



**Tennessee PreKindergarten Learning Standards Alignment to  
Starfall Pre K 4 Curriculum**

**Approaches to Learning (AL.PK)**

**With eagerness and curiosity actively engage in play as means of exploration and learning**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>AL.PK.1.</b> Independently interact with a variety of materials through multiple play activities.</p>	<p><b>Teacher’s Guide p. 71</b> - Small Group &amp; Exploration  <b>Teacher’s Guide p. 284</b> - Stuffed Animal Imaginations  <b>Teacher’s Guide p. 456</b> - <i>The Three Little Pigs</i> Puppet Show  <b>Teacher’s Guide</b> - Learning Centers (daily)  <b>Teacher’s Guide</b> - Small Group &amp; Exploration(daily)</p>
<p><b>AL.PK.2.</b> Self-select play activities to support own curiosity and to engage in pretend and imaginative play (e.g., testing theories, acting out imagination).</p>	<p><b>Teacher’s Guide p. 179</b> - Construction Center  <b>Teacher’s Guide p. 340</b> - Dramatize <i>The Frog Prince</i>  <b>Teacher’s Guide p. 346</b> - Art Center  <b>Teacher’s Guide</b> - Dramatic Play Center (daily)  <b>Teacher’s Guide</b> - Small Group &amp; Exploration (daily)</p>
<p><b>AL.PK.3.</b> Demonstrate an awareness of connection between prior and new knowledge.</p>	<p><b>Teacher’s Guide p. 54</b> - Class Rules  <b>Teacher’s Guide pp. 153-154</b> - Firefighters  <b>Teacher’s Guide p. 207</b> - “One Rice Thousand Gold”  <b>Teacher’s Guide p. 301</b> - Introduce Earth  <b>Teacher’s Guide p. 349</b> - Farm Animals  <b>Teacher’s Guide p. 406</b> - Dolphins and Whales</p>

**Approach tasks and activities with flexibility and inventiveness**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>AL.PK.4.</b> Choose materials/props and use novel ways to represent ideas, characters, and objects in a move toward symbolic play.</p>	<p><b>Teacher’s Guide p. 103</b> - Construction Center  <b>Teacher’s Guide p.151</b> - Construction Center  <b>Teacher’s Guide p. 203</b> - Construction Center  <b>Teacher’s Guide</b> - Dramatic Play Center (daily)</p>

<p><b>AL.PK.5.</b> Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).</p>	<p><b>Teacher’s Guide p. 260</b> - How Clouds Are Formed  <b>Teacher’s Guide p. 293</b> - Teacher’s Literature Choice: Seasons  <b>Teacher’s Guide p. 304</b> - The Solar System  <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 311</b> - Teacher’s Literature Choice: Space  <b>Teacher’s Guide p. 362</b> - Class Farm Book</p>
<p><b>AL.PK.6.</b> Demonstrate a willingness to engage in new experiences and activities.</p>	<p><b>Teacher’s Guide p. 180</b> - Discovery Center  <b>Teacher’s Guide p. 212</b> - Let’s Stay Healthy: Germs  <b>Teacher’s Guide</b> - Learning Centers (daily)  <b>Teacher’s Guide</b> - Small Group &amp; Exploration(daily)  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>

**Actively engage in problem solving**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>AL.PK.7.</b> Identify a problem and attempt multiple ways to solve it, with or without assistance.</p>	<p><b>Teacher’s Guide p. 441</b> - Construction Center  <b>Teacher’s Guide p. 473</b> - Big Machines  <b>Teacher’s Guide p. 488</b> - Discovery Center  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>
<p><b>AL.PK.8.</b> Demonstrate a willingness to collaborate with others to solve a problem.</p>	<p><b>Teacher’s Guide pp. 187-188</b> -What Would You Do?  <b>Teacher’s Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i>  <b>Teacher’s Guide pp. 233-234</b> - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i>  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>

**Demonstrate persistence**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>AL.PK.9.</b> Maintain focus appropriate to completing task and/or learning activity.</p>	<p><b>Teacher’s Guide p. 276</b> - Art Center  <b>Teacher’s Guide p. 281</b> - Create Paper Suns  <b>Teacher’s Guide p. 337</b> - Create Crowns</p>
<p><b>AL.PK.10.</b> Seek assistance and/or information when needed to complete a task.</p>	<p><b>Teacher’s Guide p. 126</b> - Computer Center  <b>Teacher’s Guide p. 277</b> - Construction Center  <b>Teacher’s Guide p. 431</b> - Recognizing Letters: “My Turn, Your Turn”  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>

**Social Emotional (SE.PK)**

**Self-Concept**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>SE.PK.1.</b> Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 33</b> - Different Eggs  <b>Teacher’s Guide p. 70</b> - Share Chair  <b>Teacher’s Guide p. 88</b> - Eye Color Graph</p>
<p><b>SE.PK.2.</b> Develop a basic awareness of self as an individual, self within the context of family and self within the context of community.</p>	<p><b>Teacher’s Guide Seasonal Holidays pp. 8-9</b> - Grandparent’s Day  <b>Teacher’s Guide p. 105</b> - Introduce Grandmother  <b>Teacher’s Guide p. 111</b> - My Family  <b>Teacher’s Guide p. 112</b> - Helping Your Family  <b>Teacher’s Guide pp. 129-130</b> - Introduce Neighbors and Community</p>
<p><b>SE.PK.3.</b> Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.</p>	<p><b>Teacher’s Guide p. 22</b> - Share Photo Pages  <b>Teacher’s Guide p. 464</b> - Art Center  <b>Teacher’s Guide p. 515</b> - Things We Can Do  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>

**Relationship with Adults**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>SE.PK.4.</b> Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 8</b> - Grandparent’s Day  <b>Teacher’s Guide Seasonal Holidays pp. 52-53</b> - Mother’s Day  <b>Teacher’s Guide p. 50</b> - Computer Center  <b>Teacher’s Guide p. 204</b> - Writing Center  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>
<p><b>SE.PK.5.</b> Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p>	<p><b>Teacher’s Guide p. 150</b> - Computer center  <b>Teacher’s Guide pp. 157-158</b> - Dialing 9-1-1  <b>Teacher’s Guide p. 514</b> - Writing Center  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>

**Relationship with Peers - develop positive relationships with peers**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>SE.PK.6.</b> Initiate play and interact positively with another child or children.</p>	<p><b>Teacher’s Guide p. 63</b> - “A-Ticket, A-Tasket”  <b>Teacher’s Guide p. 103</b> - Dramatic Play Center  <b>Teacher’s Guide p. 127</b> - Dramatic Play Center  <b>Teacher’s Guide p. 179</b> - Construction Center</p>

	<b>Teacher's Guide p. 273</b> - Outside Activity <b>Teacher's Guide p. 369</b> - Construction Center
<b>SE.PK.7.</b> Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.	<b>Teacher's Guide p. 53</b> - The Friendship Ball <b>Teacher's Guide pp. 58-59</b> - "Please" and "Thank You" <b>Teacher's Guide p. 70</b> - Share Chair
<b>SE.PK.8.</b> Show empathy and caring for others.	<b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends <b>Teacher's Guide p. 214</b> - Say "Thank You" <b>Teacher's Guide p. 582</b> - Review <i>The Little Red Hen</i>

#### Regulate own response to needs, feelings, and events

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>SE.PK.9.</b> Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.	<b>Teacher's Guide p. 165</b> - Partner Sharing: Community Helpers <b>Teacher's Guide pp. 187-188</b> - What Would You Do? <b>Teacher's Guide p. 567</b> - Share Chair
<b>SE.PK.10.</b> Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.	<b>Teacher's Guide p. 13</b> - Emotions: <i>Happy</i> <b>Teacher's Guide p. 16</b> - Emotions: <i>Excited and Silly</i> <b>Teacher's Guide p. 20</b> - Emotions: <i>Sad, Angry, and Afraid</i> <b>Teacher's Guide p. 42</b> - Review Emotions <b>Teacher's Guide p. 239</b> - Goldilocks Story Emotions <b>Teacher's Guide p. 399</b> - Ways People Feel
<b>SE.PK.11.</b> Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.	<b>Teacher's Guide p. 70</b> - Share Chair <b>Teacher's Guide p. 93</b> - Dramatize <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide p. 99</b> - Outside Activity <b>Teacher's Guide p. 203</b> - Dramatic Play

#### Understand and follow rules and routines

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>SE.PK.12.</b> Demonstrate an understanding of rules through actions and conversations.	<b>Teacher's Guide p. 9</b> - Learning Centers Activity <b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide p. 58-59</b> - "Please" and "Thank You" <b>Teacher's Guide pp. 229-230</b> - Safety

