Communication (LDC)

Learning to Communicate

<p>Goal LDC-1: Children understand communications from others.</p> <ul style="list-style-type: none"> • Show understanding of increasingly complex sentences. LDC-1n • Respond to requests for information or action. LDC-1o • Follow more detailed multistep directions. LDC-1 	<p>Teacher Guide pp. 82 - 83 - Introduce <i>Yellow</i> and <i>Green</i> Teacher Guide p. 291 - “My Favorite Seasons” Chart Teacher Guide p. 259 - <i>Who, Where, When, What, Why, and How</i></p> <p>Teacher Guide p. 15 - Gathering Teacher Guide p. 333 - Real or Make Believe Teacher Guide p. 335 - Follow Directional Words</p> <p>Teacher Guide p. 116 - “The Farmer in the Dell” Teacher Guide p. 304 - Warm Up Your Brain Teacher Guide p. 338 - A Pet for Gingerbread Boy Teacher Guide p. 339 - Alphabet Bingo Teacher Guide p. 374 - Compare and Contrast Habitats</p>
<p>Goal LDC-2: Children participate in conversations with peers and adults in one-on-one, small, and larger group interactions.</p> <ul style="list-style-type: none"> • Express an understanding that people communicate in many ways (gestures, facial expressions, multiple spoken languages, sign language, and augmentative communication). LDC-2l • Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m • Initiate and participate in conversations related to interests of their own or the persons they are communicating with. LDC-2n 	<p>Teacher Guide p. 16 - Emotions: <i>Excited</i> and <i>Silly</i> Teacher Guide p. 79 - Observe & Modify Teacher Guide p. 165 - Partner Sharing: Community Helpers Teacher Guide p. 378 - List <i>Ff</i> Words; ASL <i>Ff</i> Teacher Guide p. 425 - List <i>Kk</i> Words: ASL <i>Kk</i> *ASL Integrated throughout curriculum</p> <p>Teacher Guide p. 114 - Little Red Hen Makes Pancakes Teacher Guide p. 135 - Partner Sharing: Community Helpers Teacher Guide p. 431 - Recognizing Letters: “My Turn, Your Turn”</p> <p>Teacher Guide p. 22 - Learning Centers Teacher Guide p. 135 - The “Talking Stone” Teacher Guide p. 333 - Real or Make-Believe Teacher Guide pp. 401-402 - Introduce <i>Dolphins</i></p>

<ul style="list-style-type: none"> • Participate in a group discussion, making comments and asking questions related to the topic. LDC-2o • Appreciate and use humor. LDC-2p 	<p><i>Are Not Fish!</i></p> <p>Teacher Guide p. 13 - Emotions: <i>Happy</i> Teacher Guide pp. 289 - 290 - Read <i>How the Turtle Cracked Its Shell</i> Teacher Guide pp. 286-287 - Autumn</p> <p>Teacher Guide p. 23 - What Animal Would You Bring to School Teacher Guide p. 407 - Rhyming Words: "Down by the Bay" Teacher Guide p. 427 - Write a Class Story</p>
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**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Education**

Language Development and Communication (LDC)

Learning to Communicate

<p>Goal LDC-3: Children ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <ul style="list-style-type: none"> • Answer more complex questions with more explanation ("I didn't like camping out because it rained." "Emily is my friend because she's nice to me."). LDC-3f • Ask specific questions to learn more about their world, understand tasks, and solve problems. LDC-3g 	<p>Teacher Guide p. 214 - Say "Thank You" Teacher Guide p. 257 - Introduce Weather Teacher Guide p. 259 - <i>Who, Where, When, What, Why, and How</i> Teacher Guide p. 467 - Build a House</p> <p>Teacher Guide p. 286 - Introduce Autumn Teacher Guide p. 309 - Review <i>Reach for the Stars</i> Teacher Guide p. 401 - Introduce Ocean Animals Teacher Guide p. 469 - Introduce <i>The Cobbler and the Elves</i></p>
<p>Goal LDC-4: Children speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> • Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j • Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). LDC-4k • Speak clearly enough to be understood by most 	<p>Teacher Guide p. 119 - Sharing Family Pictures Teacher Guide p. 168 - Share Chair: Community Helpers Teacher Guide p. 362 - Class Farm Book Teacher Guide p. 494 - Introduce <i>A Tale of Two Engines</i></p> <p>Teacher Guide Seasonal Holidays - pp. 8-9 Grandparent's Day Teacher Guide p. 362 - Class Farm Book Teacher Guide p. 453 - What Happens After Teacher Guide p. 592 - Share Gingerbread Boy's Class Book</p>

people. LDC-4l	Teacher Guide p. 282 - Pajama Fashion Show Teacher Guide p. 313 -PreK Book Club Teacher Guide p. 481 - PreK Book Club Teacher Guide p. 567 - Share Chair
Goal LDC-5: Children describe familiar people, places, things, and events. •Describe experiences and create and/or retell longer narratives. LDC-5	Teacher Guide p. 282 - Pajama Fashion Show Teacher Guide p. 400 - Create a Class Book: “If I Were a Bird” Teacher Guide p. 404 - Ocean Mural
Goal LDC-6: Children use most grammatical constructions of their home language well. •Speak in full sentences that are grammatically correct most of the time. LDC-6i	Teacher Guide p. 187 - What Would You Do? Teacher Guide p. 360 - Sequence <i>The Troll Who Lived Under the Bridge</i> Teacher Guide p. 362 - Class Farm Book