	<b>Starfall.com</b> - Talking Library: Backpack Bear Learns the Rules
<b>SE.PK.13.</b> Engage easily in routine activities (e.g., large group, small group, center time).	<b>Teacher's Guide</b> - Daily Learning Centers <b>Teacher's Guide</b> -Daily Small Group & Exploration <b>Teacher's Guide</b> - Daily - Morning Meeting, Circle Time, Story Time
<b>SE.PK.14.</b> Use materials purposefully, safely, and respectfully as set by group rules.	<b>Teacher's Guide p. 91</b> - Finger Painting <b>Teacher's Guide p. 202</b> - Art Center <b>Teacher's Guide p. 254</b> - Art Center <b>Teacher's Guide p. 268</b> - Create Rainy Day Illustrations <b>Teacher's Guide p. 281</b> - Create Paper Suns <b>Teacher's Guide p. 578</b> - Art Center

## Reading Informational Text

### Key Ideas and Detail

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RI.PK.1.</b> With modeling and support, ask and answer questions about informational text.	<b>Teacher's Guide p. 268</b> - Introduce <i>Thermometers</i> <b>Teacher's Guide p. 271</b> - Teacher's Literature Choice: Weather <b>Teacher's Guide p. 309</b> - Review <i>Reach for the Stars</i> <b>Teacher's Guide p. 426</b> - Teacher's Literature Choice: Dinosaurs <b>Teacher's Guide p. 455</b> - Teacher's Literature Choice: Construction
<b>RI.PK.2.</b> With modeling and support, recall important age appropriate facts from informational text by engaging in meaningful discussions and activities.	<b>Teacher's Guide p. 306</b> - <i>Reach for the Stars</i> <b>Teacher's Guide p. 355</b> - Introduce <i>The Story of Milk</i> <b>Teacher's Guide p. 406</b> - Dolphins and Whales <b>Teacher's Guide p. 472</b> - Introduce My Father Runs an Excavator
<b>RI.PK.3.</b> With guidance and support, relate informational text to personal experience or other text.	<b>Teacher's Guide p.306</b> - <i>Reach for the Stars</i> <b>Teacher's Guide p. 359</b> - Milk a Cow! <b>Teacher's Guide p. 406</b> - Dolphins and Whales

### Craft and Structure

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RI.PK.4.</b> Develop new vocabulary by engaging in meaningful discussions and	<b>Teacher's Guide p. 265</b> - Teacher's Literature Choice: Rain <b>Teacher's Guide p. 355</b> - <i>Introduce The Story of Milk</i>

activities to promote learning of unfamiliar words found in informational text.	<b>Teacher's Guide p. 422</b> - <i>Dinosaurs</i> Vocabulary <b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i>
<b>RI.PK.5.</b> Identify that the title of the book is found on the front cover.	<b>Teacher's Guide p. 84</b> - Story Order <b>Teacher's Guide p. 139</b> - Neighborhood or Community <b>Teacher's Guide p. 277</b> - Library Center <b>Teacher's Guide p. 293</b> - Seasons
<b>RI.PK.6.</b> With guidance and support, identify the role of the author and the illustrator.	<b>Teacher's Guide pp. 155 - 156</b> - <i>A Day in the Life of a Firefighter</i> <b>Teacher's Guide p. 311</b> - Space <b>Teacher's Guide p. 335</b> - Pets <b>Teacher's Guide p. 395</b> - Introduce <i>The Ugly Duckling</i> <b>Teacher's Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish</i> <b>Teacher's Guide pp. 472</b> - Introduce <i>My Father Runs an Excavator</i>
<b>RI.PK.7.</b> With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings or to predict events in the text.	<b>Teacher's Guide p. 23</b> - Use Illustrations to Predict <b>Teacher's Guide p. 121</b> - Teacher's Literature Choice: Pancakes or Grandmothers <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i> <b>Teacher's Guide p. 191</b> - Senses <b>Teacher's Guide p. 265</b> - Rain

**Integration of Knowledge and Ideas**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RI.PK.8.</b> (Begins in Kindergarten)	
<b>RI.PK.9.</b> With guidance and support, explore and identify the similarities and differences between books on the same topic.	<b>Teacher's Guide p. 406</b> - Dolphins and Whales <b>Teacher's Guide pp. 432</b> - Dinosaur Book Vote <b>Teacher's Guide p. 464</b> - Library Center <b>Teacher's Guide p. 512</b> - Library Center

**Range of Reading and Text Complexity**

<b>RI.PK.10.</b> Actively listen and participate in small and large group activities when informational text is read aloud or discussed.	<b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i> <b>Teacher's Guide p. 309</b> - Review <i>Reach for the Stars</i> <b>Teacher's Guide - p. 473</b> - Big Machines
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## Key Ideas and Detail

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RL.PK.1.</b> With modeling and support, ask, and answer (respond to) questions about text read aloud.	<b>Teacher's Guide pp. 80-81</b> - Introduce <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide pp. 183-184</b> - Introduce <i>Chicken Little</i> <b>Teacher's Guide pp. 289-290</b> - Read <i>How the Turtle Cracked its Shell</i> <b>Teacher's Guide p. 395</b> - Introduce <i>The Ugly Duckling</i> <b>Teacher's Guide p. 445</b> - Introduce <i>The Three Little Pigs</i>
<b>RL.PK.2.</b> With guidance and support, recall important facts to retell a familiar story in sequence.	<b>Teacher's Guide p. 298</b> - Library Center <b>Teacher's Guide pp. 353-354</b> - Dramatize "The Little Rooster" <b>Teacher's Guide p. 452</b> - Compare Versions of <i>The Three Little Pigs</i>
<b>RL.PK.3.</b> With guidance and support, identify major characters, settings, and events from a familiar story or nursery rhyme.	<b>Teacher's Guide p. 84</b> - Story Order <b>Teacher's Guide p. 197</b> - Dramatize "Chicken Little" <b>Teacher's Guide pp. 235-236</b> - Sequence <i>Goldilocks and the Three Bears</i>

## Craft and Structure

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RL.PK.4.</b> Develop new vocabulary by engaging in meaningful discussions and activities to promote learning of unfamiliar words related to text.	<b>Teacher's Guide p. 67</b> - Teacher's Literature Choice: Friends <b>Teacher's Guide p. 131</b> - Introduce <i>Stone Soup</i> <b>Teacher's Guide p. 231</b> - Introduce <i>Goldilocks and the Three Bears</i> <b>Teacher's Guide p. 332</b> - <i>The Frog Prince</i> Vocabulary
<b>RL.PK.5.</b> Participate in listening to common types of text (e.g., story books, nursery rhymes, and poetry).	<b>Teacher's Guide p. 12</b> - Introduce <i>Nursery Rhymes</i> <b>Teacher's Guide pp. 80- 81</b> Introduce <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide pp. 107-108</b> - How Does the Little Red Hen Feel? <b>Teacher's Guide p. 226</b> - Library Center <b>Starfall.com</b> - Songs & Rhymes
<b>RL.PK.6.</b> With guidance and support identify the role of the author and the illustrator.	<b>Teacher's Guide pp. 16-17</b> - Read <i>The Gingerbread Boy</i> <b>Teacher's Guide pp. 328-329</b> - <i>The Frog Prince</i> <b>Teacher's Guide pp. 356-357</b> - <i>The Troll Who Lived Under the Bridge</i>

### Integration of Knowledge and Ideas

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>RL.PK.7.</b> With guidance and support, discuss the use of illustrations to support the descriptions of characters, settings, or predict events in the story.</p>	<p><b>Teacher’s Guide p. 38</b> - <i>Gingerbread Boy</i> Characters  <b>Teacher’s Guide pp. 231-232</b> - Introduce <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 289-290</b> - Read <i>How the Turtle Cracked its Shell</i>  <b>Teacher’s Guide p. 351</b> - Introduce “The Little Rooster”  <b>Teacher’s Guide p. 356</b> - <i>The Troll Who Lived Under the Bridge</i>  <b>Teacher’s Guide p. 363</b> - Teacher’s Literature Choice: Farms</p>
<p><b>RL.PK.8.</b> (Not applicable to literature)</p>	
<p><b>RL.PK.9.</b> With guidance and support, relate the story to previously read stories, ideas in the themes, or personal life experiences.</p>	<p><b>Teacher’s Guide p. 41</b> - Gingerbread Story Comparison  <b>Teacher’s Guide p.109</b> - “Did Little Red Hen Do the Right Thing?”  <b>Teacher’s Guide p. 118</b> - “The Little Red Hen” Comparison  <b>Teacher’s Guide p.239</b> - Goldilocks Story Emotions  <b>Teacher’s Guide p. 391</b> - Library Center  <b>Teacher’s Guide p.452</b> - Compare Versions of <i>The Three Little Pigs</i></p>

### Range of Reading and Text Complexity

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>RL.PK.10.</b> Actively listen and participate in small and large group activities when literature is read aloud or discussed.</p>	<p><b>Teacher’s Guide p.135</b> - The “Talking Stone”  <b>Teacher’s Guide p.178</b> - Library Center  <b>Teacher’s Guide pp. 235 - 236</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide pp. 353-354</b> - Dramatize “The Little Rooster”</p>