**North Carolina Foundations for Early Learning and Development
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Language Development and Communication (LDC)

Learning to Communicate

Goal LDC-7: Children respond to and use a growing vocabulary. • Repeat familiar songs, chants, or rhymes. LDC-7o • Use a growing vocabulary that includes many different kinds of words to express ideas clearly. LDC-7p • Infer the meaning of different kinds of new words from the context in which they are used (for example, hear “sandals” and “boots” used to describe two pairs of shoes, and infer that the unfamiliar shoes must be sandals because they know that the other pair of shoes are boots). LDC-7q	Teacher Guide p. 189 - Warm Up Your Brain Teacher Guide p. 380 - Count Wild Animals Teacher Guide p. 443 - Warm Up Your Brain Teacher Guide p. 129 - Introduce <i>Neighbors</i> and <i>Community</i> Teacher Guide p. 161 - “Cobbler, Cobbler, Mend My Shoe” Teacher Guide p. 332 -The <i>Frog Prince</i> Vocabulary Teacher Guide p. 183 - Introduce <i>Chicken Little</i> Teacher Guide p. 379 - Introduce <i>Over in the Meadow</i> Teacher Guide p. 445 - Introduce <i>The Three Little Pigs</i>
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**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Education**

Language Development and Communication (LDC)

Foundations for Reading

<p>Goal LDC-8: Children develop interest in books and motivation to read.</p> <ul style="list-style-type: none"> • Engage in reading behaviors independently with increased focus for longer periods of time. LDC-8m • Use and share books and print in their play. LDC-8n • Listen to and discuss increasingly complex story books, information books, and poetry. LDC-8o 	<p>Teacher Guide p. 28 - Library Center Teacher Guide p. 346 - Computer Center Teacher Guide p. 391 - Library Center</p> <p>See Learning Centers at the beginning of each Week Note: Books and print integrated throughout all centers.</p> <p>Teacher Guide p. 262 - Sequence <i>Who Likes the Rain?</i> Teacher Guide p.268 - Introduce Thermometers Teacher Guide p. 395 - Introduce <i>The Ugly Duckling</i></p>
<p>Goal LDC-9: Children comprehend and use information presented in books and other print media.</p> <ul style="list-style-type: none"> • Imitate the special language in storybooks and story dialogue with accuracy and detail. LDC-9o • Use informational texts and other media to learn about the world, and infer from illustrations, ask questions and talk about the information. LDC-9p • Use knowledge of the world to make sense of more challenging texts. LDC-9q • Relate personal experiences to an increasing variety of events described in familiar and new books. LDC-9r • Ask more focused and detailed questions about a story or the information in a book. LDC-9s • Discuss storybooks by responding to questions about what is happening and predicting what will 	<p>Teacher Guide p. 71 - Dramatize “Mr. Bunny’s Carrot Soup” Teacher Guide p. 340 - Dramatize <i>The Frog Prince</i> Teacher Guide p. 540 - <i>Miss MacDonald</i></p> <p>Teacher Guide p. 285 - Patterns: Day/Night and Seasons Teacher Guide p. 304 - The Solar System Teacher Guide p. 355 - Introduce <i>The Story of Milk</i></p> <p>Teacher Guide p. 131 - Introduce <i>Stone Soup</i> Teacher Guide p. 306 -: Read for the Stars Teacher Guide p. 472 - Introduce <i>My Father Runs an Excavator</i></p> <p>Teacher Guide pp. 328-329 - <i>The Frog Prince</i> Teacher Guide pp. 397-398 - <i>Ways People Feel</i> Teacher Guide p. 473 - <i>Big Machines</i></p> <p>Teacher Guide p. 55 - Introduce “Mr. Bunny’s Carrot Soup” Teacher Guide p. 259 - Who, Where, When, What, Why and How Teacher Guide p. 498 - Sequence <i>A Tale of Two Little Engines</i> Teacher Guide p. 23 - Use Illustrations to predict Teacher Guide p. 187 - <i>What Would You Do?</i> Teacher Guide pp. 356-357 - <i>The Troll Who Lived Under the Bridge</i> Teacher Guide p. 373 - Read <i>The Gingerbread Boy</i></p>

happen next. LDC-9t

**North Carolina Foundations for Early Learning and Development
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Language Development and Communication (LDC)