### Reading Foundational Skills

#### Print Concepts

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>RF.PK.1.</b> Demonstrate understanding of basic features of print; distinguish between words and pictures.</p>	<p><b>Teacher’s Guide p. 10</b> - Teacher’s Literature Choice: First Day of School  <b>Teacher’s Guide p. 23</b> - Use Illustrations to Predict  <b>Teacher’s Guide p. 55</b> - Introduce “Mr. Bunny’s Carrot Soup”  <b>Teacher’s Guide p. 111</b> - Teacher’s Literature Choice:</p>



	Families
<b>RF.PK.1a.</b> Handle books respectfully and appropriately, right-side-up and turning pages one at a time, front to back.	<b>Teacher's Guide p. 50</b> - Library Center <b>Teacher's Guide p. 76</b> - Library Center <b>Teacher's Guide p. 277</b> - Library Center
<b>RF.PK.1b.</b> Recognize spoken words can be written and read.	<b>Teacher's Guide p.138</b> - List <i>Tt</i> Words <b>Teacher's Guide p.162</b> - List <i>Nn</i> Words <b>Teacher's Guide p.178</b> - Library Center <b>Teacher's Guide pp.183-184</b> - Introduce <i>Chicken Little</i> <b>Teacher's Guide p.356</b> - List <i>Mm</i> Words
<b>RF.PK.1c.</b> With guidance and support, understand that words are made up of alphabet letters which have individual names and are written in a specific sequence in order to create words that can be read.	<b>Teacher's Guide pp. 113 - 114</b> - List <i>Bb</i> words, ASL <i>Bb</i> <b>Teacher's Guide pp.162 - 163</b> - List <i>Nn</i> Words, ASL <i>Nn</i> <b>Teacher's Guide p. 278</b> - Writing Center <b>Teacher's Guide p.356</b> - List <i>Mm</i> Words <b>Teacher's Guide p. 369</b> - Writing Center
<b>RF.PK.1d.</b> Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters.	<b>Teacher's Guide pp.113-114</b> - List <i>Bb</i> words, ASL <i>Bb</i> <b>Teacher's Guide pp. 134-135</b> - Introduce <i>Tt</i> <b>Teacher's Guide p. 336</b> - Review Beginning Sounds

**Phonological Awareness**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RF.PK.2.</b> Demonstrate increasing understanding of spoken words, syllables, and sounds.	<b>Teacher's Guide p. 89</b> - Gathering <b>Teacher's Guide p. 92</b> - Gathering <b>Teacher's Guide p. 286</b> - Phonological Awareness: Words in a Sentence <b>Teacher's Guide p. 308</b> - Phonological Awareness: Words in a Sentence <b>Teacher's Guide p. 353</b> - Phonological Awareness: Words in Sentences <b>Teacher's Guide p. 113</b> - Phonological Awareness: Blend Onset and Rime <b>Teacher's Guide p. 117</b> - Phonological Awareness: Blend Syllables
<b>RF.PK.2a.</b> Recognize and discriminate rhyming words in spoken language.	<b>Teacher's Guide p. 30</b> - Finish the Rhyme <b>Teacher's Guide p. 182</b> - Phonological Awareness: Rhyming Words <b>Teacher's Guide p. 219</b> - Phonological Awareness: Rhyming Words <b>Teacher's Guide p. 230</b> - Phonological Awareness: Rhyming Words <b>Teacher's Guide p. 258</b> - Phonological Awareness: Rhyming Words

<b>RF.PK.2b.</b> Participate in oral activities to introduce counting syllables in familiar words and words in a sentence.	<b>Teacher's Guide p. 89</b> - Gathering <b>Teacher's Guide p. 92</b> - Gathering <b>Teacher's Guide p. 117</b> - Phonological Awareness: Blend Syllables <b>Teacher's Guide p. 286</b> - Phonological Awareness: Words in a Sentence <b>Teacher's Guide p. 308</b> - Phonological Awareness: Words in a Sentence
<b>RF.PK.2c.</b> (Begins in Kindergarten or when individual child is ready)	<b>Teacher's Guide p. 138</b> - Phonological Awareness <b>Teacher's Guide p. 162</b> - Phonological Awareness: Onset and Rime <b>Teacher's Guide p. 457</b> - Phonological Awareness: Blending Onset and Rime
<b>RF.PK.2d.</b> (Begins in Kindergarten or when individual child is ready)	<b>Teacher's Guide p.356</b> - Phonemic Awareness: Blending CVC <b>Teacher's Guide p. 378</b> - Phonological Awareness: Blend Phonemes <b>Teacher's Guide p. 425</b> - Phonemic Awareness: Blend Consonant/Vowel/Consonant
<b>RF.PK.2e.</b> With guidance and support, identify whether or not two words begin with the same sound.	<b>Teacher's Guide p.138</b> - List <i>Tt</i> Words <b>Teacher's Guide p.162</b> - List <i>Nn</i> Words <b>Teacher's Guide pp. 336-337</b> - Review Beginning Sounds <b>Teacher's Guide p.356</b> - List <i>Mm</i> Words

### Phonics and Word Recognition

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RF.PK.3.</b> Demonstrate word awareness by identifying familiar words in books and the environment and begin making connection that letters in words make sounds.	<b>Teacher's Guide p. 30</b> - Gathering <b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide p. 105</b> - Gathering <b>Teacher's Guide pp. 140-141</b> - Safety Signs
<b>RF.PK.3a.</b> Demonstrate developing basic knowledge of letter-sound correspondence association by beginning to match the name and initial sound of some consonant letters such as in own name, classmates' names, or common words.	<b>Teacher's Guide p. 196</b> - Phonemic Awareness: Discriminating /s/ <b>Teacher's Guide p. 216</b> - Identify <i>Aa, Bb, Nn, Ss,</i> and <i>Tt</i> <b>Teacher's Guide p. 230</b> - Introduce /p/ <b>Teacher's Guide p. 261</b> - Introduce <i>Ll</i> <b>Teacher's Guide p. 305</b> - Introduce <i>Cc</i>
<b>RF.PK.3b.</b> (Begins in Kindergarten or when individual child is ready)	<b>Teacher's Guide</b> - Library Center (daily) <b>Starfall.com</b> - Learn to Read <b>Starfall.com</b> - Short Vowel Pals
<b>RF.PK.3c.</b> Recognize own name in print and	<b>Teacher's Guide p. 30</b> - Gathering

some other common symbols and words in the environment (e.g., universal symbols, classmates' names, STOP, GO).	<b>Teacher's Guide p. 34</b> - "There's a Neat Little Clock" <b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide p. 105</b> - Gathering <b>Teacher's Guide pp. 140-141</b> - Safety Signs
<b>RF.PK.3d.</b> With guidance and support, discriminate between words with the same and different first letter sounds.	<b>Teacher's Guide p. 336</b> - Review Beginning Sounds <b>Teacher's Guide p. 399</b> - Introduce <i>Dd</i> , List <i>Dd</i> Words, ASL <i>Dd</i> <b>Teacher's Guide p. 585</b> - Circle Time/Match Letter and Picture Cards

### Fluency

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>RF.PK.4.</b> Demonstrate awareness that books carry a message. Can retell the story events and overall theme in familiar picture books, by using illustrations (observing and discussing) to support "reading" the words in the text.	<b>Teacher's Guide p. 12</b> - Introduce Nursery Rhymes <b>Teacher's Guide p. 32</b> - Sequence <i>The Gingerbread Boy</i> <b>Teacher's Guide p. 55</b> - Introduce "Mr. Bunny's Carrot Soup" <b>Teacher's Guide p. 126</b> - Library Center <b>Teacher's Guide p. 150</b> - Library Center <b>Teacher's Guide p. 289</b> - Read <i>How the Turtle Cracked its Shell</i>

### Writing

#### Text Types and Purposes

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>W.PK.1.</b> With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.	<b>Teacher's Guide p.179</b> - Writing Center <b>Teacher's Guide p.194</b> - Create a Class Nursery Rhyme Book <b>Teacher's Guide p.240</b> - Draw Goldilocks with the Three Bears <b>Teacher's Guide p.325</b> - Writing Center <b>Teacher's Guide p. 351</b> - Create a Class Farm Book <b>Teacher's Guide p. 416</b> - Writing Center
<b>W.PK.2.</b> With modeling and support, use a combination of drawing, dictating, and letters to explain information about a familiar topic or informational text.	<b>Teacher's Guide p.151</b> - Writing Center <b>Teacher's Guide p. 204</b> - Writing Center <b>Teacher's Guide p. 376</b> - Draw Animals in Their Habitats
<b>W.PK.3.</b> With modeling and support, use a combination of drawing, dictating, and emergent writing to tell a real or imagined story indicating some order of the events.	<b>Teacher Guide p. 179</b> - Writing Center <b>Teacher Guide p. 240</b> - Draw Goldilocks and the Three Bears <b>Teacher's Guide p. 284</b> - Stuffed Animal Imaginations