Foundations for Reading

<p>Goal LDC-10: Children develop book knowledge and print awareness.</p> <ul style="list-style-type: none">• Hold a book upright while turning pages one by one from front to back. LDC-10k• Recognize print in different forms for a variety of functions (writing message to friend, pointing to print and saying, "Those words tell the story."). LDC-10l• Recognize print and symbols used to organize classroom activities and show understanding of their meaning (put toys in box with correct symbol and name; check sign-up sheet for popular activity; check schedule to learn next activity). LDC-10m• With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n• Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). LDC-10o• Identify their name and the names of some friends when they see them in print. LDC-10p	<p>Teacher Guide p.10- First Day of School Teacher Guide pp.16-17- Read <i>The Gingerbread Boy</i> Teacher Guide p.324- Library Center</p> <p>Teacher Guide p. 36-Analyze the Spice Graph (Gingerbread Boy's Daily Message) Teacher Guide p. 167 - A Letter to the Elves Teacher Guide p. 227- Writing Center</p> <p>Teacher Guide p. 8 -Gathering Read Me First p. 15 - Learning Centers Teacher Guide p. 34 - "There's a Neat Little Clock" (labeling the room)</p> <p>Teacher Guide p. 102 - Library Center Starfall.com: Talking Library Teacher Guide p. 368 - Computer Center: Starfall.com: Talking Library: "The Gingerbread Boy"; I'm Reading: Nonfiction, "A House in a Tree." Teacher Guide p. 415 - Library Center</p> <p>Teacher Guide pp. 110-111 - Introduce Bb Teacher Guide p. 187- Introduce Ss Teacher Guide p. 255 - Writing Center</p> <p>Teacher Guide p. 30 Gathering (This is a daily routine.)</p>
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**North Carolina Foundations for Early Learning and Development
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Language Development and Communication (LDC)

Foundations for Reading

Goal LDC-11: Children develop phonological awareness.

- Enjoy rhymes and wordplay and sometimes add their own variations. LDC-11i

- Repeat a variety of rhythmic patterns in poems and songs using words, clapping, marching, and/or instruments to repeat the rhythm or beat syllables. LDC-11j

- Play with the sounds of language, identify a variety of rhymes, create some rhymes, and recognize the first sounds in some words. LDC-11k

- Associate sounds with specific words, such as awareness that different words begin with the same sound. LDC-11

Teacher Guide p. 30- Finish the Rhyme (Part 2)
Teacher Guide p.182- Phonological Awareness: Rhyming Words
Teacher Guide p. 194 - Rhymes and Body Parts
Teacher Guide p.407 - Rhyming Words: “Down by the Bay”

Teacher Guide p.116- Warm Up Your Brain
Teacher Guide p.291 - Warm Up Your Brain
Teacher Guide p.381 - Phonological Awareness: Syllables in Words

Teacher Guide p. 154- Phonological Awareness: Same or Different
Teacher Guide p. 162- Phonological Awareness: Onset and Rime
Teacher Guide p. 259 - Introduce Ll

Teacher Guide p. 103 - Writing Center
Teacher Guide p. 162 - List Nn Words [Weekly sound/letter routine]
Teacher Guide p. 164 - Review Bb, Nn, Tt

Goal LDC-12: Children begin to develop knowledge of the alphabet and the alphabetic principle.

- Demonstrate an interest in learning the alphabet. LDC-12e

- Show they know that letters function to represent sounds in spoken words. LDC-12f

- Recognize and name several letters of the alphabet, especially those in their own name and in the names of others who are important to them. LDC-12g

- Make some sound-to-letter matches, using letter name knowledge (notice the letter B with picture of ball and say, “Ball”; say, “ A-a-apple.”). LDC-12h

- Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound. LDC-12i

Teacher Guide p. 2 - Introduce the Alphabet
Teacher Guide p. 61 - Gathering
Teacher Guide p. 78 - Gathering
Teacher Guide p. 339 - Alphabet Bingo
Teacher Guide p. 479 - Construct Letters

Teacher Guide p. 134 - Introduce Tt
Teacher Guide p. 235 - Introduce Pp
Teacher Guide p. 448 - Introduce Ww

Teacher Guide p. 39 - Gathering
Teacher Guide p.78 - Gathering
Teacher Guide p. 588 - Identify Upper and Lowercase Letters

Teacher Guide p. 282 - Introduce Rr
Teacher Guide p. 292 - Initial sounds
Teacher Guide p. 493 - Introduce Yy

Teacher Guide p. 159 - Introduce Nn
Teacher Guide p. 162 - List Nn Words
Teacher Guide p. 547 - Introduce Qq

**North Carolina Foundations for Early Learning and Development
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Language Development and Communication (LDC)