	<b>Teacher Guide p. 455</b> - Draw and Write <b>Teacher's Guide p. 501</b> - Class Travel Journal <b>Teacher's Guide p. 589</b> - Create a Class Book for Gingerbread Boy
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### Production and Distribution of Writing

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>W.PK.4.</b> (Begins in Grade 3)	
<b>W.PK.5.</b> (Begins in Kindergarten or when individual child is ready).	<b>Teacher's Guide p. 58</b> - "Please" and "Thank You" <b>Teacher's Guide p. 88</b> - Our Eyes Can See <b>Teacher's Guide p. 160</b> - What I Want to Be <b>Teacher's Guide p. 278</b> - Writing Center <b>Teacher's Guide p. 564</b> - Creative Writing
<b>W.PK.6.</b> With guidance and support, explore a variety of digital tools (e.g., computers, smart board and tables, iPads, phones), to convert oral messages and ideas into words and/or pictures.	<b>Starfall.com</b> - Holidays (Valentine Icon): "Send a Valentine" <b>Starfall.com</b> - It's Fun to Read: "All About Me" <b>Starfall.com</b> - Holidays (Garden Shop Icon): "Garden Shop" <b>Starfall.com</b> - Holidays (Rabbit Icon): "Word Hunt" <b>Starfall.com</b> - Holidays (Writing Paper Icon): "Grandparents' Day"

### Research to Build and Present Knowledge

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>W.PK.7.</b> With guidance and support, participate in shared writing projects (e.g., explore several books by one author and express opinions about them through activities such as dictated writing or drawing).	<b>Teacher's Guide p. 309</b> - Review Reach for the Stars <b>Teacher's Guide p. 310</b> - Class Story: Space Trip <b>Teacher's Guide p. 352</b> - "The Farmer in the Dell"
<b>W.PK.8.</b> With guidance and support, recall information from experiences or gather information from provided sources (e.g., books, internet, classroom guests), to answer a question.	<b>Teacher's Guide p. 54</b> - Class Rules <b>Teacher's Guide p. 165</b> - Partner Sharing <b>Teacher's Guide p. 265</b> - Teacher's Literature Choice: Rain <b>Teacher's Guide p. 427</b> - Write a Class Story
<b>W.PK.9.</b> (Begins in grade 4)	
<b>W.PK.10.</b> (Begins in grade 3)	

## Speaking and Listening

### Comprehension and Collaboration

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>SL.PK.1.</b> Participate in collaborative conversations which include book reading and theme-related vocabulary, with adults and other children during transitions and routine daily activities, including free play.</p>	<p><b>Teacher’s Guide p. 313</b> - Pre-K Book Club  <b>Teacher’s Guide pp. 402-403</b> - Introduce <i>Dolphins Are Not Fish!</i>  <b>Teacher’s Guide</b> - Learning Centers (daily)  <b>Teacher’s Guide</b> - Outside Activities (daily)  <b>Teacher’s Guide</b> - Exploration (daily)</p>
<p><b>SL.PK.1a.</b> Observe and use appropriate ways of interacting in a group (e.g., taking turns in talking, actively listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer).</p>	<p><b>Teacher’s Guide p. 19</b> - Learning Centers  <b>Teacher’s Guide p. 69</b> - Review Rules  <b>Teacher’s Guide p. 259</b> - Story Time</p>
<p><b>SL.PK.1b.</b> Engage in an extended conversation, striving for five verbal exchanges between adult and child.</p>	<p><b>Teacher’s Guide pp. 57-58</b> - It’s Raining!  <b>Teacher’s Guide p. 92</b> - Where Are the Colors?  <b>Teacher’s Guide p. 114</b> - Little Red Hen Makes Pancakes  <b>Teacher’s Guide pp.165-166</b> - Partner Sharing: Community Helpers  <b>Teacher’s Guide p. 453</b> - What Happens After  <b>Teacher’s Guide p. 491</b> - Train Game  <b>Teacher’s Guide p. 499</b> - A Plane Ride</p>
<p><b>SL.PK.2.</b> Demonstrate the ability to recall information for short periods of time and retell, act out, or represent information from a familiar text read aloud, a recording, or a video (e.g., watch a video about birds and their habitats and make drawings or constructions of birds and their nests).</p>	<p><b>Teacher’s Guide p. 55</b> - Introduce “Mr. Bunny’s Carrot Soup”  <b>Teacher’s Guide p. 69</b> - Review Rules  <b>Teacher’s Guide p. 135</b> - The “Talking Stone”  <b>Teacher’s Guide p. 349</b> - Farm Animals</p>
<p><b>SL.PK.3.</b> With modeling and guidance, ask and answer questions in order to seek help, get information, or clarify something which is not understood.</p>	<p><b>Teacher’s Guide pp. 286-287</b> - Introduce Autumn  <b>Teacher’s Guide p. 304</b> - The Solar System  <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 333</b> - Real or Make Believe?</p>

### Presentation of Knowledge & Ideas

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>SL.PK.4.</b> Actively participate in conversations to tell or talk about familiar people, places, things and events, and with prompting and support, add additional details that help enrich and extend the conversation.</p>	<p><b>Teacher’s Guide p. 119</b> - Sharing Family Pictures  <b>Teacher’s Guide p. 135</b> - The “Talking Stone”  <b>Teacher’s Guide p. 259</b> - “Who Likes the Rain?” Graph  <b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i>  <b>Teacher’s Guide p. 467</b> - Build a House</p>
<p><b>SL.PK.5.</b> Create representations and extensions of experiences or stories (e.g., drawings, dramatic play, construction with blocks, clay or other materials) and discuss them with others.</p>	<p><b>Teacher’s Guide p. 85</b> - Draw and Write About Dragons  <b>Teacher’s Guide p. 93</b> - Dramatize <i>Draw Dragon Dot Eyes</i>  <b>Teacher’s Guide p. 284</b> - Stuffed Animal Imaginations  <b>Teacher’s Guide</b> - Dramatic Play Center (daily)  <b>Teacher’s Guide</b> - Construction Center (daily)</p>
<p><b>SL.PK.6.</b> Speak clearly and audibly to express thoughts, feelings, and ideas.</p>	<p><b>Teacher’s Guide p. 22</b> - Share Photo Pages  <b>Teacher’s Guide p. 168</b> - Share Chair: Community Helpers  <b>Teacher’s Guide p. 282</b> - Pajama Fashion Show  <b>Teacher’s Guide p. 291</b> - “My Favorite Season” Chart</p>
<p><b>SL.PK.6a.</b> English Learner students use home language as well as English language through prompting and support.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 8</b> - Grandparent’s Day  <b>Teacher’s Guide Seasonal Holidays p. 50</b> - Cinco de Mayo  <b>Teacher’s Guide</b> - Small Group &amp; Exploration (Weekly on Day 5)  <i>Starfall.com</i> - ABC’s are available in Spanish and French</p>

### Language

#### Conventions of Standard English

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>L.PK.1.</b> Through adult modeling, guidance and support, use complete sentences to express a thought or idea.</p>	<p><b>Teacher’s Guide pp. 82 - 83</b> - Introduce <i>Yellow and Green</i>  <b>Teacher’s Guide p. 330</b> - Read the “Pets” Chart  <b>Teacher’s Guide p. 363</b> - Teacher’s Literature Choice: Farms</p>
<p><b>L.PK.1a.</b> With modeling and support print some upper- and lower-case letters (letters may not be of conventional size or shape).</p>	<p><b>Teacher’s Guide p. 68</b> - Introduce Writing Journals  <b>Teacher’s Guide p. 77</b> - Writing Center  <b>Teacher’s Guide p. 466</b> - Writing Center  <b>Teacher’s Guide p. 564</b> - Creative Writing</p>
<p><b>L.PK.1b.</b> With modeling and support, use frequently occurring (often theme-based) vocabulary words.</p>	<p><b>Teacher’s Guide p. 129</b> - Introduce <i>Neighbors</i> and <i>Community</i>  <b>Teacher’s Guide p. 257</b> - Introduce Weather  <b>Teacher’s Guide p. 306</b> - Reach for the Stars  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i></p>