Foundations for Writing

<p>Goal LDC-13: Children use writing and other symbols to record information and communicate for a variety of purposes.</p> <ul style="list-style-type: none"> • Represents thoughts and ideas in drawings and by writing letters or letter-like forms. LDC-13f • Communicate their thoughts for an adult to write. LDC-13g • Independently engage in writing behaviors for various purposes (e.g., write symbols or letters for names, use materials at writing center, write lists with symbols/letters in pretend play, write messages that include letters or symbols). LDC-13 	<p>Teacher Guide p. 103 - Writing Center Teacher Guide p. 179 - Writing Center Teacher Guide p. 227 - Writing Center</p> <p>Teacher Guide p. 68 - Introduce Writing Journals Teacher Guide p. 111 - My Family Teacher Guide p. 310 - Class Trip: Space Trip</p> <p>Teacher Guide p. 151 - Writing Center Teacher Guide p. 214 - Say "Thank You" Teacher Guide p. 227 - Writing Center</p>
<p>Goal LDC-14: Children use knowledge of letters in their attempts to write.</p> <ul style="list-style-type: none"> • Use known letters and approximations of letters to write their own name and some familiar words. LC-14c • Try to connect the sounds in a spoken word with letters in the written word (write "M" and say, "This is Mommy."). LC-14d 	<p>Teacher Guide p. 11: Make Handprints Teacher Guide p. 240 - Draw Goldilocks with the Three Bears Teacher Guide p.325 - Writing Center</p> <p>Teacher Guide p. 243 - Review a,b,n,p,s,t Teacher Guide p. 332: My Favorite Pet Book Teacher Guide p. 78 - Gathering</p>
<p>Goal LDC-15: Children use writing skills and conventions.</p> <ul style="list-style-type: none"> • Use a variety of writing tools and materials with increasing precision. LC-15i • Imitate adult writing conventions that they have observed (write groups of letter-like forms separated by spaces, try to write on a line, press Enter key on computer after typing a series of "words"). LC-15j • Use some conventional letters in their writing. LC-15k 	<p>Teacher Guide p.416 - Writing Center Teacher Guide p.279 - Construct Letters Teacher Guide p. 487 - Writing Center</p> <p>Teacher Guide p. 400 - Create a Class Book: "If I Were a Bird" Teacher Guide p. 564 - Creative Writing Teacher Guide p. 589 - Create a Class Book for Gingerbread Boy Teacher Guide p. 455 - Draw and Write Teacher Guide p. 501 - Class Travel Journal Teacher Guide p. 545 - Write about Grass Plants</p>

**North Carolina Foundations for Early Learning and Development
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Cognitive Development (CD)

Construction of Knowledge: Thinking and Reasoning

<p>Goal CD-1: Children use their senses to construct knowledge about the world around them.</p> <ul style="list-style-type: none"> • Explore objects, tools, and materials systematically to learn about their properties (weigh an object, observe something from the top of the object to the bottom). CD-1k • Express knowledge gathered through their senses using play, art, language, and other forms of representation. CD-1l • Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a fantasy story could not be real). CD-1m • Organize and use information through matching, grouping, and sequencing. CD-1n 	<p>Teacher Guide p. 52 - Discovery Center Teacher Guide p. 77 - MathCenter Teacher Guide p. 104 - Discovery Center</p> <p>Teacher Guide p. 178 - Art Center Teacher Guide p. 178 - Library Center Teacher Guide p. 180 - Discovery Center Teacher Guide pp. 183 - 184 - Introduce <i>Chicken Little</i></p> <p>Teacher Guide p. 163 - Read <i>The Cobbler and the Elves</i> Teacher Guide pp. 183 - 184 - Introduce <i>Chicken Little</i> Teacher Guide pp. 328 - 329 - <i>The Frog Prince</i> Teacher Guide p. 333 - Real or Make-Believe Teacher Guide Seasonal Holidays pp. 26-27 - Masks on Parade/Dragon Dance</p> <p>Teacher Guide p. 77 - Math Center Teacher Guide pp. 235 - 236 - Sequence <i>Goldilocks and the Three Bears</i> Teacher Guide p. 167 - "One, Two, Tie My Shoe"</p>
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**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Education**

Cognitive Development (CD)

Construction of Knowledge: Thinking and Reasoning

<p>Goal CD-2: Children recall information and use it for new situations and problems.</p> <ul style="list-style-type: none"> • Demonstrate their ability to apply what they know about everyday experiences to new situations. 	<p>Teacher Guide p. 51 - Dramatic Play Center Teacher Guide p. 103 - Dramatic Play Teacher Guide pp. 397-398 - Ways People Feel</p>
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<p>CD-2u</p> <ul style="list-style-type: none"> • Describe past events in an organized way, including details or personal reactions. CD-2v <ul style="list-style-type: none"> • Improve their ability to make predictions and explain why things happen using what they know. CD-2w <ul style="list-style-type: none"> • Introduce more elaborate or detailed ideas or actions into play based on previous knowledge or experience. CD-2x <ul style="list-style-type: none"> • Try to reach logical conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses. CD-2y 	<p>Teacher Guide p. 467 - Build a House</p> <p>Teacher Guide p. 111 - My Family Teacher Guide p. 20 - Emotions: <i>Sad, Angry, and Afraid</i> Teacher Guide p. 22 - Learning Centers: Sharing Activity Teacher Guide p. 515 - Things We Can Do</p> <p>Teacher Guide p. 143 - Gathering Teacher Guide p. 515 - Discovery Center Teacher Guide p. 537 - Seeds/ p. 539 - Gingerbread Boy's Surprise Teacher Guide p. 475 - Predictions: Roll or Slide? Teacher Guide p. 476 - Estimate Rolling Speed</p> <p>Teacher Guide p. 160 - Get Low and Go Teacher Guide p. 325 - Dramatic Play Center Teacher Guide p. 535 - Dramatic Play Center</p> <p>Teacher Guide Seasonal Holidays p.46 - Pollution Pond Teacher Guide p. 442 - Discovery Center Teacher Guide p. 473 - Big Machines</p>
<p>Goal CD-3: Children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.</p> <ul style="list-style-type: none"> • Use language to identify pretend or fantasy situations (say, "Let's pretend we're going on a trip." "That's a pretend story."). CD-3i • Express understanding that others may have different thoughts, beliefs, or feelings than their own • Use language to describe their thinking processes with adult support. CD-3k 	<p>Teacher Guide p. 277 - Dramatic Play Center Teacher Guide p. 299 - Dramatic Play Center Teacher Guide p. 415 - Dramatic Play Center</p> <p>Teacher Guide Seasonal Holidays p. 27 - Clean Up!/Dragon Dance Teacher Guide Seasonal Holidays p. 35 - Change the World Teacher Guide pp. 107-108 -How Does the Little Red Hen Feel?</p> <p>Teacher Guide p. 150 - Library Center Teacher Guide p. 256 - Discovery Center Teacher Guide p. 370 - Math Center</p>

**North Carolina Foundations for Early Learning and Development
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Cognitive Development (CD)

Creative Expression

Goal CD-4: Children demonstrate appreciation for different forms of artistic expression.

- Express pleasure in different forms of art (call something “pretty,” express preferences, choose to look at book of photographs or listen to music again). CD-4i
- Participate in, describe and ask questions about art, music, dance, drama, or other aesthetic experiences (describe dancers spinning round and round; talk about colors in a painting). CD-4j
- Use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly (say, “We need a stage for our puppet show.”). CD-4k

Teacher Guide p. 70 - Share Chair
Teacher Guide p. 126 - Computer Center
Teacher Guide p. 298 - Computer Center
Teacher Guide p. 346 - Art Center
Teacher Guide - Daily: Art Center

Teacher Guide p. 85 - Draw and Write About Dragons
Teacher Guide p. 324 - Art Center
Starfall.com - It’s Fun to Read: Music
Starfall.com - Songs and Rhymes: Historical Folk Songs
Teacher Guide Seasonal Holidays p. 34 - African Music

Teacher Guide p. 93 - Dramatize *Draw Dragon Dot Eyes*
Teacher Guide p. 102 - Art Center
Starfall.com - It’s Fun to Read: Art Gallery
Teacher Guide - Daily: Dramatic Play Center
Teacher Guide - Daily: Art Center

Goal CD-5: Children demonstrate self-expression and creativity in a variety of forms and contexts, including play, visual arts, music, drama, and dance.

- Choose to participate and express themselves through a variety of creative experiences, such as art, music, movement, dance, and dramatic play. CD-5r
- Plan and act out scenes based on books, stories, everyday life, and imagination. CD-5s
- Plan and complete artistic creations such as drawings, paintings, collages, and sculptures. CD-5t
- Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music or participate in musical activities (clap previous beat to a new song). CD-5u
- Recall and imitate patterns of beat, rhythm, and movement as they create dances or participate in movement and dance activities. CD-5v

Teacher Guide p. 16 - Emotions: Excited and Silly
Teacher Guide pp. 155-156 - *Day in the Life of a Firefighter*
Teacher Guide p. 84 - Story Order
Teacher Guide p. 369 - Dramatic Play
Teacher Guide - Weekly Learning Centers

Teacher Guide p. 537 - Warm Up Your Brain
Teacher Guide p. 93 - Dramatize *Draw Dragon Dot Eyes*
Teacher Guide p. 245 - Dramatize *Goldilocks and the Three Bears*

Teacher Guide p. 150 - Art Center
Teacher Guide p. 440 - Art Center
Teacher Guide p. 414 - Art Center

Teacher Guide p. 13 - *If You’re Happy and You Know It*
Teacher Guide p. 57 - Warm Up Your Brain
Starfall.com - Motion Songs

Teacher Guide Seasonal Holidays p. 51 - Mexican Hat Dance
Starfall.com - Songs and Rhymes
Starfall.com - Math Songs
Teacher Guide p. 140 - Warm Up Your Brain

	Teacher Guide Seasonal Holidays p. 26 - Chinese Ribbon Dance
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**North Carolina Foundations for Early Learning and Development
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Cognitive Development (CD)

Social Connections

<p>Goal CD-6: Children demonstrate knowledge of relationships and roles within their own families, homes, classrooms, and communities.</p> <ul style="list-style-type: none"> •Talk about a wide circle of family members and other people important to the family, their relationships to each other, and shared experiences. CD-6k • Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions to add detail to their play. CD-6l • Recognize and identify the roles of a wide variety of community helpers (police, fire fighters, garbage collectors, doctors, dentists). CD-6m 	<p>Teacher Guide Seasonal Holidays pp. 8-9 - Grandparent’s Day Teacher Guide Seasonal Holidays pp. 52-53 - Mother’s Day Teacher Guide p. 105 - Introduce Grandmother</p> <p>Teacher Guide p. 151 - Dramatic Play Center Teacher Guide p. 179 - Dramatic Play Center Teacher Guide p. 203 - Dramatic Play Center</p> <p>Teacher Guide p. 153 - Firefighters Teacher Guide p. 160 - What I Want to Be Teacher Guide pp. 165-166 - Partner Sharing: Community Helpers</p>
<p>Goal CD-7: Children recognize that they are members of different groups (e.g., family, preschool class, cultural group).</p> <ul style="list-style-type: none"> • Identify and express self as a part of several groups (e.g., family, preschool class, faith community). CD-7e 	<p>Teacher Guide p. 11 - Make Handprints Teacher Guide p. 105 - Introduce Grandmother Teacher Guide p. 129 - Introduce Neighbors and Community</p>