<p><b>L.PK.1c.</b> With modeling and support, use the plural form of regular nouns in oral communication.</p>	<p><b>Teacher’s Guide p. 8</b> - Gathering  <b>Teacher’s Guide p. 11</b> - Make Handprints  <b>Teacher’s Guide p. 61</b> - Gathering (letter/letters)  <b>Teacher’s Guide p. 579</b> - Construction Center</p>
<p><b>L.PK.1d.</b> With guidance and support, use question words (e.g., who, what, where, when, why, how) to gather information.</p>	<p><b>Teacher’s Guide p. 92</b> - “Where Are the Colors?”  <b>Teacher’s Guide pp. 183 - 184</b> - Introduce <i>Chicken Little</i>  <b>Teacher’s Guide pp. 235 -236</b> - Sequence <i>Goldilocks and the Three Bears</i>  <b>Teacher’s Guide p. 259</b> - <i>Who, What, When, Where, Why, and How</i></p>
<p><b>L.PK.1e.</b> Appropriately use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Oral Language  <b>Teacher’s Guide p. 119</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 335</b> - Follow Directional Words</p>
<p><b>L.PK.1f.</b> With scaffolding and specific feedback from adults, participate in shared language activities and use increasingly complex and varied spoken vocabulary.</p>	<p><b>Teacher’s Guide p. 307</b> - The Stars  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher’s Guide p. 420</b> - Dinosaur Names  <b>Teacher’s Guide p. 422</b> - <i>Dinosaurs</i> Vocabulary  <b>Teacher’s Guide p. 537</b> - Seeds</p>
<p><b>L.PK.2.</b> Use some letters to represent ideas and inconsistently use conventions of standard English capitalization and punctuation.</p>	<p><b>Teacher’s Guide p. 284</b> - Stuffed Animal Imaginations  <b>Teacher’s Guide p. 347</b> - Writing Center  <b>Teacher’s Guide p. 564</b> - Creative Writing  <b>Teacher’s Guide p. 589</b> - Create a Class Book for Gingerbread Boy</p>
<p><b>L.PK.2a.</b> Show awareness of the difference between upper- and lower-case letters.</p>	<p><b>Teacher’s Guide p. 354</b> - Match Upper and Lower Case Letters  <b>Teacher’s Guide p. 569</b> - Introduce <i>Zz</i>, List <i>Zz</i> Words, ASL <i>Zz</i>  <b>Teacher’s Guide p. 572</b> - Match Alphabet Letters  <b>Teacher’s Guide p. 588</b> - Identify Upper and Lower Case Letters</p>
<p><b>L.PK.2b.</b> (Begins in Kindergarten)</p>	
<p><b>L.PK.2c.</b> Show awareness of conventional letter-sound relationships through use of invented spelling in writing.</p>	<p><b>Teacher’s Guide p. 299</b> - Writing Center  <b>Teacher’s Guide p. 332</b> - <i>The Frog Prince</i> Vocabulary  <b>Teacher’s Guide p. 347</b> - Writing Center  <b>Teacher’s Guide p. 423</b> - Draw Dinosaur Pictures</p>
<p><b>L.PK.2d.</b> With modeling and support, demonstrate awareness of sounds in words by identifying initial letter of familiar words.</p>	<p><b>Teacher’s Guide p. 113</b> - List <i>Bb</i> Words, ASL <i>Bb</i>  <b>Teacher’s Guide p. 138</b> - List <i>Tt</i> Words, ASL <i>Tt</i>  <b>Teacher’s Guide p. 162</b> - List <i>Nn</i> Words, ASL <i>Nn</i>  <b>Teacher’s Guide p. 196</b> - Phonemic Awareness: Discriminating /s/</p>

## Knowledge of Language

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
L.PK.3. (Begins in grade 2.)	

## Vocabulary Acquisition and Use

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p>L.PK.4. With guidance and support, ask or answer questions about the meaning of new and unfamiliar words and phrases introduced through current themes and related books, activities, and play.</p>	<p><b>Teacher’s Guide p. 80</b> - Introduce Draw Dragon Dot Eyes  <b>Teacher’s Guide p. 304</b> - The Solar System  <b>Teacher’s Guide p. 309</b> - Review <i>Reach for the Stars</i>  <b>Teacher’s Guide p. 355</b> - Introduce <i>The Story of Milk</i>  <b>Teacher’s Guide p. 374</b> - Compare and Contrast Habitats</p>
<p>L.PK.4a. Recognize that some words have more than one meaning as used in a conversation or as found in a book (i.e., bank, a place to keep money, and bank the edge of a river).</p>	<p><b>Teacher’s Guide pp. 143 - 144</b> - Vehicles and Buildings  <b>Teacher’s Guide p. 445</b> - Introduce <i>The Three Little Pigs</i>  <b>Teacher’s Guide p. 494</b> - Introduce <i>A Tale of Two Little Engines</i></p>
<p>L.PK.4b. (Begins in Kindergarten)</p>	
<p>L.PK.5. With guidance and support, explore the meaning of unfamiliar words found from themes, books and conversations and incorporate them into everyday vocabulary.</p>	<p><b>Teacher’s Guide p. 257</b> - Introduce Weather  <b>Teacher’s Guide p. 307</b> - The Stars  <b>Teacher’s Guide p. 168</b> - Share Chair: Community Helpers  <b>Teacher’s Guide p. 406</b> - Dolphins and Whales  <b>Teacher’s Guide p. 417</b> - Introduce Dinosaurs  <b>Teacher’s Guide pp. 49-493</b> - “I’ve Been Working on the Railroad”</p>
<p>L.PK.5a. Sort familiar objects into categories and identify the “common” factor of the group (e.g. Identify reason {common factor} for grouping objects; categorize animals by those who fly or walk; group cars by color or number of doors).</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 6</b> - Leaf Sorting/Counting  <b>Teacher’s Guide Seasonal Holidays p. 11</b> - Apple Sort  <b>Teacher’s Guide p. 209</b> - Categorizing Healthy and Unhealthy  <b>Teacher’s Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animal</p>
<p>L.PK.5b. Demonstrate understanding of the most frequently occurring adjectives and opposites (e.g., more/less, empty/full, happy/sad, stressed/relaxed).</p>	<p><b>Teacher’s Guide p. 20</b> - Emotions: Sad, Angry, and Afraid  <b>Teacher’s Guide pp. 57-58</b> - It’s Raining!  <b>Teacher’s Guide p. 326</b> - Discovery Center  <b>Teacher’s Guide p. 491</b> - Train Game</p>



<b>L.PK.5c.</b> Make meaningful connection between words learned to describe similar objects found in different settings (e.g., cubby/closet, desk/table and cot/bed).	<b>Teacher’s Guide pp. 143 -144</b> - Vehicles and Buildings <b>Teacher’s Guide p. 163</b> - Read <i>The Cobbler and the Elves</i> <b>Teacher’s Guide p. 259</b> - <i>Who, Where, When, What, Why, and How</i>
<b>L.PK.5d.</b> With guidance and support, describe and demonstrate the different meaning of similar verbs used in daily conversations and across activities (e.g., talk/ chat, whisper/yell).	<b>Teacher’s Guide p. 163</b> - Read <i>The Cobbler and the Elves</i> <b>Teacher’s Guide p. 260</b> - Warm Up Your Brain <b>Teacher’s Guide p. 559</b> - Warm Up Your Brain
<b>L.PK.6.</b> Frequently use the vocabulary words and phrases acquired through conversations and listening to books read aloud.	<b>Teacher’s Guide pp. 16 -17</b> - Read <i>The Gingerbread Boy</i> <b>Teacher’s Guide pp. 58 -59</b> - “Please” and “Thank You” <b>Teacher’s Guide p. 351</b> - Introduce “The Little Rooster” <b>Teacher’s Guide p. 564</b> - Introduce <i>The Ant and the Chrysalis</i> <b>Teacher’s Guide p. 528</b> - Learn About Pennies and Nickels

### Mathematics: Counting and Cardinality

#### Know number names and the count sequence

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>PK.CC.1.</b> Listen to and say the names of numbers in many contexts.	<b>Teacher’s Guide p. 36</b> - Analyze the Spice Graph <b>Teacher’s Guide p. 38</b> - One-to-One Correspondence <b>Teacher’s Guide p. 43</b> - Classify Letters, Shapes, and Numbers <b>Teacher’s Guide p. 53</b> - Gathering <b>Teacher’s Guide p. 81</b> - Make an Age Collage <b>Teacher’s Guide p. 83</b> - “One, Two, Tie My Shoe” <b>Teacher’s Guide</b> - Math Center (daily)
<b>PK.CC.2.</b> Verbally count forward in sequence from 1–30.	<b>Teacher’s Guide p. 416</b> - Math Center <b>Teacher’s Guide</b> - Math Centers (daily) <b>Starfall.com</b> - Math <b>Starfall.com</b> - Calendar
<b>PK.CC.3.</b> Understand the relationships between numerals, names of numbers and quantities up to 10 (includes subitizing—the ability to look at a quantity and say the quantity [1-4] quickly, just by looking).	<b>Teacher’s Guide p. 204</b> - Math Center <b>Teacher’s Guide p. 370</b> - Math Center <b>Teacher’s Guide p. 373</b> - Make Animal Sets <b>Teacher’s Guide p. 380</b> - Count Wild Animals <b>Teacher’s Guide p. 396</b> - Play “High or Low” <b>Teacher’s Guide p. 491</b> - Train Game