**North Carolina Foundations for Early Learning and Development
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Cognitive Development (CD)

Social Connections

<p>Goal CD-8: Children identify and demonstrate acceptance of similarities and differences between themselves and others.</p> <ul style="list-style-type: none"> • Show acceptance of people who are different from themselves as well as people who are similar. CD-8f • Talk about how other children have different family members and family structures than their own (“I live with my Grandma and Shanika lives with her Mom and Dad.” “David’s dad works but my Daddy stays home and takes care of me.”). CD-8g • Show acceptance of different cultures through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). CD-8h 	<p>Teacher Guide Seasonal Holidays p. 33 - Diversity Sheet</p> <p>Teacher Guide Seasonal Holidays p. 33 - Different Eggs</p> <p>Teacher Guide p. 70 - Share Chair</p> <p>Teacher Guide p. 119 - Sharing Family Pictures</p> <p>Teacher Guide p. 203 - Library Center</p> <p>Teacher Guide p. 51 - Dramatic Play Center</p> <p>Teacher Guide pp. 105-106 - Introduce Grandmother</p> <p>Teacher Guide p. 111 - Families</p> <p>Teacher Guide Seasonal Holidays pp. 26-27 - Chinese New Year</p> <p>Teacher Guide Seasonal Holidays pp. 33-36 - Black History Month</p> <p>Teacher Guide Seasonal Holidays pp. 42-45 - St. Patrick’s Day</p> <p>Starfall.com - It’s Fun to Read: Music: “Scott Joplin”/ Scott Joplin Jukebox</p> <p>Starfall.com - It’s Fun to Read: Music: Artists, “Ernie Barnes”</p> <p>Teacher Guide Seasonal Holidays pp. 49-51 - Cinco de Mayo</p>
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**North Carolina Foundations for Early Learning and Development
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Cognitive Development (CD)

Mathematical Thinking and Expression

<p>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</p> <ul style="list-style-type: none"> • Rote count in order to 20 with increasing accuracy. CD-10n 	<p>Teacher Guide Seasonal Holidays p. 6 - Leaf Sorting/Counting</p> <p>Teacher Guide Seasonal Holidays p. 27 - Marshmallow Math</p> <p>Starfall.com - Math: Numbers</p> <p>Teacher Guide p. 536 - Math Center</p>
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<ul style="list-style-type: none"> • Without counting, state the number of objects in a small collection (1-3) (when a friend holds up two fingers, look at her hand and say, “Two fingers” without counting). CD-10o • Count up to 10 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” CD-10p • Given a number 0-5, count out that many objects. CD-10q • Compare the amount of items in small sets of objects (up to 5 objects) by matching or counting and use language such as “more than” and “less than” to describe the sets of objects. CD-10r • Show they understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups. C-10s 	<p>Teacher Guide p. 37 - “Five Gingerbread Men” Starfall.com - Math: Numbers 1-3 Teacher Guide p. 128 - Math Center Teacher Guide p. 396 - Play “High or Low”</p> <p>Teacher Guide Seasonal Holidays p. 11 - Apple Math Teacher Guide Seasonal Holidays p. 10 - Chinese Abacus Teacher Guide p. 22 - Gathering Starfall.com - Math: Add and Subtract</p> <p>Teacher Guide p. 81 - Make an Age Collage Teacher Guide p. 104 - Math Center Teacher Guide p. 152 - Math Center Teacher Guide p. 204 - Math Center</p> <p>Teacher Guide p. 38 - One-to-One Correspondence Teacher Guide p. 104 - Math Center Teacher Guide p. 469 - Addition and Subtraction Teacher Guide p. 491 - Train Game</p> <p>Teacher Guide p. 37 - “Five Gingerbread Men” Teacher Guide p. 208 - Solve Story Problems Teacher Guide p. 2 - Count Animal Sets Teacher Guide p. 524 - Solve Story Problems Starfall.com - Math: Add and Subtract</p>
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**North Carolina Foundations for Early Learning and Development
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Cognitive Development (CD)

Mathematical Thinking and Expression (CD-10 con’t)

<p>Goal CD-10: Children show understanding of numbers and quantities during play and other activities.</p> <ul style="list-style-type: none"> • Write numerals or number-like forms during play and daily activities. CD-10t 	<p>Teacher Guide p. 81 - Make an Age Collage Teacher Guide p. 180 - Math Center Teacher Guide p. 416 - Writing Center</p> <p>Teacher Guide p. 152 - Math Center</p>
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<ul style="list-style-type: none"> • Match numerals 1-5 to sets of objects, with guidance and support. CD-10u • Recognize some numerals and attempt to write them during play and daily activities. CD-10v • Show understanding of first, next, and last during play and daily activities (answer questions about who is first and last to slide down the slide; say, “The engine is first, and the caboose is last” when making a train). CD-10w 	<p>Teacher Guide p. 348 - Math Center Teacher Guide p. 370 - Math Center</p> <p>Teacher Guide p. 208 - Solve Story Problems Teacher Guide p. 392 - Math Center Teacher Guide p. 567 - Create the Butterfly Life Cycle</p> <p>Teacher Guide p. 153 - Gathering Teacher Guide p. 161 - Gathering Teacher Guide p. 321 - Outside Activity Teacher Guide p. 492 - “I’ve Been Working on the Railroad”</p>
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**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Education**