#### Count to tell the number of objects

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>PK.CC.4.</b> Understand the relationship	<b>Teacher’s Guide p. 37</b> - “Five Gingerbread Men”

between numbers and quantities with concrete objects up to 10.	<b>Teacher's Guide p. 112</b> - Warm Up Your Brain <b>Teacher's Guide p. 348</b> - Math Center <b>Teacher's Guide p. 396</b> - Play "High or Low" <b>Teacher's Guide p. 416</b> - Math Center <b>Starfall.com</b> - Math: Math Songs, Numbers
<b>PK.CC.4b.</b> Understand that the last number name said tells the number of objects counted, up to ten.	<b>Teacher's Guide p. 37</b> - "Five Gingerbread Men" <b>Teacher's Guide p. 152</b> - Math Center <b>Teacher's Guide p. 208</b> - Solve Story Problems <b>Teacher's Guide p. 348</b> - Math Center
<b>PK.CC.4c.</b> (Begins in Kindergarten or when individual child is ready)	
<b>PK.CC.5.</b> With guidance and support count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects.	<b>Teacher's Guide p. 42</b> - Gathering <b>Teacher's Guide p. 104</b> - Math Center <b>Teacher's Guide p. 204</b> - Math Center <b>Teacher's Guide p. 254</b> - Art Center <b>Teacher's Guide p. 396</b> - Play "High or Low" <b>Teacher's Guide p. 416</b> - Math Center

### Compare Numbers

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>PK.CC.6.</b> Use comparative language, such as more/less than or equal to, to compare and describe collections of objects by matching.	<b>Teacher's Guide pp. 36-37</b> - Analyze the Spice Graph <b>Teacher's Guide p. 88</b> - Eye Color Graph <b>Teacher's Guide p. 259</b> - "Who Likes the Rain?" Graph <b>Teacher's Guide p. 382</b> - Count Animal Sets <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals
<b>PK.CC.7.</b> (Begins in Kindergarten or when individual child is ready)	

### Mathematics: Operations and Algebraic Thinking

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>PK.OA.1.</b> Represent real-world addition (putting together), and subtraction (taking from) problems up through five with concrete objects or by acting out situations.	<b>Teacher's Guide p. 208</b> - Solve Story Problems <b>Teacher's Guide p. 382</b> - Count Animal Sets <b>Teacher's Guide p. 469</b> - Addition and Subtraction <b>Starfall.com</b> - Math: Addition and Subtraction
<b>PK.OA.2.</b> Solve addition and subtraction problems using objects for problems up through five.	<b>Teacher's Guide p. 37</b> - "Five Gingerbread Men" <b>Teacher's Guide p. 373</b> - Make Animal Sets <b>Teacher's Guide p. 469</b> - Addition and Subtraction <b>Teacher's Guide p. 524</b> - Solve Story Problem Equations <b>Starfall.com</b> - Math: Addition and Subtraction

<b>PK.OA.3.</b> Compose and decompose numbers to five by using objects or drawings (may be an extension activity after reading a book).	<b>Teacher's Guide p. 208</b> - Solve Story Problems <b>Teacher's Guide p. 287</b> - Numbers Everywhere <b>Teacher's Guide p. 348</b> - Math Center <b>Teacher's Guide p. 491</b> - Train Game
<b>PK.OA.4.</b> (Begins in Kindergarten or when individual child is ready)	
<b>PK.OA.5.</b> (Begins in Kindergarten or when individual child is ready)	

## Mathematics: Measurements and Data

### Describe and compare measureable attributes

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>PK.MD.1.</b> Recognize the attributes of length, (how long, tall, short), area (how much it covers), weight (how heavy or light), and volume or capacity (how much it holds) of everyday objects using appropriate vocabulary.	<b>Teacher's Guide p. 309</b> - Measure Rockets <b>Teacher's Guide p. 417</b> - Introduce Dinosaurs <b>Teacher's Guide p. 446</b> - Heavy or Light? <b>Teacher's Guide p. 466</b> - Math Center <b>Teacher's Guide p. 491</b> - Train Game <b>Starfall.com</b> - Math: Geometry and Measurement
<b>PK.MD.2.</b> Explore the concept of measurement to compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, covers more/covers less, holds more/holds less).	<b>Teacher's Guide p. 217</b> - How Tall Are You? <b>Teacher's Guide p. 236</b> - Small, Medium, Large <b>Teacher's Guide p. 309</b> - Measure Rockets <b>Teacher's Guide p. 446</b> - Heavy or Light? <b>Starfall.com</b> - Math: Geometry and Measurement

### Classify objects and count the number of objects in each category

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>PK.MD.3.</b> Sort, categorize, and classify objects by more than one attribute.	<b>Teacher's Guide Seasonal Holiday's p. 6</b> - Leaf Sorting/Counting <b>Teacher's Guide Seasonal Holidays p. 11</b> - Apple Sort <b>Teacher's Guide p. 77</b> - Math Center <b>Teacher's Guide p. 383</b> - Review Pets, Farm Animals, and Wild Animals <b>Teacher's Guide p. 514</b> - Math Center <b>Starfall.com</b> - Math: Shape Sort

## Mathematics: Geometry

### Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>PK.G.1.</b> Identify relative positions of objects in space, and use appropriate language (e.g., beside, inside, next to, close to, above, below, apart).</p>	<p><b>Teacher's Guide Seasonal Holidays p. 6</b> - Leaf Oral Language  <b>Teacher's Guide p. 133</b> - Where We Live  <b>Teacher's Guide p. 335</b> - Follow Directional Words  <b>Teacher's Guide p. 442</b> - Math Center  <b>Teacher's Guide p. 502</b> - Shape Game</p>
<p><b>PK.G.2.</b> Identify several basic shapes.</p>	<p><b>Teacher's Guide p. 40</b> - Compare Shapes  <b>Teacher's Guide p. 43</b> - Classify Letters, Shapes and Numbers  <b>Teacher's Guide p. 87</b> - Shape Patterns  <b>Teacher's Guide p. 502</b> - Shape Game</p>
<p><b>PK.G.3.</b> With guidance and support, explore the attributes of two- and three-dimensional shapes.</p>	<p><b>Teacher's Guide p. 311</b> - 3-D Geometric Shapes  <b>Teacher's Guide p. 495</b> - Three Dimensional Shapes  <b>Teacher's Guide p. 502</b> - Shape Game  <b>Teacher's Guide p. 542</b> - Play Dough Shapes  <b>Starfall.com</b> - Geometry and Measurement</p>

### Analyze, compare, create, and compose shapes

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>PK.G.4.</b> With guidance and support, compare and contrast the attributes of two- and three- dimensional shapes of different sizes and orientations, identifying shapes that are ___ and shapes that are not___.</p>	<p><b>Teacher's Guide pp. 66-67</b> - "Where's the Shape?"  <b>Teacher's Guide p. 77</b> - Math Center  <b>Teacher's Guide p. 311</b> - 3-D Geometric Shapes  <b>Teacher's Guide p. 495</b> - Three Dimensional Shapes  <b>Teacher's Guide p. 502</b> - Shape Game  <b>Starfall.com</b> - Math: Geometry and Measurement</p>
<p><b>PK.G.5.</b> Identify shapes in the real world environment.</p>	<p><b>Teacher's Guide p. 40</b> - Compare Shapes  <b>Teacher's Guide p. 108</b> - Design a House  <b>Teacher's Guide p. 311</b> - 3-D Geometric Shapes  <b>Teacher's Guide p. 495</b> - Three Dimensional Shapes  <b>Teacher's Guide</b> - Construction Center (daily)  <b>Starfall.com</b> - Geometry and Measurement</p>
<p><b>PK.G.6.</b> With guidance and support, create and name new shapes formed when putting two shapes together (i.e. two right triangles</p>	<p><b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy  <b>Teacher's Guide p. 77</b> - Construction Center  <b>Teacher's Guide p. 495</b> - Three Dimensional Shapes</p>

of the same size put together would make a rectangle).	<b>Teacher's Guide</b> - Construction Center (daily) <b>Starfall.com</b> - Math: Geometry and Measurement - Make Shapes
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## Science

### Scientific Thinking Ask questions & make predictions based on observations through active engagement with materials

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>S.PK.1.</b> Use senses to gather, explore, and interpret information.	<b>Teacher's Guide Seasonal Holidays p. 5</b> - The Listening Walk <b>Teacher's Guide Unit 3, Week 8 pp. 174-197</b> - Your Five Senses <b>Teacher's Guide p. 228</b> - Discovery Center <b>Teacher's Guide p. 536</b> - Discovery Center <b>Teacher's Guide</b> - Learning Centers (daily)
<b>S.PK.2.</b> Make predictions based on background knowledge, previous scientific exploration, and observations of objects and events in the world.	<b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" Graph <b>Teacher's Guide p. 473</b> - Big Machines <b>Teacher's Guide p. 475</b> - Predictions: Roll or Slide?
<b>S.PK.3.</b> Record and organize data using graphs, charts, science journals, etc. to communicate conclusions regarding experiments and explorations.	<b>Teacher's Guide p. 265</b> - Rain <b>Teacher's Guide p. 266</b> - "Will the Wind Blow?" Graph <b>Teacher's Guide p. 298</b> - Art Center

### Tools & Technology

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>S.PK.4.</b> Use simple tools for investigation of the home, classroom and other familiar places.	<b>Teacher's Guide p.204</b> - Discovery Center <b>Teacher's Guide p.416</b> - Discovery Center <b>Teacher's Guide p.442</b> - Discovery Center

### Earth & Space Observe and describe characteristics of earth and space

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>S.PK.5.</b> Investigate and identify a variety of earth materials by their observable properties (e.g., soil, rocks, minerals).	<b>Teacher's Guide p.466</b> - Discovery Center <b>Teacher's Guide p.514</b> - Discovery Center <b>Teacher's Guide p.539</b> - Plant Seeds

<b>S.PK.6.</b> Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.	<b>Teacher's Guide p.303</b> - Why the Sun and the Moon Live in the Sky <b>Teacher's Guide p.304</b> - The Solar System <b>Teacher's Guide p.307</b> - The Stars
<b>S.PK.7.</b> Observe and discuss changes in weather and seasons using common weather related vocabulary.	<b>Teacher's Guide p.257</b> - Introduce Weather <b>Teacher's Guide pp.263-264</b> - Weather: Cause and Effect <b>Teacher's Guide pp. 269-270</b> - Weather Riddles <b>Teacher's Guide</b> - Gathering (daily)

### Living Things Observe and describe characteristics of living things

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>S.PK.8.</b> Describe and identify the similarities, categories, and different structures of familiar plants and animals (Plants have roots, stems, leaves; animals have eyes, mouths, ears).	<b>Teacher's Guide Seasonal Holidays p. 6</b> - Fall Tree <b>Teacher's Guide pp.526-527</b> - Compare and Contrast <b>Teacher's Guide p.540</b> - Miss MacDonald <b>Teacher's Guide p.571</b> - Riddles: What Am I?
<b>S.PK.9.</b> Observe, describe and compare the habitats of plants and animals.	<b>Teacher's Guide p. 374</b> Morning Meeting: Compare and Contrast Habitats <b>Teacher's Guide p. 376</b> - The Forest <b>Teacher's Guide p. 379</b> - Introduce <i>Over in the Meadow</i> <b>Teacher's Guide p. 401</b> - Introduce <i>Ocean Animals</i> <b>Teacher's Guide pp. 508-573</b> - Unit 7: Your Environment

### Physical Properties Acquire knowledge about the physical properties of the world

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>S.PK.10.</b> Describe and categorize objects based on their observable properties.	<b>Teacher's Guide p.204</b> - Math Center <b>Teacher's Guide p.266</b> - "Will the Wind Blow?" Graph <b>Teacher's Guide p. 406</b> - Sink or Float?
<b>S.PK.11.</b> Demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).	<b>Teacher's Guide p.268</b> - Introduce Thermometers <b>Teacher's Guide p.300</b> - Discovery Center <b>Teacher's Guide p.536</b> - Discovery Center
<b>S.PK.12.</b> Observe, predict and describe how objects move and use common motion related vocabulary (e.g., straight, fast/slow, zigzag, up/down).	<b>Teacher's Guide p.466</b> - Discovery Center <b>Teacher's Guide p. 473</b> - Big Machines <b>Teacher's Guide p. 475</b> - Predictions: Roll or Slide?

## Social Studies

### History

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>SS.PK.1.</b> Develop an understanding of how people and things change over time.	<b>Teacher's Guide p.559</b> - Growing and Changing <b>Teacher's Guide p.561</b> - Growing Up <b>Teacher's Guide p.586</b> - Look at Us Now
<b>SS.PK.2.</b> Demonstrate awareness of different cultures through exploration of customs and traditions, past and present.	<b>Teacher's Guide Seasonal Holidays pp.8-9</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays pp.33-36</b> - Black History Month <b>Teacher's Guide Seasonal Holidays pp.46-48</b> - Earth Day <b>Teacher's Guide Seasonal Holidays pp.49-51</b> - Cinco de Mayo <b>Teacher's Guide Seasonal Holidays pp.52-53</b> - Mother's Day <b>Teacher's Guide</b> - Gathering (daily) <b>Starfall.com</b> - Holiday Icons
<b>SS.PK.3.</b> Demonstrate an interest in current events which relate to family, culture, and community.	<b>Teacher's Guide Seasonal Holidays p. 8</b> - Grandparent's Day <b>Teacher's Guide Seasonal Holidays p. 18</b> - Thanksgiving <b>Teacher's Guide Seasonal Holidays p. 30</b> - Valentine's Day <b>Teacher's Guide Seasonal Holidays p. 33</b> - Black History Month <b>Teacher's Guide Seasonal Holidays p. 42</b> - St. Patrick's Day <b>Teacher's Guide Seasonal Holidays p. 49</b> - Cinco de Mayo <b>Teacher's Guide Seasonal Holidays p. 52</b> - Mother's Day <b>Teacher's Guide</b> - <b>Teacher's Guide</b> - Gathering (daily)

### Civics, Citizenship, and Government

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>SS.PK.4.</b> Recognize that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.	<b>Teacher's Guide p. 54</b> - Rules <b>Teacher's Guide pp.241-242</b> - Safety: Review <i>Fire Safety</i> , and <i>Introduce Strangers</i> <b>Teacher's Guide p.244</b> - Review Safety
<b>SS.PK.5.</b> Participate in the community or group life of the class (e.g., making and following rules, doing classroom jobs, expressing concern for others, participating in decision making processes.	<b>Teacher's Guide p.19</b> - Learning Centers Activity <b>Teacher's Guide p.54</b> - Class Rules <b>Teacher's Guide p. 58</b> - "Please" and "Thank You"

## Economics

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>SS.PK.6.</b> Demonstrate an understanding that money is needed in exchange for some goods and services.	<b>Teacher's Guide pp.143-144</b> - Vehicles and Buildings <b>Teacher's Guide p.132</b> - Introduce Money <b>Teacher's Guide p.445</b> - Introduce <i>The Three Little Pigs</i>
<b>SS.PK.7.</b> Recognize that goods and services may be purchased using different forms of payment (e.g., coins, paper money, checks, electronic payments, credit cards).	<b>Teacher's Guide p.132</b> - Introduce Money <b>Teacher's Guide p.203</b> - Dramatic Play <b>Teacher's Guide p.465</b> - Dramatic Play

## Career Development

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>SS.PK.8.</b> Develop awareness about a wide variety of careers and work environments.	<b>Teacher's Guide p. 472</b> - Introduce <i>My Father Runs an Excavator</i> <b>Teacher's Guide p.151</b> - Writing Center <b>Teacher's Guide pp.153-154</b> - Firefighters <b>Teacher's Guide pp. 155-156</b> - <i>A Day in the Life of a Firefighter</i> <b>Teacher's Guide p.160</b> - What I Want to Be <b>Teacher's Guide p. 165</b> - Partner Sharing: Community Helpers <b>Teacher's Guide p. 299</b> - Dramatic Play Center <b>Teacher's Guide p. 465</b> - Dramatic Play Center

## Creative Arts

**Visual Arts Express self and represent what he/she knows, thinks, believes, and feels through visual arts**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>CA.PK.1.</b> Experiment with a variety of mediums and art materials for tactile experience and exploration.	<b>Teacher's Guide p. 50</b> - Art Center <b>Teacher's Guide p. 91</b> - Finger Painting <b>Teacher's Guide p. 268</b> - Create Rainy Day Illustrations <b>Teacher's Guide p. 578</b> - Art Center
<b>CA.PK.2.</b> Create artistic works with intent and purpose using varying tools, texture, color, and technique.	<b>Teacher's Guide p. 41</b> - Decorate Gingerbread Boy <b>Teacher's Guide p. 50</b> - Art Center <b>Teacher's Guide p. 403</b> - Create an Octopus



	<b>Teacher's Guide p. 414</b> - Art Center
<b>CA.PK.3.</b> Respond and react to visual arts created by self and others.	<b>Teacher's Guide p. 226</b> - Art Center <b>Teacher's Guide p. 326</b> - Discovery Center <b>Teacher's Guide p.368</b> - Art Center <b>Teacher's Guide p. 414</b> - Art Center <b>Starfall.com</b> - It's Fun to Read: Art Gallery: Vincent van Gogh <b>Starfall.com</b> - It's Fun to Read: Art Gallery: Georges Seurat <b>Starfall.com</b> - It's Fun to Read: Art Gallery: Paul Gauguin <b>Starfall.com</b> - It's Fun to Read: Art Gallery: Marc Chagall