Cognitive Development (CD)

Mathematical Thinking and Expression

<p>Goal CD-11: Children compare, sort, group, organize and measure objects and create patterns in their everyday environment.</p> <ul style="list-style-type: none"> • Use descriptive language for size, length, or weight (short, tall, long, heavy, big). CD-11l • Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). CD-11m • Directly compare more than two objects by size, length, or weight (“That rock is heavier than these others; I can’t lift it.” Look at three strings that are different lengths and select the longest string). CD-11n • Put a few objects in order by length (arrange a group of 3 blocks in order from the shortest to the longest). CD-11o • Sort a group of objects (0-10) using one attribute (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and place 	<p>Teacher Guide p. 217 - How Tall are You? Teacher Guide p. 218 - Order and Compare Short to Tall Teacher Guide p. 231 - Introduce <i>Goldilocks and the Three Bears</i></p> <p>Teacher Guide Seasonal Holidays p. 10 - Weighing an Apple Teacher Guide Seasonal Holidays p. 15 - Pumpkin Math Teacher Guide p. 309 - Measure Rockets Teacher Guide p. 536 - Math Center Teacher Guide p. 309 - Measure Rockets Teacher Guide p. 417 - Introduce Dinosaurs Teacher Guide p. 419 - Create Dinosaur Footprints Teacher Guide p. 446 - Heavy or Light? Teacher Guide p. 450 - Measure Height</p> <p>Teacher Guide p. 236 - Small, Medium, Large Starfall.com - Math: Geometry and Measurement Teacher Guide p. 442 - Math Center Teacher Guide p. 523 - Compare Sizes</p> <p>Teacher Guide Seasonal Holidays p. 10 - Apple Sort Teacher Guide p. 77 - Math Center Teacher Guide p. 361 - Compare Small, Medium,</p>
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<p>like-shaped blocks on the shelf; sort beads by color). CD-11p</p> <ul style="list-style-type: none"> • Duplicate and extend simple patterns using concrete objects (look at a pattern of beads and tell what bead comes next in the pattern). CD-11q 	<p>and Large Teacher Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p> <p>Teacher Guide Seasonal Holidays p. 49 - ABC Pattern Teacher Guide p. 278 - Math Center Teacher Guide p. 300 - Math Center Teacher Guide p. 488 - Math Center</p>
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**North Carolina Foundations for Early Learning and Development
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Cognitive Development (CD)

Mathematical Thinking and Expression

<p>Goal CD-12: Children identify and use common shapes and concepts about position during play and other activities.</p> <ul style="list-style-type: none"> •Consistently use a variety of words for positions in space, and follow directions using these words. CD-12k • Use 2- and 3-dimensional shapes to represent real world objects (say, “We are building a castle and we need a round block for the tunnel.” “I glued a circle and a square on my picture to make a house.”). CD-12l • Name basic shapes and describe their characteristics using descriptive and geometric attributes (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”). CD-12m 	<p>Teacher Guide Seasonal Holidays p. 6 - Leaf Oral Language Teacher Guide p. 133 - Where We Live Teacher Guide p. 335 - Follow Directional Words Teacher Guide p. 442 - Math Center</p> <p>Teacher Guide p. 41 - Decorate Gingerbread Boy Teacher Guide p. 108 - Design a House Teacher Guide p. 542 - Play Dough Shapes</p> <p>Teacher Guide p. 40 - Compare Shapes Teacher Guide p. 311 - 3-D Geometric Shapes Teacher Guide pp. 66-67 - Where’s the Shape</p>
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**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Education**

Cognitive Development (CD)

Mathematical Thinking and Expression

<p>Goal CD-13: Children use mathematical thinking to solve problems in their everyday environment.</p> <ul style="list-style-type: none"> •Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies. CD-13e 	<p>Teacher Guide pp. 36-37 - Analyze the Spice Graph Teacher Guide p. 57 - Gathering Teacher Guide p. 88 - Eye Color Graph</p> <p>Teacher Guide p. 37 - “Five Gingerbread Men”</p>
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<ul style="list-style-type: none"> • Use observation and counting with increasing accuracy to answer questions such as “How many do we need?” and “How many more do we need?” during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number). CD-13f • Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack different-colored blocks to represent classmates’ answers to a survey question). CD-13g • Begin to explain how a mathematical problem was solved (“I saw that there was always a blue flower after a red flower so I knew to put a blue one next.” “I counted four friends who didn’t have cookies so I got four more.”). CD-13h 	<p>Teacher Guide p. 38 - One-to-One Correspondence Teacher Guide p. 104 - Math Center Teacher Guide p. 416 - Math Center</p> <p>Teacher Guide p. 180 - Math Center Teacher Guide p. 290 - Make Patterns with Coins Teacher Guide p. 524 - Solve Story Problem Equations</p> <p>Teacher Guide p. 256 - Math Center Teacher Guide p. 358 - Estimation Teacher Guide p. 383 - Review Pets, Farm Animals, and Wild Animals</p>
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**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Education**