### Music Express self by engaging in musical activities

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>CA.PK.4.</b> Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Pass the Pumpkin: Tempo <b>Teacher's Guide p. 13</b> - <i>If You're Happy and You Know It</i> <b>Teacher's Guide p. 473</b> - Warm Up Your Brain <b>Starfall.com Songs &amp; Rhymes: Motion Songs</b> <b>Starfall.com Songs &amp; Rhymes: Historical Folk Songs</b> <b>Teacher's Guide</b> - Songs & Rhymes: <i>Sing-Along</i> Volumes 1 & 2 (throughout curriculum)
<b>CA.PK.5.</b> Create sounds using voice, traditional instruments and/or non-traditional instruments.	<b>Teacher's Guide Seasonal Holidays p. 16</b> - Pass the Pumpkin: Tempo <b>Teacher's Guide Seasonal Holidays p. 34</b> - African Music <b>Teacher's Guide Seasonal Holidays p. 39</b> - Rainsticks <b>Teacher's Guide Seasonal Holidays p. 50</b> - Maracas

### Creative Movement & Dance

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<b>CA.PK.6.</b> Express feelings of what is felt and heard through dance or creative movement.	<b>Teacher's Guide Seasonal Holidays p. 7</b> - Leaf Dancing <b>Teacher's Guide p. 13</b> - Emotions: Happy, <i>If You're Happy and You Know It</i> <b>Teacher's Guide Seasonal Holidays p. 26</b> - Chinese Ribbon Dance <b>Teacher's Guide p. 419</b> - Dinosaur Dance <b>Teacher's Guide p. 473</b> - Warm Up Your Brain
<b>CA.PK.7.</b> Move in spontaneous and imaginative ways to music, songs, rhythm and silence (e.g., sway, twist, use of 'props').	<b>Teacher's Guide Seasonal Holidays p.7</b> - Leaf Dancing <b>Teacher's Guide Seasonal Holidays p.26</b> - Chinese Ribbon Dance

	<b>Teacher's Guide Seasonal Holidays p.50 - Dance Streamers</b>
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### Theatre / Dramatic Play

<b>Tennessee Early Learning Standards</b>	<b>Starfall Pre K 4 Alignment</b>
<b>CA.PK.8.</b> Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.	<b>Teacher's Guide p. 71</b> - Dramatize "Mr. Bunny's Carrot Soup" <b>Teacher's Guide p. 93</b> - Dramatize <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide p. 277</b> - Dramatic Play Center <b>Teacher's Guide p. 299</b> - Dramatic Play Center <b>Teacher's Guide p. 340</b> - Dramatize <i>The Frog Prince</i> <b>Teacher's Guide p. 347</b> - Dramatic Play Center <b>Teacher's Guide p. 487</b> - Dramatic Play Center
<b>CA.PK.9.</b> Respond and react to theatre and drama presentations.	<b>Teacher's Guide p. 93</b> - Dramatize <i>Draw Dragon Dot Eyes</i> <b>Teacher's Guide p. 245</b> - Dramatize <i>Goldilocks and the Three Bears</i> <b>Teacher's Guide p. 369</b> - Dramatic Play Center

### Cultural Differences

<b>Tennessee Early Learning Standards</b>	<b>Starfall Pre K 4 Alignment</b>
<b>CA.PK.10.</b> Participate in artistic activities (music and dance) representing different cultures.	<b>Teacher's Guide Seasonal Holidays p .26</b> - Chinese Ribbon Dance <b>Teacher's Guide Seasonal Holidays p. 27</b> - Dragon Dance: Chinese New Year <b>Teacher's Guide Seasonal Holidays p. 34</b> - African Music <b>Teacher's Guide Seasonal Holidays p. 34</b> - African Drum <b>Teacher's Guide Seasonal Holidays p. 50</b> - Maracas <b>Teacher's Guide Seasonal Holidays p. 50</b> - Dance Streamers

### Physical Development and Health

**Sensorimotor Use senses to assist & guide learning; using sensory information to plan & carry out movements**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>PD.PK.1.</b> Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment.</p>	<p><b>Teacher’s Guide Seasonal Holidays p. 7</b> - Fall Feely Box  <b>Teacher’s Guide p. 90</b> - Make Fruit Salad  <b>Teacher’s Guide p. 178</b> - Library Center  <b>Teacher’s Guide pp. 183-184</b> - Introduce <i>Chicken Little</i></p>
<p><b>PD.PK.2.</b> Demonstrate awareness of spatial boundaries and the ability to work and move within them.</p>	<p><b>Teacher’s Guide p. 123</b> - Outside Activity  <b>Teacher’s Guide p. 140</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 237</b> - Warm Up Your Brain  <b>Teacher’s Guide</b> - Small Group &amp; Exploration(daily)  <b>Teacher’s Guide</b> - Learning Centers (daily)</p>

**Gross Motor Demonstrate coordination and control of large muscles**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>PD.PK.3.</b> Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).</p>	<p><b>Teacher’s Guide p. 99</b> - “Duck, Duck, Hen”  <b>Teacher’s Guide p. 122</b> - “Red Light, Green Light”  <b>Teacher’s Guide p. 175</b> - “Hen and Chickens”  <b>Teacher’s Guide p. 531</b> - Quarter Spoon Relay  <b>Teacher’s Guide p. 553</b> - Caterpillars</p>
<p><b>PD.PK.4.</b> Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).</p>	<p><b>Teacher’s Guide p. 427</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 467</b> - Warm Up Your Brain  <b>Teacher’s Guide p. 483</b> - Caboose on the Loose  <b>Teacher’s Guide p. 496</b> - Warm Up Your Brain</p>

**Fine Motor**

**Demonstrate eye-hand coordination and dexterity needed to manipulate objects**

Tennessee Early Learning Standards	Starfall Pre K 4 Alignment
<p><b>PD.PK.5.</b> Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, and a variety of technological tools).</p>	<p><b>Teacher’s Guide p. 202</b> - Art Center  <b>Teacher’s Guide p. 204</b> - Writing Center  <b>Teacher’s Guide p. 281</b> - Make Paper Suns  <b>Teacher’s Guide p. 329</b> - Create Speckled Frogs  <b>Teacher’s Guide p. 370</b> - Discovery Center  <b>Teacher’s Guide</b> - Art Center (daily)</p>

	<b>Teacher's Guide</b> - Computer Center (daily)
<b>PD.PK.6.</b> Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives).	<b>Teacher's Guide p. 32</b> - Design Sheep <b>Teacher's Guide p. 39</b> - Cinnamon Play Dough <b>Teacher's Guide p. 64</b> - Create Character Puppets <b>Teacher's Guide p. 188</b> - Form Play Dough Letters <b>Teacher's Guide p. 273</b> - Ping Pong Ball/Cup Activity <b>Teacher's Guide</b> - Art Center (daily) <b>Teacher's Guide</b> - Construction Center (daily)

**Personal Health & Safety Physical Health & Well-Being**

<b>Tennessee Early Learning Standards</b>	<b>Starfall Pre K 4 Alignment</b>
<b>PD.PK.7.</b> Demonstrate personal care and hygiene skills.	<b>Teacher's Guide Seasonal Holidays p. 31</b> - Valentine Estimation <b>Teacher's Guide pp. 212-213</b> - Let's Stay Healthy: Germs <b>Teacher's Guide p. 215</b> - Let's Stay Healthy: Let's Stay Healthy: Germs
<b>PD.PK.8.</b> Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).	<b>Teacher's Guide pp. 205-206</b> - Let's Stay Healthy <b>Teacher's Guide p. 209</b> - Categorizing Healthy and Unhealthy <b>Teacher's Guide pp. 212-213</b> - Let's Stay Healthy: Germs <b>Teacher's Guide p. 215</b> - Let's Stay Healthy: Sleep and Water <b>Teacher's Guide p. 217</b> - Teacher's Literature Choice: Healthy Habits
<b>PD.PK.9.</b> Demonstrate awareness and understanding of safety rules.	<b>Teacher's Guide pp. 229-230</b> - Safety: <i>Inside School and On the Playground</i> <b>Teacher's Guide pp. 233-234</b> - Safety: <i>Taking a Walk, In a Car, and Wheels, Wheels, Wheels</i> <b>Teacher's Guide pp. 237-238</b> - Safety: <i>Tub and Shower and At the Pool</i> <b>Teacher's Guide pp. 241-242</b> - Safety: Review <i>Fire Safety</i> , and Introduce <i>Strangers</i> <b>Teacher's Guide p. 243</b> - Teacher's Literature Choice: Safety <b>Teacher's Guide p. 244</b> - Review Safety

\*The standards in this document were copied directly from the Tennessee Early Learning Developmental Standards for four-year-olds.

**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.