Cognitive Development (CD)

Scientific Exploration and Knowledge

<p>Goal CD-14: Children observe and describe characteristics of living things and the physical world.</p> <ul style="list-style-type: none"> • Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). CD-14k • Notice and react to the natural world and the outdoor environment. CD-14l • Describe some things plants and animals need to live and grow (sunlight, water, food). CD-14m 	<p>Teacher Guide Seasonal Holidays p. 6 - Leaf Sorting Teacher Guide Seasonal Holidays p.11 - Apple Sort Teacher Guide Seasonal Guide p. 47 - Recycling Activities Teacher Guide p. 446 - Heavy or Light Teacher Guide p. 466 - Discovery Center</p> <p>Teacher Guide p. 257 - Introduce Weather Teacher Guide p. 260 - How Clouds are Formed Teacher Guide p. 266 - Will the Wind Blow? Teacher Guide p. 301 - Introduce Earth Teacher Guide p. 525 - Determine Living and Nonliving</p> <p>Teacher Guide p. 521 - Characteristics of Living Things Teacher Guide p. 525 - Determine Living and Nonliving Teacher Guide p. 525 - Seeds Teacher Guide p. 540 - Miss MacDonald</p>
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<ul style="list-style-type: none"> • Take responsibility for the care of living things (independently feed classroom pet as daily chore, water plant when dry, weed vegetable garden). CD-14n • Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes. CD-14o • Notice, describe, and attempt to explain properties of materials and changes in substances (metal railing is hot because the sun shines on it; ice melts when it gets warmer). CD-14p • Participate in activities that help to care for the environment and explain why they are important with guidance and support (gathering cans for recycling, planting trees). CD-14q 	<p>Teacher Guide p. 335 - Pets Teacher Guide p. 539 - Plant Seeds Teacher Guide p. 540 - Miss MacDonald</p> <p>Teacher Guide - Gathering: Daily Teacher Guide pp. 279-280 - Day and Night Teacher Guide p. 285 - Patterns: Day/Night and Seasons Teacher Guide p. 301 - Introduce Earth</p> <p>Teacher Guide Seasonal Holidays p. 23 - Ice Melting Chart Teacher Guide p. 152 - Discovery Center Teacher Guide p. 260 - How Clouds Are Formed Teacher Guide p. 263 - Weather: Cause and Effect Teacher Guide p. 442 - Discovery Center</p> <p>Teacher Guide Seasonal Holidays p. 47 - Litter Bags Teacher Guide Seasonal Holidays p. 47 - Sorting Cans <i>Starfall.com</i> - Holiday Icon: "Every Day is Earth Day" <i>Starfall.com</i> - <i>I'm Reading</i>: Nonfiction, "It's Earth Day Dear Dragon"</p>
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**North Carolina Foundations for Early Learning and Development
Alignment to Starfall Education**

Cognitive Development (CD)

Scientific Exploration and Knowledge

<p>Goal CD-15: Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations.</p> <ul style="list-style-type: none"> • Represent what they learn during scientific exploration through drawing, modeling, building, movement, or other methods. CD-15n • Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). CD-15o 	<p>Teacher Guide p. 62 - Where Rain Comes From Teacher Guide p. 416 - Writing Center Teacher Guide p. 543 - Carrot Experiment</p> <p>Teacher Guide p. 417 - Introduce Dinosaurs Teacher Guide p. 537 - Seeds Teacher Guide pp. 542-543 - Introduce "Mr. Bunny's Carrot Soup"/Carrot Experiment</p>
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<ul style="list-style-type: none"> • Compare objects, materials, and phenomena by observing and describing their physical characteristics. CD-15p • Use an increasing variety of tools to investigate the world around them (measuring tools, balance, prism, droppers). CD-15q • Make and check predictions through observations and experimentation, with adult support and guidance. CD-15r • Manipulate the environment to produce desired effects and invent solutions to problems (attach a piece of string to the light switch so they can independently turn off the lights). CD-15s 	<p>Teacher Guide p. 180 - Discovery Center Teacher Guide p. 330 - "Read the Pets Chart" Teacher Guide p. 416 - Discovery Center</p> <p>Teacher Guide p. 52 - Discovery Center Teacher Guide p. 416 - Discovery Center Teacher Guide p. 442 - Discovery Center Teacher Guide p. 467 - Build a House Teacher Guide p. 473 - Big Machines Teacher Guide p. 475 - Predictions: Roll or Slide</p> <p>Teacher Guide Seasonal Holidays p. 34 - Be an Inventor Teacher Guide p. 278 - Discovery Center Teacher Guide p. 558 - Discovery Center Teacher Guide p. 417 - Introduce Dinosaurs</p> <p>Teacher Guide p. 473 - Big Machines Teacher Guide p. 475 - Predictions: Roll or Slide? Teacher Guide p. 476 - Estimate Rolling Speed</p>
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